

Assessment and Tracking pupil progress at WJAW

September 2015

AIM: To be able to identify children who need additional intervention in spite of quality first teaching in order to achieve the expected standard.

Impact on pupils' learning:

Our system allows us to see where children are at in relation to expected standards and target intervention to where it is needed. Our system is based on a year team dialogue for learning with whole school moderation sessions. We also validate this through external moderation with our Cluster schools.

Assessment Categories:

	Working above the expected standard
	Working at the expected standard
	Working towards the expected standard
	Working below the expected standard

Baseline: a baseline (starting point) is established in September as follows:

	Reading	Writing	Maths
Years 3, 4, 5 and 6	We use the STAR Reading test to give a reading age. We convert this to the appropriate colour on the baseline grid (Blue, Green, Amber, Red).	We use the Ros Wilson Big Writing grids as a tool to teacher assess a piece of writing. Teachers discuss and moderate with their year colleague and Phase Leader to determine the appropriate colour for the baseline grid (Blue, Green, Amber, Red).	We use a Maths Progress test to inform our teacher assessment through the Maths Makes Sense Tracker. Teachers record the colour on the Maths baseline grid sheet (Blue, Green, Amber, Red).

On Going Assessment For Learning:

Teachers teach a block of learning from the National Curriculum which is linked to our 'I can' statements. These are our learning goals and are stuck in the childrens' exercise books. Teachers regularly review these statements and tick them to indicate whether a child 'can' do them with 'H' high, 'M' medium support or 'I' independently.

During this block of learning teachers are in regular dialogue with their year team colleague and Phase Leader. These grids form part of the evidence base used to reach a judgement in the Learning Review as to where each child is at in relation to the expected standard.

Writing moderation sessions take place in school and also across the Cluster.

Learning Reviews:

In addition to teacher assessment, we use the STAR Reading test and STAR Maths and Maths Progress Tests to inform our judgements. Learning Reviews take place Half Termly in Phases. Teachers look at a range of evidence including the 'I can' grids and test scores to reach a judgement which is then converted to a colour: Blue, Green, Amber, Red.

Gaps in learning are identified and inform planning and target setting for the next block of learning.

Pupil Progress Meetings:

These will take place termly and will be led by the Phase Leaders. The aim of these meetings is to formally review progress and identify children who need additional intervention.

Please also see the summary flowchart.