

Assessment at Lower Kersal Community Primary School



Lower Kersal Primary School is using the Target Tracker assessment system throughout the school. We use this to '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.' Dfe 2014

Key Principles

Each year group has it's own band.

Eg Y1 = Band 1, Y5 = Band 5.

Within each band there are 6 steps.

B = beginning, B+ = beginning plus, W = working, W+ = working plus, S = secure, S+ = secure plus

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. This is a teacher –led decision but could be informed by statement assessments between around 40% and 70% 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. We want more of our children to be performing at this stage of the band.

Expected progress is 6 steps per year this progress is monitored through rigorous moderation

- Assessment data is collected half termly and is based on a combination of teacher assessment and tests. Teacher assessments are collected before tests are administered to help support judgements
- All pupils will be taught so that a deep understanding is achieved through scaffolds, support and challenge.
- Lower attaining children may not yet be working within the band for their year group and therefore would be assessed at a lower band. Some children may be assessed at P levels.
- Termly 'Headline meetings' identify groups who are cause for concern. Termly Pupil Progress Meetings track individual progression.
- The New Curriculum allows schools to have the flexibility to introduce content earlier or later than set out in the programme of study, **however 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 – this is evident in books.**
- For pupils with SEN, it will possible to assess using P-Scales so progression through into the Year band 1 can be tracked.

Moderation

Half termly moderation of Reading, Writing and Maths takes place within the school to ensure judgements of progress and attainment are fair and secure. Annual formal moderation led by the SLT and subject leads takes place for all year groups to ensure attainment figures are accurate

Cluster moderation of all year groups takes place within the Irwell EIP