



# Assessment Guide



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# Key Principles

## Objectives:

- a. Assessment needs to be matched to the curriculum.
- b. Assessments will be made against the National Curriculum objectives for each age group.
- c. An EQT core group of 4 have formulated the Key Objectives for maths and English to use in our tracking systems. These have been uploaded onto Insight/Scholarpack for the all schools in the Trust to use from September 2017.
- d. These objectives are not to be used as a planning tool as they do not cover the whole curriculum, but will be used as a *'responsive teacher tool'* for *'monitoring the gaps'* in each class. This will ensure the *'security of objectives'*.
- e. Their implementation will be evaluated over the year and reviewed in the summer term.
- f. Objectives can be used for end of year expectations for each year group and for *'skilling up'* teachers to know what end of year expectations look like.
- g. Objectives can be adapted where needed by each school to account for any particular circumstances.
- h. NFER tests will be used for summative assessments at the end of years 3, 4 and 5.

# Key Principles

## Tracking:

- a. Schools operate their own tracking systems using a range of materials throughout the year. It is not expected that schools will necessarily use published termly tests but staff will be encouraged to become more confident in their own judgements. This decision will be made on a school by school basis.
- b. End of year NFER tests will be used to inform teacher assessment for the end of year judgements in years 3, 4 and 5. These will in turn be moderated across the Trust.
- c. The selection of quality evidence is key and assessment made against this evidence will inform staff when looking at the key objectives. A focus on build staff skills and confidence should be key.
- d. This tracking should be used to identify gaps in individual, class or cohort learning. Planning can be informed those by objectives not fully achieved on the tracking system.
- e. The moderated work will enable teachers to have a better understanding of what constitutes age related expectations for each year group. Moderation materials can be uploaded into a shared assessment folder to be used across the Trust.
- f. The Trust will develop a bank of materials to help with assessment, for example the use of national exemplar materials, testing results and standardised scores as well as methods such as hot and cold tasks. This will be especially important for 'borderline children'.
- g. The Trust objectives will enable a consistent approach to end of year age related expectations. This will enable us to track the progress required from year 2 to year 6 as schools are judged on this outcome.
- h. This will enable Trust schools to demonstrate good practice for assessment at the end of each year group and progress to high expectations/attainment at the end of year 6.

# Key Principles

## Data Collection and Reporting:

- a. An end of year head teacher report summary – attainment across the school, especially in year 2 and 6, notifying any issues.
- b. Summative data collected in the summer term, analysed and presented in the autumn term. Use of FFT for analysis.

-This will be used by the CEO to report to the Board of Directors in an end of year reporting to the board. This will not be a comparison of schools but a reporting of school issues and contextual influences.

-CEO report will look at individual school issues and any collective issues that can be used by the Trust to inform Improvement for the following year.

- c. Head Teachers will report to their LGB in their HT reports on termly progress. This will take place following Pupil Progress meetings. It will take the form of a narrative – it will focus on cohort specific issues eg: boys in yr 4 writing. These will be summarised by the CEO for reporting to the Board of Directors.

### d .Targets

-These will be for each year group and for the end of year 6 for each cohort based on year 2 attainment. This is set on FFT 20% challenge. A contextual narrative of progress will support these.

### e. Reporting to parents:

-Each Trust school will inform parents of their child's attainment and progress.

# Assessment in School

## How we will be assessing

- ⇒ Each year group has a set of key objectives for reading, writing and maths which will be assessed against.
- ⇒ Each child will be assessed against the set objectives.
- ⇒ SEND children can be assessed against an earlier year groups objectives (where relevant).
- ⇒ Judgements are to be made formatively using a range of methods—but these judgements should only be made against objectives which have been taught.
- ⇒ A score of 0-3 can be awarded for each objective to determine the depth, security and confidence demonstrated by individuals when applying the skills during tasks which are away from the point of teaching.
- ⇒ Summative judgements are to be made at least annually to report whether a child is on track for end of year Age Related Expectations.
- ⇒ Standardised scores or the results of tests should be added to build up a picture of the child.
- ⇒ External assessment results eg; Baseline, KS1 SATs, phonics are also recorded by the system—these do not need to be inputted manually.
- ⇒ Children are automatically identified as in a vulnerable group eg; PP, SEND, EAL etc.

# Assessment in School

## Trust V School Level

The idea to move towards a collaborative approach to assessment was made at Trust level. However, it was also acknowledged that some decisions will still need to be made at school level in order to address school specific issues or development plans.

## As a Trust

### It was agreed that all Trust schools will:

- ⇒ Teach all curriculum objectives and NOT just teach to the statements—but to use the statements to identify gaps in teaching and learning.
- ⇒ Use NFER Tests for Y3, Y4 and Y5 pupils at the end of the year to help inform teacher judgements.
- ⇒ Use summative judgements to identify those meeting ARE at the end of the year.
- ⇒ Make ongoing formative judgements throughout the year to give a developing picture of progress and attainment over time. These judgements should be made as the result of activities carried out away from the point of teaching.
- ⇒ Use starred objectives (\*) as determining objectives needed to be attained to be awarded 'ARE' at the end of the year. You can not be judged as achieving ARE without being secure in these statements.
- ⇒ Track pupils against all of the statements agreed by the Assessment group and other EQT working parties.

### It was acknowledged that individual schools will make their own decisions on:

- ⇒ The frequency of formative judgements being made and recorded on the schools system.
- ⇒ The frequency and use of test materials to support judgements, either purchased or created by schools.
- ⇒ Whether additional statements to assess against should be added or whether existing statements should be broken down to suit specific conditions of their school setting.
- ⇒ Their own tracking systems being used to monitor cohorts or vulnerable groups.

# Assessment in School

## What are we assessing against?

Every year group has a set of objectives for reading, writing and maths which are directly linked to the national curriculum objectives for that year group.

The objectives listed on the tracking system were put together by two small working parties, representing different key stages and schools across the EQT. Maths and English leads were included in these groups to ensure progression across the year groups and to help pick out year group themes.

## Years 1,3,4 and 5

- ⇒ Statements are taken directly from the year group objectives.
- ⇒ Some statements are marked with an (\*).

[  
Year 4 Maths]

- Count backwards through zero to include negative numbers.
- Add numbers with up to 4 digits using the formal written methods.\*
- Subtract numbers with up to 4 digits using formal written methods.\*
- Recall multiplication and division facts for multiplication tables up to 12x12.\*

- ⇒ The (\*) statements must be secure for an individual for them to be judged as meeting ARE at the end of the year.
- ⇒ In maths, the (\*) statements usually follow a theme determined by weighting in the curriculum for that year group.

## Years 2 and 6

- ⇒ Statements are taken directly from the national end of year statements - these have been updated this year to fit with the new standards.
- ⇒ Some objectives are listed in addition to these which staff felt were important to include to give a more holistic approach to the curriculum statements and to ensure progression through the year groups.
- ⇒ Statements for Y2 and Y6 are coded according to their judgement level in the national frameworks:

WT = working towards standard

WA = working at standard

GDS = Great Depth

**No Code** = statements which are useful to track but will not be used to judge ARE

- Identify and the names of 2D and 3D shapes from a group or pictures. (WT)
- Describe properties of 2D shapes (sides, vertices line of symmetry) (WA)
- Describe properties of 3D shapes (faces, edges, vertices) (WA)
- Describe rotations of turns in terms of right angles.

## Foundation

- ⇒ Statements are taken from Development Matters and judgements can be tracked at the appropriate development stage.
- ⇒ Children should be tracked in Reading, Writing, Number, SSM and Communication and Language.
- ⇒ Judgements should be made from observations made of the children so that, at the end of the year, they can be used to inform ELG judgements - based on 'best fit' - evidence can also be used to inform moderation.

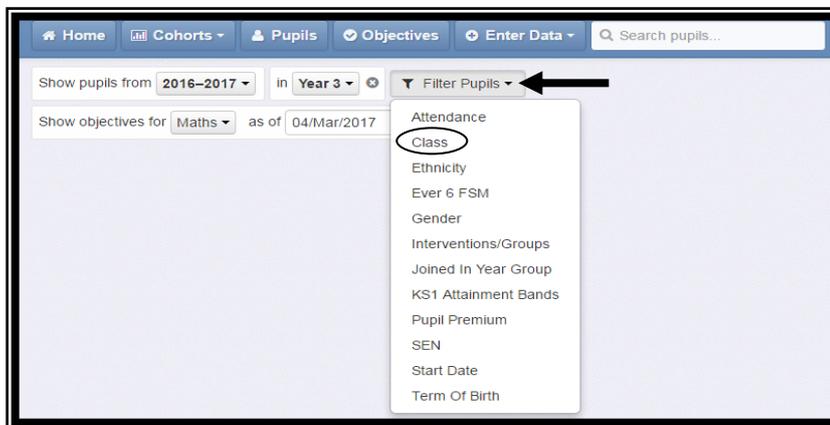
# Assessing Against Year Group Objectives



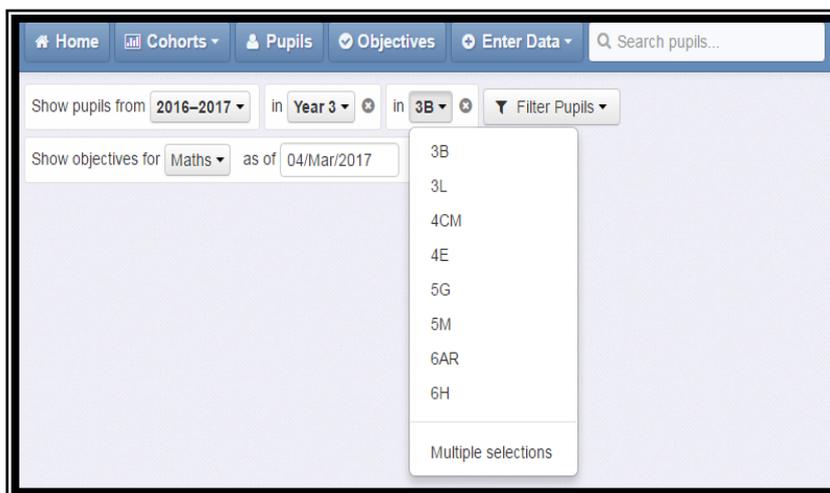
After logging in, click on the **Objectives** tab at the top of the screen.



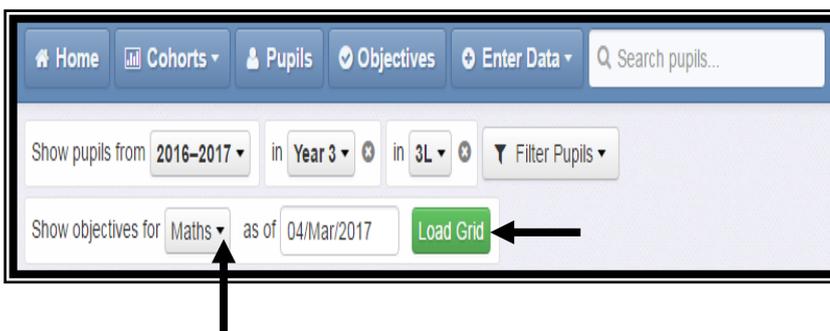
Select your year group from the drop down list.



Click the arrow on the **Filter Pupils** tab and select **Class**.



Select your class from the drop down list.



Select the required subject and click the **Load Grid** button.

	Pupil-001	Pupil-002	Pupil-003	Pupil-004	Pupil-005
Spring – Main Assessment	Below	Below	Below	Just Below	On-track
Overview					
Working Within	Y3	Y3	Y3	Y3	Y3
Average Depth	1.4	1.3	1.3	1.6	2.0
% Secure	12%	8%	12%	20%	32%
Y3					
<input type="checkbox"/> Count from 0 in multiples of 4, 8, 50 and 100.	0%				
<input type="checkbox"/> Find 10 or 100 more or less than a given number.	1.3 29%	1	1	1	2
<input type="checkbox"/> Recognise the place value of each digit in a three-digit number (hundreds, tens, ones).	1.8 79%	2	2	2	2

Left click in the appropriate box.

You can auto fill the whole row to make the same judgement by selecting the box at the start of the objective before clicking in any box.

### Confirm Assessment Term

The grid was loaded as of **04/Mar/2017**, so assessments will be in **Spring** term.

Do you need to enter data for a previous term?

Select the term for the assessment you are recording. It is possible to record a previous term's assessments by clicking the **Select Previous Term** button.

This screen will only appear once in each session.

### Enter Assessment

**Term** Spring  
**Date** 07/Mar/2017  
**Objective** Count from 0 in multiples of 4, 8, 50 and 1...  
**Pupil** Pupil-001 undefined

- 0 Taught, but not yet understood
- 1 Some evidence, but not yet secure
- 2 Objective secured
- 3 Working at greater depth

Select the appropriate statement from the list and repeat for each child and objective.

Working Within	Y2	Y2	Y2	Y2	Y2	Y2	Y1
Y1 Objectives							
Y2 Objectives							
Average Depth	1.3	0.2	1.5	1.5	1.3	1.3	
% Secure	6%	0%	9%	9%	6%	6%	0%

Individuals can be tracked on a previous Year Group—and attainment is still recorded in the same way.

# Making a Summative Judgement

	Pupil-001	Pupil-002	Pupil-003	Pupil-004	Pupil-005
Spring – Main Assessment	Below	Below	Below	Just Below	On-track
Overview					
Working Within	Y3	Y3	Y3	Y3	Y3
Average Depth	1.4	1.3	1.3	1.6	2.0
% Secure	12%	8%	12%	20%	32%

Click on the box in the **Main Assessment** row to record a teacher judgement for whether or not each child is on-track to meet age-related expectations at the end

**Main Assessment for Spring**  
For: Pupil-001

Mark Scheme  
Teacher Judgements

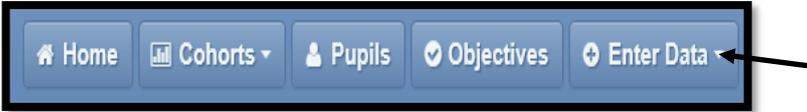
Mark  
Below

Comments

Save Cancel

To make the selection, select **Teacher Judgements** from the drop down menu. Choose from four statements in the **Mark** menu:  
**Below**  
**Just Below**  
**On-track**  
**Greater Depth**

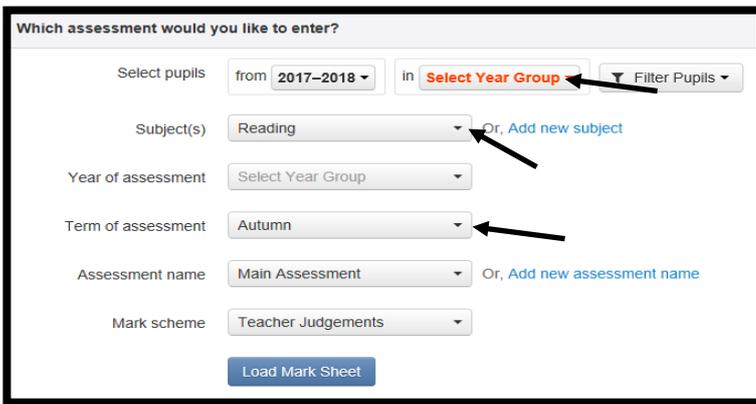
# Inputting Summative Data



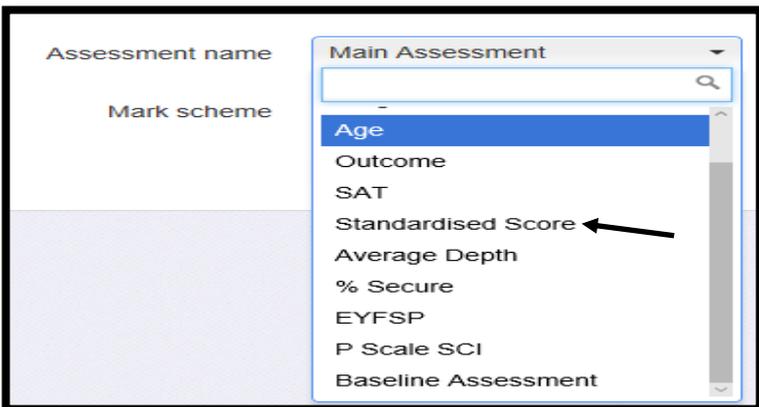
Select the **Enter Data** tab at the top of the screen.



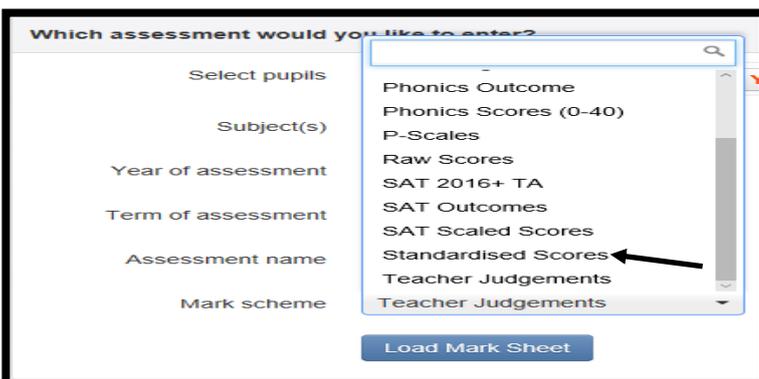
Select **Assessments and Targets** from the drop down menu.



Select the relevant headings for your class, subject and term of assessment.



Click **Assessment name** and select **Standardised Score** (or other assessment if appropriate).



Click **Mark scheme** and collect **Standardised Score** (or other choice if appropriate).

Select pupils from **2017-2018** in **Select Year Group** Filter Pupils

Subject(s) **Reading** Or, [Add new subject](#)

Year of assessment **Select Year Group**

Term of assessment **Autumn**

Assessment name **Standardised Score** Or, [Add new assessment name](#)

Mark scheme **Standardised Scores**

**Load Mark Sheet**

Click **Load Mark Sheet**.

**Enter marks for Y5 Autumn Reading Standardised Score**

**Save Marks** Cancel Set Assessment Date 23 Nov 2017

Enter a standardised score, for example percentile ra

Pupils in Year 5	Reading
Enter a mark for all pupils:	
Pupil-001	
Pupil-002	
Pupil-003	

Calendar: November 2017. 23 Nov 2017 is selected.

Select the day the assessment was carried out on from the **Set Assessment Date** button.

(This one is easy to forget, but important for the information to work properly on the system).

Pupils in Year 5	Reading
Enter a mark for all pupils:	
Pupil-001	130
Pupil-002	124
Pupil-003	120
Pupil-004	92
Pupil-005	99
Pupil-006	102

Input each score into the relevant box.

**Enter marks for Y5 Autumn Reading Standardised Score**

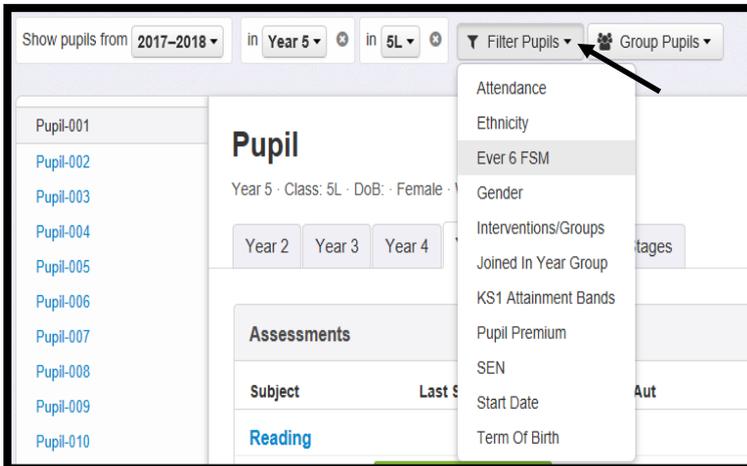
**Save Marks** Cancel Set Assessment Date 23 Nov 2017



# Look At Pupil Information



Select the **Pupils** tab at the top of the screen.



Along the top, select **Class** and/or **Filter Pupils** to find children from different groups.

The screenshot shows the 'Assessments' table for a pupil. The table has columns for Subject, Last Summer, Entry, Aut, Spr, Sum, Progress Through Year, and Progress Through Key Stage. The 'Reading' subject is highlighted in blue. The 'Main Assessment' row shows 'On-track' status for both 'Year' and 'Key Stage'. The 'Age' row shows '8y 2m [+2m]', '8y 7m [+3m]', '8y 11m [+5m]', and '> 9y 7m [+10m]'. The 'SAT' row shows 'EXS'. The 'Standardised Score' row shows '98', '107', '9.0', and '9.0'.

You can view each year's data for every child and is each of the subjects assessed.



To see an overview of assessed objectives, select the appropriate subject from the drop down menu.

The screenshot shows the 'Objectives' table for 'Archived - Maths'. The table has columns for Objective, Assessment, and Assessed On. The table is filtered to show only 'Archived - Maths' objectives.

Objective	Assessment	Assessed On
Count from 0 in multiples of 4, 8, 50 and 100.	Some evidence, but not yet secure	24 Jun 2017
Find 10 or 100 more or less than a given number.	Objective secured	28 Mar 2017
Recognise the place value of each digit in a three-digit number (hundreds, tens, ones).	Objective secured	31 Dec 2016

This gives a clear list of how each objective has been assessed.

Intervention/group	Start date	End date	
Apples and Pears	26 September 2016	(on-going)	<a href="#">Edit</a> - <a href="#">Remove</a>
Dancing Bears	26 September 2016	13 January 2017	<a href="#">Edit</a> - <a href="#">Remove</a>
Precision Teaching Spelling	24 April 2017	(on-going)	<a href="#">Edit</a> - <a href="#">Remove</a>

Specific interventions that have been carried out each year can be viewed for each child.



To add a new intervention, select the **Add Intervention/Group** tab.

**Add Intervention/Group**

Intervention/group name [Add New Name](#)

Select...

Start date

End date (optional)

Notify staff...

[Add Intervention/Group](#) [Cancel](#)

Select **Add New Name** and write in the name of the intervention.

**Add Intervention/Group**

Intervention/group name [Add New Name](#)

Select...

- 1:1 SEND support for differentiated curriculmn
- Anxiety work
- Apples and Pears
- Arrow
- Bear Necessities

Once an intervention is added, it will be accessible for all staff to select from in future.

**Add Intervention/Group**

Intervention/group name [Add New Name](#)

Arrow

Start date

11/09/2017

End date (optional)

20/11/2017

Start and end dates can be added for an intervention.