

Bawtry Mayflower Curriculum and Assessment Policy

Our Vision:

To have happy, independent children who are confident in achieving their very best.

We aim to achieve this by:

- *Creating independent learners through an exciting and relevant curriculum which supports and challenges all.*
 - *Ensuring children are actively involved in the next steps in their learning.*
 - *Nurturing pride and respect in themselves, others and the environment.*

Our policy and procedures have been produced based on recommendations in the Final Report of the Commission on Assessment without Levels (September 2015) and in line with the 'Purposes and Principles of Assessment without Levels'.

Following the removal of NC levels we acted on the advice of The Commission which encourages schools to embrace this change and seize the opportunity to develop innovative and effective new approaches to assessment that meet the needs of their pupils, parents, staff and curriculum. (Report P43).

Key factors which led to us selecting our chosen approach include:

- It supports the achievement of our pupils (Report p 35)
- It draws of a range of evidence of what pupils know, understand and can do across the curriculum (Report p36)
- It supports the principle embodied in the new National Curriculum which advocates understanding key concepts before moving onto the next phase of learning. This should enable teachers to become better informed about pupils' individual learning needs. It should also better inform the teaching approaches and interventions they use to support pupils in making progress in their learning. (report P39)

Our curriculum...

- Provides opportunities to advance understanding of pre-defined key learning objectives, gradually throughout a key stage.
- promotes a positive attitude towards learning, so that children enjoy coming to school and acquire a solid basis for lifelong learning;
- encourages and supports children to be creative and to develop their own thinking;
- teaches children about the developing world, including how their environment and society have changed over time;
- helps children understand Britain's cultural heritage and to appreciate and value the contribution made by all ethnic groups in our multi-cultural society;
- enables children to be responsible, caring citizens;
- fulfils all the requirements of the National Curriculum and the Locally Agreed Syllabus for Religious Education;
- teaches children to have an awareness of their own spiritual development, and to distinguish right from wrong;
- helps children understand the importance of truth and fairness, so that they grow up committed to equal opportunities for all;
- enables children to have respect for themselves and to live and work cooperatively with others;

What is progress?

- A widening and deepening of essential knowledge, skills, understanding and behaviours of the essential learning objectives. This means that pupils will experience the same content over and over again, each time in a richer and more challenging context, thus deepening their understanding.
- Increased cognitive understanding through identified learning objectives - from basic - advancing - deep.
- Learning objectives are not fully "met"; children merely advance their knowledge, skills and understanding.
- We do not rush to introduce new content as it is important that pupils have sophisticated problems that challenge them in a wide variety of different and diverse situations first.
- Pupils will be given increasingly challenging activities at each stage of development which we call 'cognitive domains'.
 - The table below the cognitive domains, the type of teaching that they will receive in each domain and the typical nature of tasks.

Cognitive domain	Predominant form of teaching	Type of thinking	Types of activities
Basic	modelling, explaining	Low level cognitive demand. Involves following instructions.	Name, describe, follow instructions or methods, complete tasks, recall information, ask basic questions, use, match, report, measure, list, illustrate, label, recognise, tell, repeat, arrange, define, memorise.
Advancing	application activities with review	Higher level of cognitive demand. Involves mental processing beyond recall. Requires some degree of decision making.	Apply skills to solve problems, explain methods, classify, infer, categorise, identify patterns, organise, modify, predict, interpret, summarise, make observations, estimate, compare.
Deep	coaching and mentoring	Cognitive demands are complex and abstract. Involves problems with multi-steps or more than one possible answer. Requires justification of answers.	Solve non-routine problems, appraise, explain concepts, hypothesise, investigate, cite evidence, design, create, prove.

Progress is:

- Increased cognitive understanding - from basic - advancing - deep
- A widening and deepening of essential knowledge, skills, understanding and behaviours of the essential learning objectives

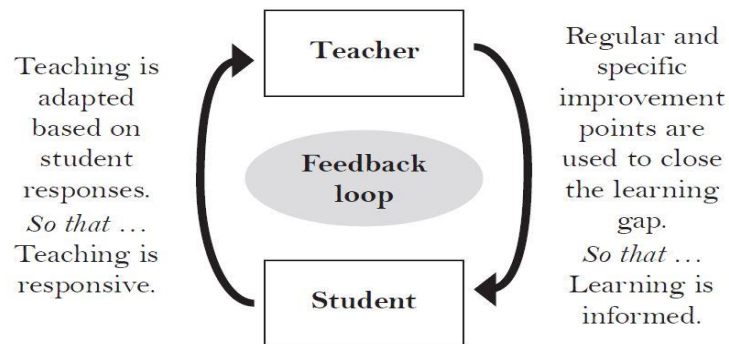
Progression in learning involves:

- Increasing levels of cognitive challenge
- Greater element of decision making
- Higher levels of the ownership of learning
- Decreasing levels of support
- More complex language
- Increasing quantity of learning
- Activities that match the intended cognitive challenge
- Changes to teaching methodology

Principles of Assessment

"We expect schools to have a curriculum and assessment framework that meets a set of core principles." Department for Education 2014

- Pupils at Bawtry Mayflower are assessed according to the curriculum standards for each Milestone and whether they have a Basic, Advancing or Deep understanding of them. It is expected that by the end of each Milestone, the vast majority of pupils have an advancing understanding and some will have a deep understanding.
- To provide feedback to pupils and teachers about learning:



- To plan teaching, learning and assessment around agreed essential learning objectives which lead to progress
- To differentiate expectations and attainment between pupils from different starting points
- To support children in measuring their knowledge and understanding against learning objectives and wider outcomes, identifying where they need to target their efforts to improve.
- To ensure that concerns over progress and/or attainment are identified at the individual level and that every child will be appropriately supported to make progress and meet expected standards.
- To provide meaningful tracking of progress from individual starting points towards end of KS expectations

Our system of assessment:

- Divides the National Curriculum into Milestones: milestone 1 - Years 1 & 2, milestone 2 - years 3 & 4, milestone 3 - years 5 & 6
- Has pre-defined learning objectives which provide foci for planning, assessment, feedback, reporting and differentiation.
- Relies on accurate, regular formative assessment which ensures responsive teaching and feeds into formative assessment.

Our system of assessment tells us:

- **The breadth of learning - How much learning do we see?**
- **The depth of learning - the fluency, ability to apply learning and depth/level of understanding.**

How is depth of learning assessed?

In each milestone, pupils may demonstrate three levels of understanding of the content: Basic, Advancing and Deep learning. These three levels of understanding represent cognitive domains. The diagram below shows progression through these cognitive domains within each milestone.

Essential Opportunities								
The opportunities we provide to ensure children have access to a broad and balanced curriculum which allows them to transfer skills across subjects.								
Learning Objectives								
Taken from the Aims and Purposes of the NC. These are not achieved they are advanced.								
Milestone 1			Milestone 2			Milestone 3		
The standard to reach by the end of Year 2			The standard to reach by the end of Year 4			The standard to reach by the end of Year 6		
B	A	D	B	A	D	B	A	D
basic	advancing	deep	basic	advancing	deep	basic	advancing	deep

Ongoing formative assessment is based around BAD. These ongoing assessments, which involve systematically checking learning, lead to responsive teaching.

The sum of a teacher's knowledge about each child as a learner feeds into termly summative assessments which are recorded as a Depth of Learning on depthoflearning.com.

Tracking Progress

depthoflearning.com allows us to measure:

1. Progress **towards** expectations i.e. national expectations.
2. Progress **from** starting points - i.e. the end of Early Years

<p>Progress towards expectations</p>	<p>Progress from starting points.</p>
<p>How well will the pupil meet the end of milestone expectations?</p> <ul style="list-style-type: none"> • Basic? • Advancing? • Deep? 	<p>Will that level of development be good enough given the pupil's starting point?</p>
<p>Depth of Learning Index (DoL)</p>	<p>Overall DoL index compared with expected DoL index</p>

Tracking attainment: The Depth of Learning Index

Depth of Learning	Teacher Certainty	DOL Index	What this means
Basic 1	Some evidence of some of the indicators	1	Working towards national expectations
Basic 2	<u>Habit</u> - Widespread evidence of some of the indicators	2	Working towards national expectations
Advancing 1	Some evidence of most of the indicators	3	Meeting national expectations
Advancing 2	<u>Habit</u> - Widespread evidence of most of the indicators	4	Meeting national expectations
Deep 1	Some evidence of all of the indicators	5	Mastering national expectations
Deep 2	<u>Habit</u> - Widespread evidence of all of the indicators	6	Mastering national expectations

Setting expectations from starting points

EYFS exit		Milestone 1							National Assessment	Milestone 2						Milestone 3						National Assessment
		Year 1			Year 2					Year 3			Year 4			Year 5			Year 6			
		T1	T2	T3	T4	T5	T6		T1	T2	T3	T4	T5	T6	T1	T2	T3	T4	T5	T6		
Emerging	Current attainment	Below Basic 1	Below Basic 1	Below Basic 1	Basic 1	Basic 2	Basic 2	Working towards national expectations	Basic 1	Basic 2	Basic 2	Basic 2	Adv 1	Adv 1	Basic 1	Basic 2	Basic 2	Adv 1	Adv 1	Adv 1	Working towards national expectations	
	Current DOL index	0.25	0.5	0.75	1	2	2		1	2	2	2	3	3	1	2	2	3	3	3		3
	Cumulative DOL index	0.25	0.5	0.75	1	2	2		3	4	4	4	5	5	6	7	7	8	8	8		8
Expected	Current attainment	Basic 1	Basic 2	Basic 2	Adv 1	Adv 2	Adv 2	Meeting national expectations	Basic 1	Basic 2	Basic 2	Adv 1	Adv 2	Adv 2	Basic 1	Basic 2	Basic 2	Adv 1	Adv 2	Adv 2	Meeting national expectations	
	Current DOL index	1	2	2	3	4	4		1	2	2	3	4	4	1	2	2	3	4	4		4
	Cumulative DOL index	1	2	2	3	4	4		5	6	6	7	8	8	9	10	10	11	12	12		
Exceeding	Current attainment	Basic 1	Basic 2	Adv 1	Adv 2	Deep 1	Deep 2	Mastery of national expectations	Basic 1	Basic 2	Adv 1	Adv 2	Deep 1	Deep 2	Basic 1	Basic 2	Adv 1	Adv 2	Deep 1	Deep 2	Mastery of national expectations	
	Current DOL index	1	2	3	4	5	6		1	2	3	4	5	6	1	2	3	4	5	6		6
	Cumulative DOL index	1	2	3	4	5	6		7	8	9	10	11	12	13	14	15	16	17	18		

The table above shows the expected depth of development (denoted as Basic 1 -> Deep 2) and the overall Depth of Learning (DoL) which will be achieved if a child is making **good progress** from their individual starting points (i.e. end of Early Years). This allows us to make predictions about end of key stage expectations.

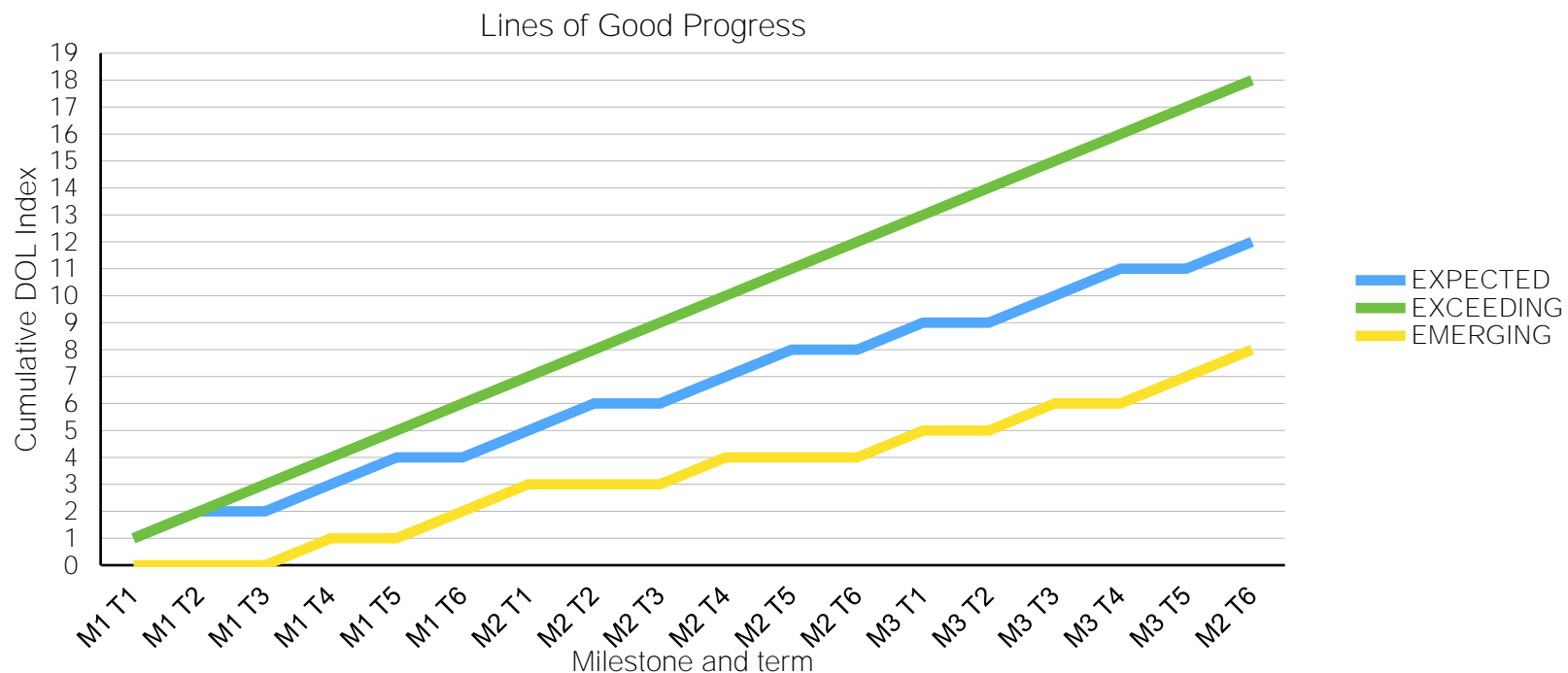
All Milestones begin at Basic 1. This is because the children are learning new content. It is very likely that all pupils will be at Basic 1 at the end of term 1. This causes a problem with predicting end of milestone attainment. To avoid this problem depthoflearning.com takes into account both current and previous attainment. In Milestone 1 this is EY exit and in Milestones 2 and 3 it is the term 6 DoL index. This gives us three levels of predictions: working towards, meeting and mastering national expectations.

Note:

1. A child who was EMERGING towards the Early Learning Goals at the end of EY will reasonably be expected to reach an ADVANCING 1 standard within milestone 3 by the end of Year 6. This would give a final DoL index of 8. This child will show some aspects of the national standard by the end of KS2.
2. A child who was at the EXPECTED level of development at the end of EY will reasonably be expected to reaching an ADVANCING 2 standard within milestone 3 by the end of Year 6. This would give a final DoL index of 12. This child will show widespread examples of the national standard by the end of KS2.
3. A child who was EXCEEDING the expected level of development at the end of EY will reasonably be expected to reach DEEP 2 standard within milestone 3 by the end of Year 6. This would give a DoL index of 18. This child will show that they are mastering national expectations.

Lines of Good Progress

We believe that progress cannot always be measured as a straight line. For this reason, depthoflearning.com does not measure termly progress. Instead, it compares pupils' Cumulative DOL index with their **lines of good progress**. If a pupil matches their line then they are making good progress and, by following the line, it is possible to forecast their end of milestone DOL index. These lines are based on Early years exit information and show three lines of progress. One for a pupil who was assessed at the end of EY as emerging, one for expected and one for exceeding. The three lines represent working towards, meeting and mastering national expectations.



The cumulative DOL index is calculated by adding the previous term 6 DOL index to the current depth of learning.

What do we assess against?

We use an agreed set of Essential Learning Objectives to plan and assess against. They provide us with the key outcomes that we want our children to make progress in.

Our curriculum breaks these essential objectives into the three milestones: Milestone 1 (NC years 1 & 2), Milestone 2 (NC years 3 & 4) and Milestone 3 (NC years 5 & 6).

Reading	Writing	Communication	Maths	Science	Computing
To read words accurately	To write with purpose	To listen carefully and understand	To know and use numbers	To work scientifically	To code
To understand texts	To use imaginative description	To develop a wide and interesting vocabulary	To add and subtract	To understand plants	To connect
	To organise writing appropriately	To speak with clarity	To multiply and divide	To understand animals and humans	To communicate
	To use paragraphs	To tell stories with structure	To use fractions	To investigate living things	To collect
	To use sentences appropriately	To hold conversations and debates	To understand the properties of shapes	To understand evolution and inheritance	
	To present neatly		To describe position, direction and movement	To investigate materials	
	To spell correctly		To use measures	To understand movement, forces and magnets	
	To punctuate accurately		To handle data	To understand the Earth's movement in space	
	To analyse writing		To use algebra	To investigate light and seeing	
	To present writing			To investigate sound and hearing	
				To understand electrical circuits	

What do we assess against continued

DT	Geography	History	Languages	Music	Art	RE	PE
To master practical skills	To investigate places	To use evidence to find out about the past	To read fluently	To perform	To develop ideas	To understand beliefs and teachings	To develop practical skills, in order to participate, compete and lead a healthy lifestyle
To design, make, evaluate and improve	To investigate patterns	To build an overview of world history	To write imaginatively	To compose	To master techniques	To understand practices and lifestyles	
To take inspiration from design throughout history	To communicate geographically	To understand chronology	To speak confidently	To transcribe	To take inspiration from the greats	To understand how beliefs are conveyed	
		To communicate historically	To understand the culture of the countries in which the language is spoken	To describe music		To reflect	
						To understand values	

Day to day formative assessment

Day to day formative assessment is an integral part of teaching and learning. It helps children to measure their own strengths and areas for development and allows teachers to understand pupil performance on a continuing basis, enabling them to identify when pupils are struggling, when they have consolidated learning and when they are ready to progress. Effective formative assessment supports teachers to provide appropriate learning activities which support and challenge children i.e. responsive teaching. All feedback and marking should help children understand what they are good at, give clear guidance on how to improve and promote mastery and deeper learning. Ongoing assessment also enables teachers to evaluate the impact of their teaching and plan future lessons accordingly.

Formative assessment strategies include:

- Children's work - in books and otherwise recorded
- Regular marking of children's work during lessons - "key word marking".
- Regular marking of children's work after lessons.
- Pre teaching as a response to earlier assessment - leading to new assessment
- Post teaching as a response to ongoing assessments
- DOL data
- Teacher/child assessment grids which support self assessment and feedback to teacher and children
- Sharing assessments with all staff involved through use of post it notes/ annotating planning/discussions before and after teaching
- Teacher questioning (planned at BAD) for each lesson which is targeted to assess the depth of learning
- Planning of activities at different cognitive levels - Basic, Advancing and deep.
- BAD RIC - (retrieve, interpret, choice)

Other strategies which may be targeted at specific children, a group or the class, include:

Learning Pokes/Mini assessments:

Specific activities targeted to test out pupil's level of understanding/ mastery characteristics.

- Questions on the board at the start of the day/lesson;
- Cold Write
- Daily Arithmetic sessions
- Reading - how many words in a minute?
- Spelling assessments
- Starter of the day
- Quizzes to check depth of learning/recap learning
- Exit tickets
- RWI assessments
- SPAG assessments

Learning Talks: Discussions designed to find out about pupils understanding.

- Feedback and discussions with pupils - ad hoc and planned.
- Questioning to challenging thinking,
- Discussions during learning

Learning walks

Watching pupil's behaviours to look for level of understanding/ mastery characteristics

- Children "teaching" another child.
- On-going checking during lessons - listening in to learning discussions, questioning to challenging thinking,

Summative Assessments

Teachers record summative assessments on [depthoflearning.com](https://www.depthoflearning.com) at the end of each term.

Summative assessments are based on evidence over time.

The evidence base on which judgements are formed include:

- Evidence from formative assessment
- Ongoing records of children's learning
- Knowledge of children as learners

- Planning documents
- Progress through RWI

The quality and accuracy of teacher assessment is monitored through the school's monitoring system which includes:

- Pupil progress meetings
- Work scrutiny
- Pupil discussions
- Lesson observations
- Planning scrutiny
- Learning talks
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Note: During the teaching process a child may be given activities and question prompts from a different cognitive domain as teachers test out knowledge and understanding. E.g. a child working at Basic may be asked questions from the Advancing question grid in order to check out understanding. This does not necessarily mean this child is working at advancing. They will only be assessed as advancing when teachers are satisfied that they have evidence of advancing in line with the grids above.

Profile of a BAD Learner

Basic, Advancing and Deep are the terms used within school to reflect the children's cognitive understanding. It reflects the children's current level of understanding not the child's ability. We feel that if the provision is right and the children are challenged, they can make good progress from their starting points with a method of teaching and learning that ensure fluidity and flexibility. BAD can be used across all subject areas and works in line with our teaching methods and assessment system.

We use the idea of paddling, snorkelling and diving to denote learning at basic, advancing and deep cognitive levels.



The profile of a Basic Learner

A basic level of learner needs...

- Modelling from the teacher or TA.
- Explaining and guiding through the steps that needs to be followed.
- Steps to success to follow
- Basic language
- Limited decision making
- A high level of support.
- Limited choice when it comes to resources...provide me with what I need.
- Resources: practical, photos, simple instructions.
- Basic questions: what, when, who, where, how...literal and 1 dimensional.
- The chance to imitate
- The opportunity to....list, describe, locate, find, name, state, follow, recall, ask, match, recognise, complete, ask, use, measure, label, repeat, define and memorise.
- To acquire
- To refine

The profile of an Advancing Learner

An advancing level of learner needs...

- Reminding
- Guiding
- Checklists and reminders what we need to include
- An element of decision making
- A wider range of resources to choose from.
- The chance to adapt.
- Someone/something to guide me through the task
- The chance to be more independent.
- Resources that will support my learning.
- Advancing questions: Can you, what might, Who was, How do you, How might, What do you think....inferential and 2 dimensional
- More technical language.
- The chance to innovate
- The opportunity to...apply, practise, explain methods, classify, infer, organise, predict, interpret, summarise, observe, estimate and compare.

The profile of a Deep Learner

A deep level of learner needs...

- A passion for what they are learning
- To be responsible for own learning
- Application of learning across concepts
- A developed language
- To be a decision maker
- To love the challenge
- A wide range of resources that we can select from
- Transferrable previously taught skills.
- Coaching
- Probing
- To generate my own steps to success
- Deep questions....how is this similar to, why do you think that, why is that, how many different ways, how would you improve, can you propose, why is that better, what is your opinion of, do you agree with,,,meta-cognitive and three dimensional
- The chance to invent
- The opportunity to...solve non routine problems, appraise, explain concepts, hypothesise, investigate, cite evidence, design, create and prove.

Basic

Depth of learning	Cognitive challenge	Nature of progress	Typically, pupils will... Useful verbs	Type of Success criteria	Predominant teaching style	Support
BASIC	Low level cognitive demand. Involves following instructions.	Acquiring refining	name, describe, follow instructions or methods, complete tasks, recall information, ask basic questions, use, match, report, measure, list, illustrate, label, recognise, tell, repeat, arrange, define, memorise.	Instructional e.g. Steps to Success	Modelling Explaining	High
Examples of activities:	<p>Reading: storyboard, images to recall/retell, copy an interesting fact, tell me (verbally), matching events, sequence events, tell me one thing, ask a question, label an image from information read, repeat key events, sort words into real and alien, listing types of words/ speech, match words to characters/sounds tell you friend. Match characters to names, make a timeline of events, describe a...</p> <p>Writing: use a word bank to write, detailed s2s,to... (use adjectives, add punctuation etc.), teacher modelling, mixed ability partner writing, arranging words into right order to make sense, match clauses to sentences, adding captions, describe a... write up given information, list known names of places, sequence parts of a story</p> <p>Maths: S2s to support to support calculation or strategy, modelling with children repeating the process, games to memorise e.g. shapes, match 2 shapes, support from apparatus which has been given and modelled, recalling key facts,</p>					
Question strands	What happened after...?, When did...? Who was it that...? What is the name of...? Where did that happen...? How many...? Who spoke to ...? What colour was...?					

Advancing

Depth of learning	Cognitive challenge	Nature of progress	Typically, pupils will... Useful verbs	Type of Success criteria	Predominant teaching style	Support
Advancing	Higher level of cognitive demand. Involves mental processing beyond recall. Requires some degree of decision making.	Applying, practising	apply skills to solve problems, explain methods, classify, infer, categorise, identify patterns, organise, modify, predict, interpret, summarise, make observations, estimate, compare	Guidance e.g. Remember to include...	Reminding Guiding	medium
Examples of activities:	<p>Reading: Predict what happens next, compare these texts/characters, settings – what is the same/different?, Explain why you think that, summarise the story/information/paragraph. Why did... do that? Summarise the key points of a text, retell a story in your own words, predict what might happen next, create a feelings chart for a character,</p> <p>Writing: identify the s2s in an example, writing in topic to apply skills learned previously, compare the 2 descriptions or poems etc., Explain why you've chosen to use, classify adjectives, choosing how to write about..., modify adjectives, chopping text and organising, write a set of instructions for a known process</p> <p>Maths: Explain methods, identify errors, predict the next pattern in a sequence, choose own apparatus or method, group discussion about how a solve a problem, group activity - make me 23, Decision making – giving an option with some scaffolding, convince me., would I say 55 if I counted in 10s and started at zero, spot the mistake, compare the values, mark work, true/ false, odd one out,</p>					
Question strands	Can you describe it in your own words? What might happen next? Who was the main character? Can you summarise...? How do you think they were feeling? How might that have happened? What do you think he would have said?					

Deep

Depth of learning	Cognitive challenge	Nature of progress	Typically, pupils will... Useful verbs	Type of Success criteria	Predominant teaching style	Support
DEEP	<p>Cognitive demands are complex and abstract.</p> <p>Involves problems with multi-steps or more than one possible answer.</p> <p>Requires justification of answers.</p>	<p>Deepening understanding;</p> <p>extending</p>	<p>solve non-routine problems, appraise, explain concepts, hypothesise, investigate, cite evidence, design,</p> <p>create, prove, select, choose, decide, justify, debate, argue,</p> <p>recommend, assess, discuss, prioritise, determine, create, invent,</p> <p>compose, plan, construct, design, propose, devise, formulate</p>	Learner generated	<p>Coaching</p> <p>Mentoring</p> <p>Probing</p> <p>Deep questioning</p>	low
Examples of activities:	<p>Reading: diamond 9 activities, design a perfect plant, (Debate), What would happen if...? Effect of the language on the reader, recommend a book with justification, text type – prove it's a story, investigate how people's opinions change, appraise the language in a text, debate the choices made by a character,</p> <p>Writing: Write about ... in whichever way you like, Create own ways – text, create a guide for punctuation, create a game for spelling rules, evaluate a text as a writer/reader.</p> <p>Maths: Solving abstract problems, prioritise, solve systematically without support, design own maths problems/games, investigate statements, sometimes always or never – make own statements, choosing appropriate methods, plan strategies, recommend to another class how to solve, appraise their strategy for solving</p>					
Question strands	<p>How would you...? How could you prove...? What if I said...?, how would you justify that? Did you get any help with this? Did anyone remind you? What did you use to remind yourself?</p>					

Statutory National Assessments

- In line with statutory national requirements children undertake the following assessments:
- End of Early Years
- Year 1 phonics screening
- KS1 SATS
- KS2 SATS

Assessment in the Early Years

- Baselines:-
 - All children are assessed against the Early Years Outcomes when they enter into either F1 or F2.
 - These baseline assessments are done by the key worker and information is gathered in a variety of ways including adult led tasks, adult initiated tasks and observing the children in their own child initiated learning.
 - Where children have attended a previous setting the assessments passed on from that setting are used to feed in to the baseline assessments made. Information is gathered about the children from their parents during home visits, from any other settings (or child minders) that they attend, from observations made in the classroom of self-initiated play and from activities that may be initiated by an adult.
 - This information is entered on to the 2Simple Program where the Early Years Outcomes are highlighted in a colour to indicate on entry baseline attainment.
 - This information is then entered into the electronic tracker which is based on a three tier system of beginning, developing and secure within each of the month bands or ELG. Decisions are made by making a best fit judgement of where the child is working within that month band. This then forms a starting point on which to measure the child's progress throughout the year.

- Day to Day Formative Assessments:-
 - Everyday assessment information is collected and recorded by staff onto 2Simple.
 - Assessments are based on what children are able to do independently during continuous provision through conversations with children, questioning and listening to conversations between children.
 - Adult led activities are planned to deliver specific opportunities for learning and children's progress is evaluated on weekly planning.
 - Assessments are made during adult led activities.
 - Staff share information about children's learning and their next steps on a daily basis

- Assessment Throughout the Year:-
 - Assessment observations are made throughout the year in a range of child initiated and adult initiated activities. The majority of assessment information comes from child-initiated activity.
 - Observations and assessments are entered on to 2Simple electronic system; these observations are used alongside teacher assessments to make half-termly judgements about where the children are working. These assessments are recorded electronically. Next steps are recorded.
 - Parents are encouraged to contribute to ongoing assessments.
 - The data analysis and reports from the electronic tracker are used to set the Cohort Action Plan for each term, by highlighting any children who are not on track, or have not made sufficient progress.
 - Next steps in learning are planned from knowledge of the children gained through a range of observations and evidence.

- Other assessments:-
 - Writing books are used every half term for the children to complete an adult initiated, independent piece of writing which is assessed against the Early Years Outcomes and Level 1 criteria where appropriate.

- To track the cognitive development of the children, every half term they complete a "draw a person" drawing in their drawing assessment book. These are then assessed against the development of drawing criteria and any causes for concerns are monitored.
- Half termly RWI phonic assessments.

Monitoring the Impact of this Policy

The Commission states:

Over time, the successful transition to assessment without levels should be measurable in a number of ways.

- Pupils should develop a better understanding of how they are doing and where they need to target their efforts to progress. This should foster a sense of responsibility for their own learning and should result in more meaningful dialogue between pupil and teacher about the pupil's attainment and progress
- Parents should be able to see the link between the school's curriculum and the information they receive about their child's attainment and progress. Discussions with teachers should provide more helpful information about what their child knows and understands and should help to clarify how they, as parents, can support their child's continued progression.
- Teachers should feel a growing confidence in using assessment to better inform their teaching practices and lesson planning. Over time, new forms of assessment should become an integral part of day-to-day teaching, avoiding the need for unnecessary tracking and recording. Teachers should see a greater responsiveness in pupils to assessment feedback as a reflection of the effectiveness of the new practices.
- The link between the three components of teacher expertise - curriculum, pedagogy and assessment - will be stronger. School leaders will be assured that both pedagogy and assessment are being used to ensure that the full curriculum is being delivered effectively and is being accessed by all pupils.
- Together, the changes above should result in greater professional expertise in assessment, overall improvements in teaching practice, improved engagement between parents and school and improved outcomes for pupils. (P 43, **Final report of the Commission on Assessment without Levels September 2015**).

As we continue to develop our assessment system we will measure our success against the above statement.

Planning will give opportunities to show mastery, advance learning

Agreed what a mathematician does, writer does, reader does - whole school

BAD key rings to support planning, teaching and assessment