

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.
- When indicating a child has securely met an objective the following colour system is used:
Blue = achieved in the Autumn Term
Green = achieved in the Spring Term
Yellow = achieved in the summer term (On the printed sheets in the front of pupil's books)
- 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 50% objectives = **Entering** the Year group
Between 50% and 80% of objectives = working **within** the year group
80% 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.
- Where a child is working at within their chronological age group they will correlate to attaining / working at age expectation
- Moderation takes place termly, internally within the school and externally with other schools using the same assessment system.
- This data is entered into a SIMS marksheet termly.

- SIMS has a numerical grading system built into it, based on the expectation that a child will make 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 sustained and substantial 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.
- SIMS generates a yearly progress for children based on prior attainment and the Percentage of pupil's making sustained and substantial progress (4 points).

Key Stage 1 "Sustained and substantial " 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 1 30-50	E1w	16		
	ELG 1 40-60	E1s	17		
	ELG 2	E2	18		Y1w
	ELG 3	E3	19		Y1s
End Y1/Baseline Y2	Entering	Y1e	20		Y1g
	Within	Y1w	21		Y2e
	Y1 Secure	Y1s	22		Y2w
	Greater depth	Y1g	23		Y2s
End Y2/Baseline Y3	Entering	Y2e	24		Y2g
	Within	Y2w	25		Y3e
	Y2 Secure	Y2s	26		Y3w
	Greater depth	Y2g	27		Y3s

Key Stage 2 "Sustained and substantial Progress"

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

Example of How a pupil may attain 4 Points - Sustained and substantial 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 = S and S progress
Example 2	Y2w	Y2s 1 point progress	Y3e 2 points progress	Y3w 1 point progress	Overall 4 points = S and S progress
Example 3	Y2W	Y3e 3 points	Y3e 0 points	Y3w 1point	Overall 4 points= S and S progress
Example 4	Y2e	Y2w 1 point progress	Y2s 1 point Progress	Y3e 2 point progress	Overall 4 points progress = S and S progress

The following Table shows how a Pupil may attain sustained and substantial progress, less than sustained and substantial progress and more than sustained and substantial Progress

TYPICAL PROGRESS FROM BASELINE (4 points)					
Previous Yr/Baseline		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 Rising Stars 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 each academic year.

For the schools principals and foundation upon which assessment is based, please read our assessment statement available on the school website.

<http://www.holmerceacademy.co.uk/assessment/>