Pupil Assessment and Tracking

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In April 2014 the Department for Education released ‘Assessment Principles’, a document outlining the core values all effective assessment systems should implement as part of the changes introduced with the 2014 National Curriculum. As the ‘Government will not impose a single system for ongoing assessment’, it is up to schools to implement a system that can: ‘Give reliable information to parents about how their child, and their child’s school, is performing, help drive improvement for pupils and teachers and make sure the school is keeping up with external best practice and innovation.’

Over the last 4 years we have been using target tracker as our main pupil tracking system. This allowed senior leaders and teacher to keep track on how well our children were progressing in reading, writing and mathematics. Using the old level system at the end of year 6 children were expected to achieve a level 4B or more. Since Department for Education (DfE) changed how schools assess children. Target tracker have developed a pupil tracking system, taking inspiration from their successful EYFS model, an effective assessment system that meet the needs of all school stakeholders and supports our school in embedding the DfE ‘Assessment Principles’ referenced above.

This has been developed to ensure that the useful elements of the outgoing levels system are retained, ensuring data from school to pupil level is presented and recorded with clarity and consistency, while removing the more confusing elements and opportunities for bad practice, for example the inconsistent APS system.

**We Believe**

Assessment should have a purpose at every level for everyone involved:

- Pupils should be given appropriate feedback on their learning from the formative assessments carried out by class teachers.
- Class teachers should be able to use formative assessment to support planning and implementation of a curriculum designed to meet the needs of learners.
- Teachers and school leaders should be able to use assessment to help ensure that the pupils who need specified intervention are quickly identified, appropriately supported and monitored so that all can fully achieve their potential and no one is left to struggle behind.
• School Leaders should be able to use summative assessment as a tool for monitoring the progress and attainment pupils make, to ensure the school is helping pupils achieve their potential.

• Parents should be able to get a clear and accurate sense of their child’s achievement and progress as well as areas where they can support development.

• Governors should be able to use data to ensure the school is supporting pupils learning effectively.

• Schools can provide data for inspection teams to show how children are performing.

The Target Tracker Assessment System

Target Tracker has been developed carefully to meet DfE guidance working with what we believe assessment should look like.

Tracking Attainment with Statements

At its heart, any assessment tool must have Assessment for Learning and this is the fundamental building block on which any more expansive data must sit.

The new National Curriculum has set out clear expectations for what children should achieve by the end of each key stage and, for English, Maths and Science, has provided guidance as to when in each phase this content should be covered. The programme of study expected end of year outcomes have been adapted to help support practitioners in making their step judgements over each academic year. These formative statements are shared with pupils to help define and guide next steps in learning.

The statutory statements published in the National Curriculum show end of year expectations. Target Tracker curriculum advisers have worked collaboratively with highly skilled practitioners to produce guidance and exemplification to support transition and, a key concern with any new system, moderation. These examples are presented in the Target Tracker software as additional statements of guidance, examples of children’s work, or a video file with audio.

This supporting guidance is available for English, Maths, Science and Computing.
Tracking Attainment and Progress with Steps

To track pupil attainment Target Tracker devised a system of steps. This performs the function of communicating progression and attainment in a simple format that may be aggregated to produce reports of overall and average progress. This is based on a carefully considered logical approach to assessment and follows on from the assessment system we have introduced in EYFS.

The terminology has been selected for consistency and clarity but also to avoid any suggested judgement when describing the attainment of pupils working below the expected band for their year group. Each year band has been broken down into six steps:

- beginning (b)
- beginning + (b+)
- working within (w)
- working within + (w+)
- secure (s)
- secure + (s+)

The three broader sections may be thought of in these terms:

**Beginning** – Pupil learning is chiefly focussed on the criteria for the band. There may be minimal elements of the previous band still to gain complete confidence in

**Working Within** – Pupil learning is fully focussed on the criteria for the band. Up to 70% of the statements are confidently achieved

**Secure** – Confidence in all of the criteria for the band. There may be pupil learning still focussed on gaining thorough confidence in some minimal elements but the broad expectations for the band have been met

Where the sections have been broken down into steps this is designed to allow the practitioner to represent and report progress for a pupil where they may not feel that the best fit is within the next section. For example, a pupil may be assessed as Band 2 Beginning in the Autumn term in year 2. The next time the practitioner records a summative assessment they may not feel that the pupil has progressed to Working Within, but the pupil has made progress. An assessment of Beginning + allows that progress to be represented and will feed through to overall class and key stage reporting. The inability to record smaller progress measures was a frustrating issue with the outgoing levels (and points) system.
At half termly intervals, our teachers select a step to show where each pupil is working. We only allow lower achieving pupils, children in receipt of an EHCP or statement in old language, to be shown working at a band outside of their current year. In very extreme cases, highly gifted children, children working at least two years above their age related expectation in a complete subject, will be given a personal learning programme designed to deepen their knowledge, skills and understanding.

**How Do We Show Progress?**

For this first year we are assessing steps in core subjects, reading, writing, mathematics and ICT:

To allow for the tracking and analysis of progress in a statistical context we have adopted a one point scale. The numbers below each step reference the equivalent scale point.

This means it will be easy for us to monitor pupil attainment in the context of age related expectation and progress over time to help children reach the new secondary ready standard.

For children to be working at age related expectation, they would need to reach the secure (s) step at the end of the appropriate year.

Secure + effectively represents the consolidation of the band and, while pupils will still need to pass through it in the following year, it allows settings to identify pupils who, while still operating at age related expectations, have attained a more thorough and wide ranging grasp of the content and concepts. Secure + demonstrates the foundation from which a pupil may proceed onto the criteria in the following band.

The New Curriculum allows schools to have the flexibility to introduce content earlier or later than set out in the programme of study. It is important for children to have opportunities to apply their understanding in a range of challenging real life contexts, and to demonstrate their mastery of a particular skill at a deep and thorough level before moving on. We would expect children who are secure (s) in the band of statements they are working on to have these experiences, and therefore be working at the secure + (s+) step before being assessed against the following year band statements.

**Setting Targets for Progress**

Target Setting is an emotive and, potentially, controversial method when misused. When taken as another part of the holistic ‘tool box’ of assessment practice it can
help identify and focus learning for pupils falling behind or showing potential for accelerated progress. The DfE refer to ‘sufficient progress’ as a way to represent progress over the key stage or Primary phase. While this has yet to be clarified it may be assumed that progressing through the equivalent content for a single academic year would be considered sufficient.

To meet age related expectations, children should reach the secure (s) step by the end of the appropriate year. To move from secure (s) in one year band to the next is 6 steps over 6 half terms. Therefore this equates to 1 step or 1 point of progress each half term.

This is an example of how targets might be set for a child with a year one entry level assessment as working just below band 1 at the end of the EYFS requirements (40-60s+), in order for them to reach the secondary ready standard, 6 secure (6s) at the end of Year 6.

<table>
<thead>
<tr>
<th>Year 1 Autumn 1 assessment</th>
<th>End of Year 1 target</th>
<th>End of Year 2 target</th>
<th>End of Year 3 target</th>
<th>End of Year 4 target</th>
<th>End of Year 5 target</th>
<th>End of Year 6 target</th>
</tr>
</thead>
<tbody>
<tr>
<td>40-60s+</td>
<td>1s</td>
<td>2s</td>
<td>3s</td>
<td>4s</td>
<td>5s</td>
<td>6s</td>
</tr>
</tbody>
</table>

Any pupil target needs to be reviewed by the class teacher to ensure it is appropriate and may be changed where necessary.

**Pupils working below band 1 and pupils with SEN**

Year 1 pupils who are working below the beginning of the Year 1 band could still be assessed in the EYFS 40-60 w, 40-60 w+, 40-60 s or 40-60 s+ month band steps. Schools may wish to continue to assess Year 1 pupils using statements from the EYFS month bands in the Autumn and Spring terms. Assessments made in the EYFS section of the Target Tracker software will not transfer across to Key Stage 1, as the subjects do not match. For pupils with SEN, it will possible to assess using P-Scales so progression through into Year band 1 can be tracked. Progress for these pupils can still be tracked using our one point scale.
Reporting to parents

Each half-term, parents will receive a gap analysis booklet for their child, identifying their achievements in reading, writing and mathematics. This document will also be used to highlight the targets your child will be working towards. This is designed to help you support your child in developing their understanding and skills in various subjects. Pupil Summary Sheet

The statements set as Working Towards have a red background, this states your child has some understanding and is working towards achieving the statement. Once the child and the class teacher are satisfied and there is sufficient evidence in your child’s book or stored as photographic, audio and video observation on the system, the statement will be set to Achieved and have blue background. Because learning is ongoing once your child has shown they can comfortably use this new understanding consistently across the curriculum, the statement will be shown as Mastered and is set against a mustard coloured background.
If you would like to understand more about how we assess children at Stifford Clays Primary School, feel free to chat with Ian Broyd our assessment lead or any Senior Leadership Team member.

Anthony Peltier
Headteacher

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