



The following information summarises how we assess pupil's achievement and measure attainment and progress of the new National Curriculum. The system was created by a small working party of local schools with external input and advice from an independent advisor who works for the DFE.

- For reading, writing and mathematics, the objectives of the National Curriculum have been grouped in to areas of learning to create an overall curriculum objective sheet for each year group. Where the national curriculum is over a two year period these objectives have been analysed and used to create objectives for individual year groups. Careful consideration has been given to progression.
- On going formative assessment is continuously taking place with objectives being highlighted when a child is confidently displaying an understanding of the objectives.
- At the end of each term a summative assessment of the child's attainment is made, leading to the generation of a grade descriptor – Entering a Year Groups objectives, working within a Year Groups Objectives, Working Securely at the Year Groups Objectives or Working at Greater Depth Within the Year Groups Objectives.
- Throughout the year teachers can pencil tick when they feel a child has achieved an objective. At the end of each half term staff objective sheets are monitored to ensure pupils are on track. Particular focus is paid to vulnerable groups already identified and those having interventions.
- At the end of each term the objective sheets are considered along with the Teacher's professional knowledge of the child. A grade descriptor is assigned to the child's level of achievement with the guidance being
Up to 49% objectives = Entering the Year group
Between 50% and 89% of objectives = working within the year group
90% plus of objectives = secure at the year group
Where children are secure with all objectives and in the teachers professional judgement are able to use and apply their knowledge in a wide range of challenging contexts an award of working at greater depth may be given.
- Moderation takes place termly, internally within the school and externally with other schools using the same assessment system.
- When indicating a child has securely met an objective the following colour system is used:
Yellow = achieved in the Autumn Term
Green = achieved in the Spring Term
Pink = achieved in the summer term
Blue= achieved an objective from the previous year's objective sheet.
This data is entered into a SIMS mark sheet termly.
If teachers feel that

- SIMS has a numerical grading system built into it, based on a typical child making 4 points overall progress each year, to enable pupils progress and attainment to be tracked and measured. (See charts below)
- Through any academic year a pupil who is making “Typical” progress will make four points progress. (See Example Chart)
- Through SIMS the school generates tracking grids to look at individual pupil progress, cohort data to generate percentages working at each grade descriptor and uses filters to look specifically at groups of pupils the school has identified.
- The assessment coordinator looks at the data for each child along with the English and maths coordinators and our SENCO . Pupil progress meetings are then held once a term to discuss pupil’s progress and vulnerable groups are identified. Pupils who are not making expected progress are identified and discussed. Strategies and interventions are then put in place and monitored to see how effective they are. Interim pupil progress meetings for under attaining pupils take place at half term.
- SIMS generates a yearly progress for children based on prior attainment and a pupil making typical progress.

Key Stage 1 “Typical “ Progress”

NC Year/Baseline	Attainment at Baseline			Expectation for the end of year based on previous attainment/baseline	
End EYFS/Baseline Y1	ELG 1 Below 30-50	E1e	15	ELG only until Y1 Summer then P Scales if child on	
	ELG 1 30-50	E1w	16		
	ELG 1 40-60	E1s	17	End Y1 the pupil should expect to be:	Y1w
	ELG 2	E2	18		Y1s
	ELG 3	E3	19		Y1g
End Y1/Baseline Y2	Entering	Y1e	20	End Y2 the pupil should expect to be:	Y2e
	Within	Y1w	21		Y2w
	Y1 Secure	Y1s	22		Y2s
	Greater depth	Y1g	23		Y2g
End Y2/Baseline Y3	Entering	Y2e	24	End Y3 the pupil should expect to be:	Y3e
	Within	Y2w	25		Y3w
	Y2 Secure	Y2s	26		Y3s
	Greater depth	Y2g	27		Y3g

Key Stage 2 “Typical Progress”

HC Year/Baseline	Attainment at Baseline			Expectation for the end of year based on previous attainment/baseline		
End Y2/ Baseline Y3	Entering	Y2e	24	End Y3 the pupils should expect to be:	Y3e	
	Within	Y2w	25		Y3w	
	Y2 Secure	Y2s	26		Y3s	
	Greater depth	Y2g	27		Y3g	
End Y3/ Baseline Y4	Entering	Y3e	28	End Y4 the pupils should expect to be:	Y4e	
	Within	Y3w	29		Y4w	
	Y3 Secure	Y3s	30		Y4s	
	Greater depth	Y3g	31		Y4g	
End Y4/ Baseline Y5	Entering	Y4e	32	End Y5 the pupils should expect to be:	Y5e	
	Within	Y4w	33		Y5w	
	Y4 Secure	Y4s	34		Y5s	
	Greater depth	Y4g	35		Y5g	
End Y5/ Baseline Y6	Entering	Y5e	36	End Y6 the pupils should expect to be:	Y6e	
	Within	Y5w	37		Y6w	
	Y5 Secure	Y5s	38		Y6s	
	Greater depth	Y5g	39		Y6g	
End Y6	Entering	Y6e	40	HIGH SCHOOL		
	Within	Y6w	41			
	Y6 Secure	Y6s	42			
	Greater depth	Y6g	43			

Example of How a pupil may attain 4 Points and Typical Progress in a Year

	End of Summer (Baseline)	End of Autumn	End Of Spring	End of Summer	Total Points Progress for Year
Example 1	Y2s	Y3e 2 points progress	Y3w 1 point progress	Y3s 1 point progress	Overall 4 points = Typical
Example 2	Y2w	Y2s 1 point progress	Y3e 2 points progress	Y3w 1 point progress	Overall 4 points = Typical
Example 3	Y2e	Y2w 1 point progress	Y2s 1 point Progress	Y3e 2 point progress	Overall 4 points progress = Typical

The Following Table shows the attainment of a TYPICAL child

AGE EXPECTATION BASED ON YEAR GROUP CURRICULUM OBJECTIVES BY TERM									
Current Year Group	Autumn (0-50%)			Spring (50-90%)			Summer (90%+)		
	Below	On	Above	Below	On	Above	Below	On	Above
Y1	<Y1e	Y1e	>Y1e	<Y1w	Y1w	>Y1w	<Y1s	Y1s	>Y1s
Y2	<Y2e	Y2e	>Y2e	<Y2w	Y2w	>Y2w	<Y2s	Y2s	>Y2s
Y3	<Y3e	Y3e	>Y3e	<Y3w	Y3w	>Y3w	<Y3s	Y3s	>Y3s
Y4	<Y4e	Y4e	>Y4e	<Y4w	Y4w	>Y4w	<Y4s	Y4s	>Y4s
Y5	<Y5e	Y5e	>Y5e	<Y5w	Y5w	>Y5w	<Y5s	Y5s	>Y5s
Y6	<Y6e	Y6e	>Y6e	<Y6w	Y6w	>Y6w	<Y6s	Y6s	>Y6s

The following Table shows how a Pupil may attain Typical, less than Typical and more than Typical Progress

TYPICAL PROGRESS FROM BASELINE (4 points)					
Previous Yr/Base line		Entering	Within	Secure	Greater Depth
	Entering	Typical	More than	More than	More than
	Within	Less than	Typical	More than	More than
	Secure	Less than	Less than	Typical	More than
	Greater Depth	Less than	Less than	Less than	Typical

The achievement of all children from Years 1 to Year 6 is monitored using the above system. Additional information is attained from the use of commercial progress tests and end of year tests. The school is mindful of the latest publications from the DFE regarding assessment and the latest performance descriptors and will review the assessment system being used at the end of the academic year.