

## Assessment 2015/16

At Hindley Junior and Infant School we aspire for our pupils to reach 'secure' (s) by the end of the academic year.

End of Early Years	End of Y1	End of Y2	End of Y3	End of Y4	End of Y5	End of Y6
Target	Target	Target	Target	Target	Target	Target
GLD (Good Level of Development)	Band 1s Secure	Band 2s Secure	Band 3s Secure	Band 4s Secure	Band 5s Secure	Band 6s Secure

Each year band has been broken down into steps: beginning (b) beginning + (b+) working within (w) working within + (w+) secure (s) secure + (s+) to enable parents and children to see their progress throughout the year.

The school's model for assessing pupils for 2015/16 is explained in the table below:

Beginning	Beginning +	Working Within	Working Within +	Secure	Secure +
Below ARE			Just below ARE	ARE	Above ARE
b	b+	w	w+	s	s+
Pupils are 'working towards' and beginning to 'achieve' current Year Group Statements (YGS).		A majority (50%+) of YGS achieved, including evidence of KPI's being achieved.	A large majority (65%+) of YGS achieved, with increased number of KPI's achieved.  Pupils teacher assessed here may still be judged ARE.	Most (80%+) of YGS achieved, including almost all (97%+) KPI's achieved.	All (97%+) YGS achieved, including evidence of statements being mastered.
Teachers use pupil summary analysis to close gaps in learning for identified pupils.					

For children to be working at age-related expectation (ARE), they would need to reach the **secure (s)** by the end of the year **OR** following final moderation, pupil progress meetings and other assessment information the teacher and assessment leader feels that the child is very confident with **working within + (w+)**.

**Secure + (s+)** represents the consolidation of the band. In addition, for a child to be assessed as 's+' the teacher **MUST** have evidence to show they have mastered a proportion of the year group statements and/or KPI's.

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### Reporting to Parents and Carers National Curriculum End of Year Expectations

At the end of each term parents and carers will receive a Progress Report which will highlight the level of attainment against the expectations for the year group. The 'assessment ladder' below indicates to parents where their child is in terms of their progress at different termly points. However, pupils may not be at their termly age-related expectation but they may be making good or better progress given their starting point. This would be explained to parents/carers at consultation evenings.

#### Assessment Ladder

Most pupils will start from the bottom of the assessment ladder when they begin in Year 1.	Year 6	Summer	Band 6 Secure (ARE)
		Spring	Band 6 Within
		Autumn	Band 6 Beginning
	Year 5	Summer	Band 5 Secure (ARE)
		Spring	Band 5 Within
		Autumn	Band 5 Beginning
	Year 4	Summer	Band 4 Secure (ARE)
		Spring	Band 4 Within
		Autumn	Band 4 Beginning
Year 3	Summer	Band 3 Secure (ARE)	
	Spring	Band 3 Within	
	Autumn	Band 3 Beginning	
Year 2	Summer	Band 2 Secure (ARE)	
	Spring	Band 2 Within	
	Autumn	Band 2 Beginning	
Year 1	Summer	Band 1 Secure (ARE)	
	Spring	Band 1 Within	
	Autumn	Band 1 Beginning	

From this point forward they are continually working to climb the ladder until they leave in Year 6.

Progress is measured from each pupil's different starting point throughout each year.



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.

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. Pupils who do not achieve the Good Level of Development in Year 1 will continue to be assessed pupils using Development Matters statements. For pupils with SEN, it will possible to assess using P-Scales so progression through into the Year band 1 can be tracked. Progress for these pupils can still be tracked using our one point scale.