



Assessment at The Willow Primary: 2016-17

	Reading	Writing	Maths
Formative materials / tools	Year group reading statement banks developed by the school based on target tracker and learning ladder statements.*	Year group writing statement bank developed by the school based mainly on Ros Wilson's criterion scales but also using learning ladders and tracker statements.	Target tracker statement bank is used for maths. Children are highlighted as working towards or achieving the statements.
Informing & using assessments	The statement bank is an ongoing assessment tool which teachers should update on regular basis (minimum every 3 weeks). It is informed by teachers in class observation and assessment, 1:1 or small group reading and against cracking comprehension / rising star assessment. Teachers will regularly review the statements to identify individual or whole class gaps which can then be planned for/addressed through whole class teaching or intervention. Pupil progress reviews will also use the statement banks to identify specific gaps in children's learning which need to be addressed to accelerate progress.	Each end of unit piece of independent writing is assessed against the statement bank, every 3 weeks. The assessment against the statement bank is used to identify gaps and these then inform the targets children are set in writing. Areas which the class, or even whole school, need to address are identified and targeted through teaching and/or intervention. Pupil progress reviews will also use the statement banks to identify specific gaps in children's learning which need to be addressed to accelerate progress.	At the end of each unit of maths (time spent can vary depending on the unit and children's competency) children will sit a short end of unit test (Rising Stars or Twinkl). Highlighting of statements is informed by a review of evidence in children's books and their performance in the end of unit test. Teachers review individual and class achievement against the statements to identify gaps which can then be addressed through whole class teaching and/or intervention. Pupil progress reviews will also use the statement banks to identify specific gaps in children's learning which need to be addressed to accelerate progress.
Summative Judgements & Tests	At the end of each term teachers will use the information from the statement bank to inform a summative judgement, they will also take children's performance against the KPIs to help inform their judgement. Children will sit a more formal reading test twice a year – half way through the Spring term and at the end of the year.	At the end of the term teachers look at the more recent statement bank assessments in big writing books, other samples of children's writing from their literacy and topic books and form a summative judgement as to their attainment. There are no writing tests used.	At the end of each term teachers look at how children are attaining against the statements for the year group curriculum they are working against, taking into account the KPIs, and for a summative judgement. Children sit a more formal maths test (both arithmetic and reasoning) twice a year – halfway through the Spring term and at the end of the year.

* **NB** -Following review of reading statements with staff it has been updated to make it more fit for purpose and has been brought in line with 'Cracking Comprehension' scheme. Staff will receive training on this on 21st November 2016 and it will be in use from then – this term children will sit an end of term test to help inform judgement as the bank has not been in use.

Tracking Tool

We use Target Tracker as our main tool for data input and analysis. Summative judgements informed by formative assessments are made at the end of each term. Children can be assessed at working at: beginning, beginning plus, within, within plus, secure or secure plus, in their year group curriculum. Where appropriate children may be assessed against a year group curriculum lower than the one they are in. Children working at greater depth will be assessed as working at secure plus. On the whole higher attainers will stay within this band/step, however in some cases, where a child is particularly able and the evidence shows the child is confident and competent at mastery of their current year group curriculum the HT or DHT agree a child may move into the next year group curriculum.

Data at the end of each term is analysed with a focus on attainment and progress of each year group and key groups identified by the school. Any areas requiring further actions are identified and a relevant plan is put in place.

Moderation

There are usually several planned opportunities in INSET or phase group for teachers to bring their maths and English books and compare them to others and evaluate them against criteria the school has developed. There are end of term meetings for phase groups to moderate writing assessments and judgements. Middle and senior leaders moderate samples of writing, maths and reading – with a particular focus on, although not restricted to, reception, year 2 and year 6. In 2015-16 we year 2, year 3 and year 6 teachers attended Haringey moderation training for writing and maths, writing leader and HT attended NLC moderation meetings and Y6 teachers linked with 2 local schools for moderation of writing. Y6 writing was moderated by the LA last year which confirmed our judgements to be sound. This year we are part of a NLC moderation group which will give teachers from all year groups the opportunity to moderate all three subjects with other schools.