

## **Assessment**

### **2017/18**

The school have designed a new system that reflects a more holistic approach to assessing young people with the variety of needs at Pentland Field School.

The assessment procedure takes into account the recently released updated P Scales by the government <https://www.gov.uk/government/publications/p-scales-attainment-targets-for-pupils-with-sen>

As well as the Rochford Review

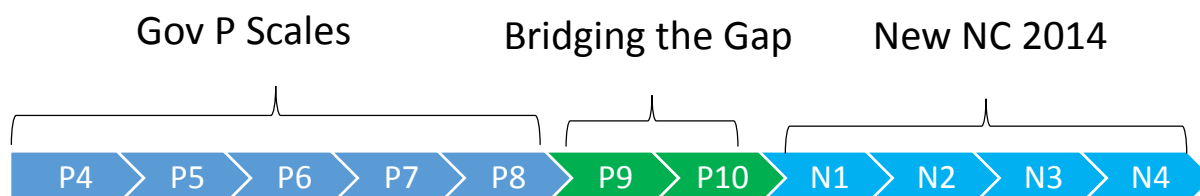
<https://www.gov.uk/government/publications/rochford-review-interim-recommendations>

Teachers will assess in Mathematics and English and this is broken down into the following areas:

English – Speaking and Listening, Reading, Writing

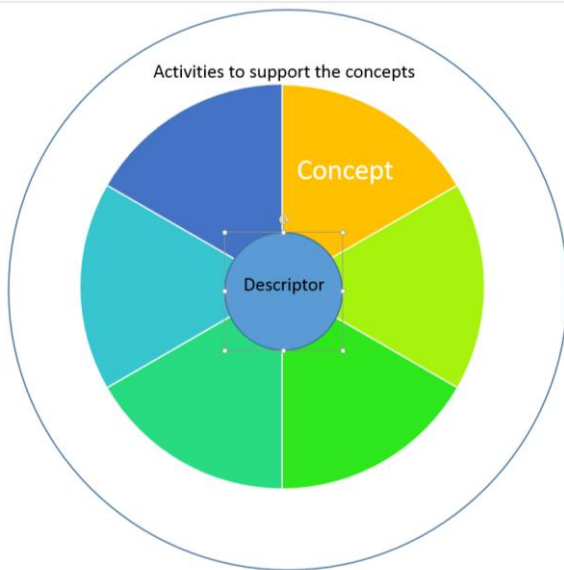
Mathematics – Using and Applying, Number, and Shape, Space and Measure (Geometry and Measure)

Each Subject area is further broken down:



P4 – P8 are the Government P Scales from the guidance document quoted above. The New National Curriculum has been referenced as well in the assessment documentation (<https://www.gov.uk/government/publications/national-curriculum-in-england-primary-curriculum>) and highlights the main assessment areas. 'Bridging the Gap' has been designed by senior leaders within PFS to ensure there is continuity between P Scales and the National Curriculum 2014.

Each subject area level is represented as a circular pie. This shows the main statement for each level broken down into concepts in order to achieve this statement.



### **Assessing Progress**

Each piece of pie is weighted against a percentage for that whole descriptor. It means that once a pupil has achieved that piece of pie the teacher can mark it off on the individual spreadsheets set up. Once the pupil has achieved 75% of the descriptor then the pupil can move up to the next level/scale

At the moment the thresholds are set at the following:

- ▶ 0 – 40% - Emerging
- ▶ 41- 74% - Developing
- ▶ 75% + - Mastered

Once a pupil has achieved the 75% Mastered threshold they can go up to the next scale/level.

All teachers will be given a guide booklet that will show a simple diagram form of the pies. They will also be able to access on each pupil file a spreadsheet that will provide a simple binary tick sheet that will work out the percentage and indicate to staff when to move up to the next pie.

### **Base lining and Annual Targets**

Teachers will reflect on the summer 2017 teacher predictions. These will be the basis for the class teams to decide on the starting 'pie' for each pupil. For example if

a pupil finished the year at P5C the P5 Pie would be the starting point. However if a pupil finished at P5a then a decision for the teacher and team would be to start at P5 pie or P6 Pie looking at descriptors. There will be a 2/3 week assessment period at the start of September which will also include moderation from Heads of Department and SMT.

Annual Targets will be based on the Government Upper Quartile Targets Guidance which has been reflected over the last two years. Therefore most pupils at this starting point will be 'P<number>Emerging'. Therefore the target will be the next pie level emerging. EG P5E will have a target of P6E.

Next academic year this will/may look different. If the pupil finishes at P5D at the end of the academic year then the target for the following year will be P6D.

### **Tracking Progress**

Tracking progress will continue to be the same. Teachers and teams will continue to discuss the progress of the pupil against the following criteria

1 = Beyond Expected

2 = Expected

3 = Below Expected

These data drops will be done in December, March and the final assessment will be done in June.

However tracking progress will be able to be monitored accurately and more frequently with the pupil spreadsheet.

### **EHCP**

EHCP targets will be set termly. Summer 2 should role over for Autumn 1 and be reviewed on return in September. December will be the setting for spring targets and March will be the setting for summer targets.

At the moment we will be trialling the progress of these through the Continuum of Skill Development (CSD) which is the MAPP assessment tool. The CSD is an independent tool and can be used to evaluate progress against any learning intentions. It is the CSD which facilitates the recording of lateral progression and allows qualitative data to be represented both graphically and numerically. Using the MAPP CSD we are using similar language to that of the Rochford Review, and having investigated into the people on the Rochford committee, we found that they were all using MAPP. We still are not fully using the 7 areas of Rochford in this new system, but feel that this would only really be helpful for our SLD classes, however, we feel that the new approach to curriculum as a whole encompasses our SLD and lower ability pupils.

We will look at 4 teachers across the school to trial and discuss this process while the other teachers carry on with the present RAG rating system. If felt successful the process will be transferred in after Christmas.

### **Further Development**

Senior leaders are developing a computer programme with the CEO of the Eden Academy that will encompass this whole process.

At the moment a prototype is being developed and will be available to trial in the next month.

However initial barriers to development is cost and understanding from computer software companies of the vision that is being wanted.

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