



# AVANTI COURT

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## Approach to Assessment and Progress Tracking in the New Curriculum

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 on-going 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."*

**Avanti Court Primary** has selected an assessment system that will meet the needs of all school stakeholders and support the school in embedding the DfE 'Assessment Principles' referenced above. We have chosen to use a well-known commercial assessment system called **Primary Target Tracker**. This system will be used by all Avanti Schools so we can begin to share and compare data. This system is also being used by some other schools in Redbridge which will help us to moderate our assessments and ensure that we are constantly comparing and improving how we assess.

### Our Philosophy of Assessment

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.

## 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 may be shared with pupils to help define and guide next steps in learning. As a key time saving element the Target Tracker software has been designed to allow group assessment entry and reports to get a quick and visual snapshot of pupil achievement.

The statutory statements published in the National Curriculum show end of year expectations.

## Tracking Attainment and Progress with Steps

To track pupil attainment the Target Tracker System has devised **a system of steps**. This performs the function of **communicating progression and attainment** in a simple format. Each year band has been broken down into six steps:

1. beginning (b)
2. beginning + (b+)
3. working within (w)
4. working within + (w+)
5. secure (s)
6. secure + (s+)

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

**Beginning** – Pupil learning is chiefly focused 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 focused on the criteria for the band. This is a teacher best fit 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 focused 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 teacher 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 teacher 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.

Avanti Court staff will on half termly intervals, select a step to show where each pupil is working. Lower and high achieving pupils may be working at a band outside of their current year, and can be recorded as such.

**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**

Avanti Court Primary will be using Learning Ladders to set targets for Maths, Writing and Reading.

Each pupil has a Learning Ladder booklet for Reading, Writing and Maths. Each booklet is divided into different ladders that represent key skills. The ladder then has rungs which show the key objectives, taken from the new National Curriculum, that the children need to work through. Although the path of learning is never linear, the rungs set out a typical journey of learning. Teachers will sign off the rungs as children achieve them. Rungs will be signed off weekly, often 'live' with the children, as well as periodically by the teacher as part of their summative assessment.

Over time, teachers will be able to see which rungs a child has achieved in relation to the end of year expectations. We can then report to parents, throughout the year, if their child is Working Towards, Working Within, Achieving or Exceeding end of year expectations. At Parent Consultation Meetings, parents will have access to their child's Learning Ladder booklets so they can clearly see which rungs they have achieved and what their next steps are.

Children will be making expected progress if they move from Working Within to Working Within each year, or Achieving to Achieving. Where a child is Working Towards or Exceeding end of year expectations, teachers will explain to parents if the progress that is being made is that which is expected, or if it has stalled or declined.

These booklets will have targets that can be used by pupils from Year 1 to Year 6. Each target will have 3 blocks where the pupil/ teacher can tick off and date when the target has been achieved. Teachers will highlight the targets being worked on at least half termly however the document is meant to be used ongoing.