



The Leek Education Partnership

Tracking Pupils' Attainment and Progress.

This document has been created by the Leek Education Partnership to support the tracking of Pupil's attainment and progress throughout the education system within Leek.

Key Principles

The Leek Education Partnership follows the following principles of assessment.

1. Assessment is at the heart of teaching and learning.
 - a. Assessment provides evidence to guide teaching and learning.
 - b. Assessment provides the opportunity for students to demonstrate and review their progress.
2. Assessment is fair.
 - a. Assessment is inclusive of all abilities.
 - b. Assessment is free from bias towards factors that are not relevant to what the assessment intends to address.
3. Assessment is honest.
 - a. Assessment outcomes are used in ways that minimise undesirable effects.
 - b. Assessment outcomes are conveyed in an open, honest and transparent way to assist pupils with their learning.
 - c. Assessment judgements are moderated by experienced professionals to ensure their accuracy.
4. Assessment is ambitious.
 - a. Assessment places achievement in context against nationally standardised criteria and expected standards.
 - b. Assessment embodies, through objective criteria, a pathway of progress and development for every child.
 - c. Assessment objectives set high expectations for learners.

5. Assessment is appropriate.
 - a. The purpose of any assessment process should be clearly stated.
 - b. Conclusions regarding pupil achievement are valid when the assessment method is appropriate (to age, to the task and to the desired feedback information).
 - c. Assessment should draw on a wide range of evidence to provide a complete picture of student achievement.
 - d. Assessment should demand no more procedures or records than are practically required to allow pupils, their parents and teachers to plan future learning.
6. Assessment is consistent.
 - a. Judgements are formed according to common principles.
 - b. The results are readily understandable by third parties.
 - c. A school's results are capable of comparison with other schools, both locally and nationally.
7. Assessment outcomes provide meaningful and understandable information for:
 - a. pupils in developing their learning;
 - b. parents in supporting children with their learning;
 - c. teachers in planning teaching and learning. Assessment must provide information that justifies the time spent;
 - d. school leaders and governors in planning and allocating resources; and
 - e. government and agents of government.
8. Assessment feedback should inspire greater effort and a belief that, through hard work and practice, more can be achieved.

Key aims of the LEP Assessment system

- to track progress and attainment throughout all tiers of education in Leek, and be transferable between schools at key transition points, and also for mid-year school transitions.
- to be simple – so that it can easily be understood at a glance by internal and external users of the data. For this reason a simple numerical attainment is used.
- to provide users with key performance indicators about the attainment and progress of children, which will inform self-evaluation and form a good starting point for demonstrating progress to Ofsted.
- to enable users to determine with confidence whether or not children are on track to meet the expected standards in the statutory assessments which will take place at the ends of Key Stages.
- to take account of the potentially harmful effects when describing the attainment of pupils who are working below the age-related expectation, e.g. pupils with SEN/D

How Assessments are made.

A 'best fit' approach needs to be taken to teacher assessment. Therefore, the percentage figures suggested below are only intended as a guide to support teachers.

The LEP skills criteria grids should be used to support teacher assessment of attainment.

To transfer assessments made onto the tracker, the following tables should be used.

EYFS:

Entering	Developing	Secure
evidence of a few aspects of the criteria – up to about 25% of the criteria (may be occasional but not yet frequent)	Secure in many aspects of the criteria – up to about 75%	Secure in most of the criteria – more than about 75%
1 point	1 point	1point

Y1-Y9:

Entering	Developing	Securing	Mastery
evidence of a few aspects of the criteria – up to about 25% of the criteria (may be occasional but not yet frequent)	Secure in many aspects of the criteria – up to about 60%	Secure in most of the criteria – more than 60% and up to about 80%	Secure in all, or almost all, of the criteria (and most likely showing 'glimmers' of the Y2 criteria)
2 point options within Emerging	2 point options within Developing	3 point options within Securing	2 point options within Mastery

In addition to agreed assessment grids, schools may use standardised tests to support assessments e.g. online CAT tests, EYFS baseline tests etc.

We recommend that teachers base their summative judgements upon the extent to which a pupil is showing a **secure grasp** of those skills, using a 'best fit' approach. Teachers will therefore need to consider:

- the 'NOFAN' approach (which stands for Never, Occasionally, Frequently, Always, Naturally) – which represents the process of becoming secure in a new skill
- the overall proportion of the criteria in which a child is showing a secure grasp

For the purposes of this system, 'Frequently' showing evidence of understanding of a skill is taken to mean a secure grasp of that skill. A skill must be seen frequently to be marked as secure.

Children working outside their year group should be assessed using the appropriate Year group sheets if this is appropriate. However, the purpose of this system is to allow schools to further enrich a pupil's

understanding by exploring higher-level skills, but within the content domain of the key stage (e.g KS1, LKS2, UKS2, KS3, KS4). This might include:

- applying the knowledge and skills learned within the context of more extended problem- solving
- applying the knowledge and skills in more challenging, unfamiliar contexts
- extended project work, with children conducting their own research and following their own
- lines of enquiry

This approach fits with the notion that this new curriculum is about **mastering** key concepts, and avoids the ‘treadmill’ effect that sometimes can occur when there is pressure to keep showing further progress and insufficient time to consolidate and master skills.

Expected progress in this system of assessment **IS** a challenging expectation.

How pupils’ attainment and progress is tracked

Attainment and Progress will be tracked at all Key Stages using SIMS Assessment Manager 7. The LEP has developed an assessment system based on the new curriculum assessment criteria and the EYFS stages of development. Pupils’ progress in EYFS will be tracked in the 17 areas of learning. Pupils’ progress from Y1 and above will be tracked in reading, writing, maths and science.

The following charts indicate the points associated with each ‘step’.

EYFS

Stage	Entering		Developing		Secure	
Birth - 11 months	00-11e	3	00-11d	4	00-11s	5
8 - 20 months	8-20e	6	8-20d	7	8-20s	8
16-26 months	16-26e	9	16-26d	10	16-26s	11
22-36 months	22-36e	12	22-36d	13	22-36s	14
30-50 months	30-50e	15	30-50d	16	30-50s	17
40-60 months	40-60e	18	40-60d	19	40-60s	20
ELG	Emerging ELG - see 40-60 etc.	≤20	ELG	21 or 22	Exceeding ELG - use chart below	≥23

Year 1 - Year 9

Year Group	Entering		Developing		Securing			Mastery		
Below 1	Children working below Y1 Emerging will use points 1 - 20									
1	23	24	25	26	27	28	29	30	31	
2	30	31	32	33	34	35	36	37	38	
3	37	38	39	40	41	42	43	44	45	
4	44	45	46	47	48	49	50	51	52	
5	51	52	53	54	55	56	57	58	59	
6	58	59	60	61	62	63	64	65	66	
7	65	66	67	68	69	70	71	72	73	
8	72	73	74	75	76	77	78	79	80	
9	79	80	81	82	83	84	85	86	87	
10	86	87	88	89	90	91	92	93	94	
11	93	94	95	96	97	98	99	100	101	

(Below 1, Year 10 and 11 have been added to support those children working **outside** year group expectations.)

Attainment and Progress in EYFS

A wide range of assessment analysis is already available using [SIMS.NET](#) aspect analysis grids.

Attainment for Y1 - Y9

For each year group Y1-Y9 (where Y = year group of child):

End of Autumn term Expected attainment = 7Y+15 to 7Y+16

End of Spring term Expected attainment = 7Y+17 to 7Y+18

End of Summer term Expected attainment = 7Y+ 19 to 7Y+21

(below = red, at = green, above = blue)

Key attainment measures in the SIMS AM7 reports should be:

- the proportion of children working within age-related expectations
- the proportion of children working beyond age-related expectations
- the proportion of children working below age-related expectations
- the 'average attainment' for a cohort or group of pupils

Note:

The Y1 AM7 marksheets will include columns for a baseline to be entered (see the section 'Progress from end of EYFS to end of Key Stage 1'). It is suggested that the baseline column in Year 1 is populated with the EYFS Reading, Writing and Numbers data from the end of the Foundation Stage.

For each year group Y1-Y9:

This assessment system sets challenging expectations for progress. Expected progress IS good progress. Expected progress during 1 year = 7 points for children working at age related expectations.

Therefore 7 points progress is GOOD progress.

Expected progress per term = 3 Autumn, 2 Spring, 2 Summer

More than Expected Progress at the end of a year would be either:

- making more than 7 steps of progress in a year, or
- finishing the year in the Mastery stage, i.e. curriculum content for that year group / phase has been mastered and pupil is working on deeper extension work

SIMS AM7 Reports should use the following colour codes:

Progress < expected is **red** Progress = expected is **green** Progress > expected is **blue**

Key progress measures in the SIMS AM7 reports should be:

- proportions of pupils not making, making and exceeding expected progress
- average number of steps of progress made by a cohort or group
- progress over time e.g. over a Key Stage or phase (eg LKS2, UKS2)

Reporting Attainment and Progress to Pupils and their Parents

The assessment tracker is **not** designed to be used for discussion with pupils or parents, or in marking pupils' work, as this practice could lead to some of the same problems as the previous system of levels, such as the 'labelling' effect, development of fixed mindsets, comparison of level with peers etc.

The assessment tracker is a tool for data analysis; the key to talking to a child or their parent about their learning is to focus on the criteria, not the code.

This allows for discussion around what has been achieved well and what the next steps for learning are.

Schools **may** wish to use the following suggestions when reporting to parents:

- Your child is working well within the expected range for their age (followed by examples of particular areas of success and current areas of focus)

- Your child is working slightly below the expected range for their age (followed by examples of particular areas of success and current areas of focus)
- Your child has a strong understanding of the concepts taught this year and has been working on extension activities to further develop their problem-solving skills (followed by examples of particular areas of success and current areas of focus)

Alternatively, the year group levels may be used, e.g. Year 4 Entering, Year 4 Developing, Year 4 Secure, Year 4 Mastered.

This will be up to individual schools to decide.

Progress from end of EYFS to end of Key Stage 1

Progress across Key Stage 1 will be measured from pupils' end of EYFS attainment.

However, due to the fact that information is recorded within the EYFS for each Area of Learning whereas Key Stage 1 assessments are made separately for reading and writing, it will be necessary for Y1 teachers to manually enter a baseline assessment (in discussion with Reception teacher/EYFS leader). The Y1 AM7 marksheets will include columns for a baseline to be entered.

It is essential that baselines are entered, otherwise there will be no progress measures.

Where a child transfers in from a school outside of the LEP, if at all possible the receiving school needs to find out from the former school the child's EYFSP assessments and use these to determine the appropriate baseline.