

Appendix III Marish Academy Trust Assessment Process from September 2015 in core subjects

From September 2015 at Marish and Willow Primary schools, we use Target Tracker and the Bands and Steps system within it, to assess and support each child to reach their potential.

This new system reflects a national move away from a 'levels or criterion- referenced' system and instead it looks at what the average child can do and decides that is the 'norm' or expected standard for a child in each year group. As far as we can tell the norm or expected average standard for KS1 and KS2 SATs year groups will equate to achieving approximately 60% of the marks available in the Reading, Maths and SPAG SATs tests. Any pupil who achieves this will be awarded a standardized score of 100 and any scores that deviate from average either above or below will be converted to standardised scores above or below 100.

In 2015/6 EYFS stays the same with FSP and a new baseline and P Scales.

All other year groups have the 2014 curriculum expectations or targets/statements for that year group divided into Bands within Target Tracker as shown below:

Band 1 covers the curriculum for average Year 1 children; Band 2 covers the curriculum for average Year 2 children;
Band 3 covers the curriculum for average Year 3 children; Band 4 covers the curriculum for average Year 4 children.
Band 5 covers the curriculum for average Year 5 children; Band 6 covers the curriculum for average Year 6 children.

Each band is further broken down into 6 steps, as shown in table below:

Band	Half term 1 Step b	Half term 2 Step b+	Half term 3 Step w	Half term 4 Step w+	Half term 5 Step s	Half term 6 Step s+
Band 1	1b	1b+	1w	1w+	1s	1s+
Band 2	2b	2b+	2w	2w+	2s	2s+
Band 3	2b	3b+	3w	3w+	3s	3s+
Band 4	4b	4b+	4w	4w+	4s	4s+
Band 5	5b	5b+	5w	5w+	5s	5s+
Band 6	6b	6b+	6w	6w+	6s	6s+

Within each Band are six steps and any average or more able child is making good progress, if they progress through these at the rate of 1 each half term or 6 steps in a year. In autumn term steps are labelled 'b for beginning', in spring as 'w for working within' and in summer as 's for secure'.

Important things to remember about progress:

Any average or above child should be making 6 steps progress each year from their starting point at Marish Academy Trust which equates to good progress and not RI progress. Anything between 4.0 and 6.0 steps for the average or above child is RI progress, anything less than 4.0 steps is inadequate progress for the average or above child. Anything more than 6.0 steps progress is outstanding progress.

By the end of summer term average children should be at step s+. By the end of the first half of the autumn term, they should be assessed in step b, and so on.

Generally the average child will be assessed at the appropriate step in the year band in any half term, but an above average or more able child might progress rapidly through the year band requirements and reach the s+ step earlier in the year. They will continue being challenged by working at greater depth until the end of the academic year.

If a child is working in a higher band eg Band 6 when only in year 5, they are working at well above average expectations and so are likely to be gifted and talented. Again we expect 6.0 steps progress in a year for them to make good progress.

If a child is still on step w in the summer term they are below average and at risk of falling behind. SEND children or new arrivals might be working within a Band below their year group. (For example Band 1 when in Yr 2.)

Children with SEND and complex needs have different starting points and so might be assessed within P levels whilst in Year 1-6. Moreover, at Marish Academy Trust, SEND pupils are assessed within a customized system of assessment, wherein good progress equates to 4 steps annually.

Important things to remember about attainment:

The government has advised that they expect 85% of pupils to meet the average expectation at the end of KS2 in reading and writing and Maths combined.

At Marish Academy Trust, we will find this attainment target challenging to meet because of high mobility, many new arrivals new to English, above average numbers of children with complex SEND and cohorts with below average KS1 APS. Despite this we have set challenging targets for Age related expectations (ARE) for each year group as stated below, which increase over time but which are also variable dependent on each cohort's KS1 scores, mobility, number of SEND children and ongoing assessments. These cohort targets are checked termly and reviewed at the end of each academic year, so that we keep track of each cohorts' progress towards the raised expectations of 85% in reading, writing and Maths at the end of KS2.

Marish Academy Trust has designed this flexible target setting system to reflect the raised expectations of the 2014 national curriculum and the government drive to raise standards at the end of KS2. The system complements our assessment system, enables us to check progress an attainment regularly and builds in flexibility of targets for the cohorts already in KS2 in 2015/6, to allow for a transition period so that children are able to catch up to the new standards. Although in reality, pupils are given until the end of the Key Stage to achieve this, our system builds in termly checks and annual reviews, precisely because we expect them to achieve the new expectations sooner.