

# Assessment Visible Outcomes



## Overall aim

Embedding the new assessment framework to ensure all children continue to make outstanding progress

Strategic aim	Key tasks	Accountabilities and timescales						Desired impact	Evidence	
		T1	T2	T3	T4	T5	T6			
A1. To introduce a new system of assessment across the early years in cooperation with the Compass Partnership	a) Introduce Early Excellence baseline assessment materials in first term	KB						Assessment is gathered from what children and learners already know, and parents and previous setting providers feed into this. Staff will have a clear starting point for all children. Staff will be confident in using the new assessment tool.	<ul style="list-style-type: none"> <li>Data collated and analysed for EYFS</li> <li>Report produced re baseline attainment</li> <li>Minutes of cross partnership Meetings</li> </ul>	
	b) Effectively plan presentation and delivery of the materials to the children based on the evaluation of last year's assessment	KB/MG								
	c) Evaluate programme with partnership schools	KB	→							
A2. To embed parental involvement in children's progress throughout the early years	a) Introduce 'Early Excellence' tool	KB/MG						EYFS and associated staff will be confident in their use of Early Excellence. Parents will understand what it is for, how to access it and how to use it efficiently. Parents are fully involved in their child's development and regularly feed into the assessment process.	<ul style="list-style-type: none"> <li>Early Excellence purchased and installed</li> <li>PDM schedule</li> <li>Online calendar</li> <li>Photos on Twitter</li> <li>Newsletter</li> <li>Monitoring cycle</li> <li>Log kept by EYFS Coordinator</li> <li>Cross partnership meeting/ workshop for relevant parents</li> </ul>	
	b) Kate Barton to attend Early Excellence training	KB								
	c) PDM with early years staff and EYPs on usage	KB/MG								
	d) Parents' meeting to introduce Early Excellence	KB/MG								
	e) Monitor teacher's use (quality and quantity) of Early Excellence	KB/SLT	→							
	f) Monitor parents' usage and engagement with	KB/MG	→							

	the programme g) Formulate a plan of action to engage reluctant parents and parents without internet access		KB						<ul style="list-style-type: none"> <li>Action plan of events to engage all parents</li> </ul>
A3. To embed teacher's understanding and confidence in using the updated and reviewed Compass Assessment Framework	a) Work in cooperation with partnership schools to review and update the Compass Assessment Framework b) Provide induction for new staff including NQTs and School Direct c) Analyse data half termly for Yr 2 and 6 and termly for Yr1,3, 4 and 5 d) Set up regular moderation of writing as a year group e) PDMs to be arranged termly for cross school writing moderation f) Plan in moderation sessions across the Compass Partnership and the borough	GP →  GP  GP →  DH/AG →  GP →	  DH/AG  	  DH/AG  	  DH/AG  	  DH/AG  	Staff evaluation will be used to inform a review of the assessment documentation. All teaching staff will be confident in assessing and analysing children's progress and attainment against the updated criteria. Assessment draws on a range of evidence from across the curriculum. There will be a consistent approach to assessment across the partnership.	<ul style="list-style-type: none"> <li>Induction workshop slides</li> <li>PDM schedule</li> <li>Data analysis done ½ termly; data reports and overview</li> <li>Minutes of meetings with R and D group</li> </ul>	
A4. To provide children with opportunities that ensure they are successful in test situations	a) Provide challenge boxes in each classroom based around arithmetic and problem solving, vocabulary, grammar and comprehension b) Regular timed activities to be developed across KS2 in reading and maths to build pace,	  	JC/KB/AG/DH  All staff	→  →	  	  	Children demonstrate independence and autonomy over their learning. Children demonstrate self-confidence and awareness in their learning and understand how to be an effective learner. Children will become familiar with the format and expectations of the	<ul style="list-style-type: none"> <li>Challenge boxes in every KS2 classroom</li> <li>Arithmetic tests evidenced in books</li> <li>Weekly Planning</li> <li>Home Learning Policy</li> <li>Information re assessment and</li> </ul>	

	stamina and resilience							national tests KS 2 Staff will be familiar with key statements for end of Key stage. Home learning will support children in key year groups to be successful in the national tests.	tests on website <ul style="list-style-type: none"> <li>• Parent meetings schedule</li> <li>• Parent feedback</li> </ul>
	c) Investigate, develop and incorporate weekly arithmetic test across KS1 and 2	JC/KB	→						
	d) Embed South Rise spelling scheme of work	All staff	→						
	e) Develop scope of weekly spelling test to mirror the new national format	AG/DH All staff	→						
	f) Embed and contextualise grammar teaching across KS1 and 2	All staff	→						
	g) All staff to be provided with Interim Framework bold statements for year 2	GP							
	h) Year 2 Interim Framework bold statements to be included in Yr 3 and 4 planning where appropriate	Year 3 and 4 teachers	→						
	i) Update Home Learning Policy in relation to latest research and national assessments			HB/CD					
	j) Set up Assessment section on the school website				GP/PW				
	k) Set up meetings for parents of children in Yr 2 and 6 to familiarise with national expectations				GP/CD /SM/ RG				
l) Embed practice	GP/SM	→							

	materials for all new test formats for new curriculum ahead of new tests in May for Y2 and 6	/RG							
A5. To develop an affective system of assessment across science and foundation subjects	<p>a) Liaise with science leaders across the Compass partnership and the borough to research assessment methods</p> <p>b) Identify and set up an appropriate assessment method for science</p> <p>c) Introduce science assessment to staff through a PDM</p> <p>d) Trial science assessment in key year groups</p> <p>e) Subject leaders to meet with Regan to discuss assessment of foundation subjects</p> <p>f) Cross curricular assessment system to be devised (portfolio?)</p> <p>g) PDM to introduce cross curricular assessment system</p> <p>h) Cross curricular assessment to be implemented across the school</p> <p>i) Update assessment policy to include assessment information for science and foundation subjects</p>	RG/FM	RG/FM	RG/FM	Teachers	RG and subject leaders	RG and subject leaders	RG and subject leaders	<p>Leaders will have an understanding of current thinking in science assessment and the school's policy will be in line with that of the local authority. There will be a consistent approach to the assessment of science across the school and clear evidence of skills progression. Planning of subject knowledge, content and skills across the curriculum will be more rigorous. Staff will be able to talk confidently about the progression of knowledge skills and understanding for all subject areas and provide evidence to support this.</p> <ul style="list-style-type: none"> <li>• Updated Assessment Policy</li> <li>• PDM schedule and slides</li> <li>• Minutes of meetings</li> <li>• Subject/Cross curricular Portfolios of children's learning</li> </ul>

