



Assessment Policy

Principles of Assessment at The Ashley School

SUPPORTING ACHIEVEMENT

Introduction

The Ashley School Academy Trust strives to provide quality education and the most effective learning opportunities for all. Education and Learning are part of the development of the individual as a whole and include social, emotional, physical, spiritual, cultural, moral as well as academic. We all learn throughout our lives and high quality teaching supporting our pupils to learn through gaining knowledge, skills and understanding that will support their transition into the wider world beyond school.

Central to the work of the school, good assessment underpins achievement and as such the Ashley School Academy Trust is committed to raise standards of achievement for students of all abilities. The expectation of high the quality assessment supporting teaching and learning is a key aspect of the school approach and as such the central importance and priority given to teaching and learning is promoted.

As of September 2014, “National Curriculum levels” will no longer be recognised as a way of recording levels of pupil achievement. There is some uncertainty as to what will be used nationally and indeed, and In line with recommendations from professional bodies (including the NAHT contributions to the Assessment Commission), we have developed a ‘Learning Stages’ in English and mathematics but will continue to use national curriculum level descriptors in other subjects whilst they are being developed. Once again, for the moment, ‘p level guidance’ remains unchanged. Once pupils progress into Y10 and Y11, they will be assessed against the accreditation criteria. We recognise that some ‘Entry Level’ qualifications are being reviewed in light of the new GCSE programmes of study so will keep this under review.

Given the current state of quite radical change around assessment, and as more guidance materials become available, this will be reviewed. Currently, ‘Teacher Assessments’ are made against existing National Curriculum levels subject to the publication of new criteria. We have taken this decision to ensure that we continue to demonstrate progress effectively for our cohorts of learners. The use of sub level data is supported through the additional guidance provided in TASDA+ (but is used in CASPA). We await further developments in Fischer Family Trust (FFT) and RAISE online.

The English and maths ‘Subject Leaders’ have developed new assessment criteria that matches the ‘new National Curriculum’. All other subjects continue to use the ‘old National Curriculum’ levels whilst other models are being developed [Sept 2015].

With a changing national picture, below is a summary of the key points that we will keep under review:

- The 'new National Curriculum' for Key Stages 1-4 does not include any level descriptors – instead it outlines some broad expectations of what pupils should be taught in different year groups or phases. We have developed 'Learning Stages' for use in English and maths but will continue to use the 'old National Curriculum' levels in the remaining subjects whilst we develop this in other subject areas for pupils with SEN where this not clearly defined.
- This new National Curriculum became statutory in September 2015, except for the children who will be in Years 2, 6 and 9, who are still to be taught the current National Curriculum and will be assessed using levels in summer 2015. 'P levels' however remain and we will continue to use the established descriptors.
- Summer 2016 will be the first year of statutory assessment not to use levels – we will wait and see how this develops for pupils who currently operate at level 1-2 of the 'old' National Curriculum. There is a report by the *Assessment Commission* due to be published in the Autumn 2015 with further analysis by the department.
- There is no nationally prescribed or universal system for schools to use to track pupil progress throughout their time in school – schools can develop their own system or adopt any system that they feel meets their needs. We will continue to use a range of indicators to celebrate achievement and progress.
- New GCSE assessment systems will mean some grades recorded numerically (1 to 9) and grades for other subjects recorded as letters (A*-G) until the transition is complete. We will continue to review the accessibility for all GCSEs, especially since maths will 'double count' (from 2017) as will Science from 2018.

- Ofsted will still want to see good evidence of pupil progress, both from the tracking of progress over time and from qualitative evidence such as observations of teaching and in pupils' written work. We have to be able to demonstrate progress throughout our curriculum as a result.

This policy should be read in conjunction with the *Curriculum Policy* and the *Teaching and Learning Policy*.

The Deputy Head (Teaching and Learning) is:

Mr Aaron Wright

The Ashley School Assessment Aims:

- Assessment should show clearly what a pupil knows, understands and can do.
- Assessment should be integral to high quality teaching and learning.
- Assessment should help us to ensure that our teaching is appropriate and that pupils are making at least expected progress (TASDA+).

- Assessment should be relevant and up to date with current practice but supporting the needs of all pupils. As a result staff should keep regularly updated with current 'best practice' approaches to assessment.

Assessment in Practice at the Ashley School:

Effective assessment for us means knowing where students are in terms of levels (and newly developed '***Learning Stages***'), skills and knowledge and understanding how to help each student progress from their current level towards the next level related to their learning need.

- Teachers record pupil's progress and achievements systematically to provide evidence of the range of their work, progress and attainment over time. They use this to help pupils review their own progress and to inform planning.
- Teachers use the outcomes of our assessments to review the attainment and progress for their pupils and classes in liaison with the subject coordinator to give an overview of achievement.
- Teachers use this data to plan the learning for every pupil to ensure they meet or exceed expectations. Teachers and leaders analyse the data across the school to ensure all pupils are making appropriate progress and that all pupils are suitably stretched.
- The information from assessment is communicated to parents and pupils regularly. From September 2014, as part of the Education, Health and Care Plans, the annual review report and annual report have been combined to give detailed feedback to parents / carers. This report contains detailed information on what has been achieved and indications of what they need to do next.
- We celebrate all achievements across a broad and balanced curriculum, including sport, art and performance, behaviour and social and emotional development.

Assessment and Tracking - Roles and Responsibilities

At The Ashley School Academy Trust, assessment is an integral part of teaching and learning. It provides a framework effectively identifying, monitoring and communicating pupil progress and achievement.

Through the assessment process, all staff gain a clear understanding of each pupils knowledge, skills and understanding enabling them to set challenge rigorous learning targets and estimates, identify areas for further development and strengthen learning across the curriculum.

We have been developing robust systems to support and monitor pupil achievement and progress, especially in light of the new national curriculum.

Already in place (current strengths):

- **Gold Standard:**

The ‘Ashley Gold Standard’ based upon the mainstream model of 5A*-C including English and maths, and have been modified by the Deputy Headteacher (Teaching and Learning) to include entry level and vocational qualifications. We are aware of the longer term sustainability of Entry level qualifications, but we still feel that they add value to pupil achievement and progress. As a result, we expect all pupils to have the opportunity to achieve 5 entry level qualifications including English and maths [for more information, please see *DHT Teaching and Learning*].

- **Modified Progression Matrices (TASDA+):**

Again, developed by the Deputy Headteacher [*Teaching and Learning*] to mirror the progression guidance and the transition matrices in RAISE online but designed to include entry level qualifications. TASDA+ refers to the ‘in house’ name given to the whole data analysis model at school [for more information, please see *DHT Teaching and Learning*].

Classroom Teachers

Pupil data is recorded for the purposes of Annual Review, Individual Education plans and importantly to support teaching and learning. The expectations of classroom teachers are summarised as follows:

- ***Pupil Assessment Data*** – all teaching staff should be aware of the levels (or similar) the pupils are working at and continue to make assessments around the National Curriculum 'levels'. There is a "Teacher Assessment" spreadsheet and this held centrally but freely accessible to all staff. We use ***periodic assessments*** to monitor the progress of learning over time, identify underachievement and support pupils. This data is collected centrally at 3 points during the year. **These are recorded in SIMS (Assessment Manager).**

Pupil Achievement Data is recorded at three points in the year for analysis

- Autumn Term (by October half term)
 - Spring Term (by February half term)
 - Summer (by May half term)
- Reading Scores are collected annually (with benchmarks made for new pupils). Two tests are used; the Single Word Reading Test (SWRT 6-16, GL Assessment) and the Phonics and Early Reading Assessment (PERA, Hodder)
 - All Staff are expected to be able to provide evidence of progress in learning including supporting learning through identifying difficulties and providing targeted intervention where appropriate.
 - ***Contribute to Annual Review for the Education, Health and Care Plan*** and reporting for each pupil (although this is required at different points of the year depending on when the review is scheduled) but on going assessment and reports from all subjects are needed.
 - In line with the teaching and learning policy, work should be frequently assessed and marked – monitored through moderation and work sampling by subject coordinators and leadership team. The use of 'Green for Good, Pink for Perfect' should be incorporated into effective marking and feedback.

Subject Coordinators and Key Stage Leaders

Subject coordinators and Key stage leaders are central to the monitoring and evaluation process and ensure that:

- They monitor their subject areas through analysis of the teacher assessment data, accreditation/exam results (where appropriate). Evidence to support this comes from TASDA+. TASDA+ is our 'in house' description for pupil progress and achievement data. Some aspects have been developed by the Deputy Headteacher (*Teaching and Learning*) and other elements are from national benchmark data (e.g. CASPA, FFT or RAISE online) as well as from other qualitative sources from within the school. For English and maths, additional 'sub level analysis and monitoring are in place to support intervention (based on 'old' National Curriculum levels), held by subject leaders.
- Staff take part in work scrutiny and work sampling procedures, especially in English and Mathematics but including the moderation of work for external examination (Please see *Examination Policy*). Further moderation opportunities should be encouraged in other subject areas beyond English and maths.
- They work with new members of staff so that they can use the data effectively.
- They discuss progress of pupils within teams and with the wider leadership team

Senior Leaders

Senior Leaders should:

- Monitor and Report on progress and achievement for pupils and groups of pupils as part of TASDA+. TASDA+ is our 'in house' description for pupil progress and achievement data. Some aspects have been developed by the Deputy Headteacher (*Teaching and Learning*) and other elements are from national benchmark data (e.g. CASPA, FFT or RAISE online) as well as from other qualitative sources from within the school. For English and maths, additional 'sub level analysis and monitoring are in place to support intervention (based on 'old' National Curriculum levels).
- Support subject coordinators and class teachers to use assessment in the classroom.

- Ensure appropriate accountability is in place through effective self-evaluation and links to the school Key Priorities Summary.

Marking and Feedback

From September 2013, we have introduced a whole school approach to marking. Put simply, a 'Green and Pink' Marking system should be used by all staff to support consistent feedback.

Again, the principles are very simply related to 'Green for Good' and 'Pink for Perfect'.

- A 'Green' comment highlights what has been done well and links to the learning objective or a particular feature that has taken place
- A 'Pink' comment highlights what could be done to make the assessed piece of work or progress towards the learning objective even better ('perfect')

Marking Principles

- Give feedback to the pupils, informing them of their achievements (Green) and the next steps in their learning (Pink)
- Relate to the learning objectives and success criteria
- Give pupils specific praise for the success of their work, showing it is valued
- Give pupils clear strategies on how they can improve their work that are appropriate to the pupil and task
- Help teachers evaluate teaching and inform future planning and next steps in learning

Specific subject guidance may be used in addition to this (for example in English additional guidance is necessary and similarly the vocational subjects where additional guidance is required by 'City and Guilds'). Subject coordinators will link with delivery staff to support with additional requirements on top of the 'Green and Pink' system.

Moderation and Work Scrutiny

Given the size and nature of the school, moderation opportunities should be taken wherever possible. Moderation of English and Mathematics levels is led by coordinators who conduct whole school internal work sampling and moderation exercises up to three times a year with **subject champions**.

Teachers within a subject will need to reach a shared understanding of a given level based on the current *National Curriculum Level Descriptors*, **Learning Stages** or *accreditation criteria* with support from subject coordinators.

Moderation exercises in English and maths are a priority of the school in light of the new **learning stages**.

Examinations and External Assessment

Pupils have opportunities to follow a variety of accredited courses at Entry level, level 1 and in some cases level 2. Currently, the external assessments on offer to pupils in year 9, 10 and 11 are tailored to their individual needs and are summarised as follows:

Pupils in Year 10 and Year 11 follow 'Entry Level programmes' with further personalisation to enable some pupils to study GCSE English, mathematics and science where appropriate. Pupils also follow a vocational and enterprise programme in order to support their post 16 transition. Pupils have some degree of choice but all pupils will study:

KS4 Core Curriculum

- English 3 hours per week
Qualification: *OCR Entry Level*
Qualification: *Cambridge IGCSE English (for some if appropriate)*
- Mathematics 3 hours per week
Qualification: *OCR Entry Level*
Qualification: *AQA GCSE Mathematics (for some if appropriate)*

- ICT 2 hours per week
Qualification: OCR Entry Level ICT
Qualification: *OCR Functional Skills ICT (Level 1 if appropriate)*
- Science 2 hours per week
Qualification: *OCR Entry Level*
Qualification: *OCR GCSE Science (if appropriate)*
- Physical Education 2 hours per week
- Technology 2 hours per week
Design Technology 2 hours per week
Qualification: *OCR Entry Level Design Technology*
Food Technology 1 hour per week
- Personal Social Development 1 hour per week
Beliefs and Values 1 hour per week
PSHE/SEAL 1 hour per week
Pastoral/tutor time. 1 hour per week

Pupils can chose between a range of other subject areas: 2 hours per week

Thursday Options are:

- Art – Drawing, painting and sculpture.
Qualification: *OCR Entry level Art and Design*
Qualification: *OCR GCSE Art and Design (if appropriate)*
- Expressive Arts - combining performance, music, art and media.
Qualification: *Trinity Guildhall Arts Award (Bronze)*.
- Physical Education – Leadership in Sport.
Qualification: *Sports Leadership UK Award*
- Creative Technology – combining elements of 21st Century Technology and practical Design
Technology

Vocational Courses are offered to our pupils and pupils in the locality partnership in the following areas:

5 hours per week

- Construction
- Horticulture
- Outdoor and Leisure

- Willow Project

Qualification: *City and Guilds Entry Level Skills for Working Life*

Qualification: *City and Guilds Entry level Employability and Personal Development*

As cohorts vary in their abilities and needs, each year the programme of accreditation is reviewed. All of the programmes are externally accredited, examined and require external moderation from recognised exam boards such as OCR and City and Guilds (and subsequent JCQ Inspection).

Analysis of the Results and outcomes is provided by the Deputy Headteacher (*Teaching and Learning*).

Whole school targets are set annually and Reports are compiled for the Staff and the Governing body as well as reported directly to the Department for Education by the Deputy Headteacher (Teaching and Learning).

Assessment and Annual Reviews

With the introduction of the Education, Health and Care Plan (EHCP) from September 2014 the reporting process has been changed to reflect the requirements of the revised 'Annual Review'. Parents have the opportunity to attend the in depth 'Annual Review Meeting' with either Key Stage Leader or member of the Senior Leadership Team where pupil achievement and progress are discussed along with planning for next steps.

A full written report on all pupils in all subjects is completed by teaching staff that is staggered through the year - this fulfils the requirements for the 'Annual Report' and the 'Annual Review Report'.

Key Stage 4

| Autumn Term | | Spring Term | | Summer Term | |
|--|--|---|--|---|----------------------------|
| Year 11 Annual Reviews with SLT/KSL | | Year 11 'On Track' review | | Celebration Event (end of Year July – Portfolios) | (Results Issued in August) |
| Year 10 'Settling in' review | | Year 10 Annual Reviews with SLT/KSL | | Year 10 'Next Steps' review | |
| Settling In Assessments take place | | On Track Assessments take place | | Next Steps Assessments take place | |

Key Stage 3

| Autumn Term | | Spring Term | | Summer Term | |
|--|--|---|--|---|--|
| Year 9 Annual Reviews with SLT/KSL | | Year 9 'On Track' review | | Year 9 'Next Steps / Transition' review | |
| Year 8 'Settling in' review | | Year 8 Annual Reviews with SLT/KSL | | Year 8 'Next Steps' review | |
| Year 7 'Settling in' review | | Year 7 'On Track' review | | Year 7 Annual Reviews with SLT/KSL | |
| Settling In Assessments take place | | On Track Assessments take place | | Next Steps Assessments take place | |

Key Stage 2

| Autumn Term | | Spring Term | | Summer Term | |
|--|--|---|--|---|--|
| Year 6 Annual Reviews with SLT/KSL | | Year 6 'On Track' review | | Year 6 'Transition/Next Steps' review | |
| Year 5 'Settling in' review | | Year 5 Annual Reviews with SLT/KSL | | Year 5 'Transition/Next Steps' review | |
| Year 3 /4 'Settling in' review | | Year 3/ 4 'On Track' review | | Year 3/ 4 Annual Reviews with SLT/KSL | |
| Settling In Assessments take place | | On Track Assessments take place | | Next Steps Assessments take place | |

Pupil Progress at the Ashley School Academy Trust

Although the Progression Guidance (DfE, 2010) cannot be ignored but there are a number of issues with the guidance when considered in relation to pupils with Special Educational needs and given how things have changed with assessment, we have to keep under review the relevance of this guidance until something else is published. ***The Assessment Commission has been tasked with investigating what this may look like in the future and is due to report in Autumn 2015.***

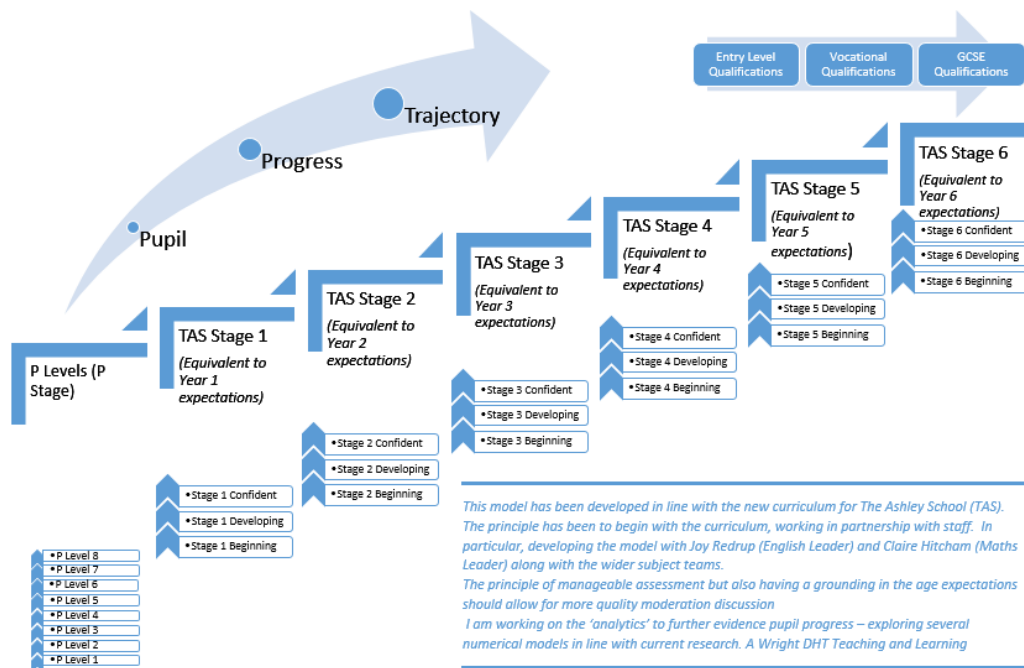
We continue to develop strategies and methods of demonstrating and celebrating progress:

Developments (emerging strengths):

- **Learning Stages**

We have been working hard on the new learning stage model in English and maths. Subject leaders have worked with the Deputy Headteacher (*Teaching and Learning*). This has been developed over the course of 2014-2015 and introduced for first assessment 2015. We are collectively working on embedding with subject teaching staff. It is our intention to develop year based learning stages for all other subjects. Loosely, the stages reflect the Ashley School curriculum and build upon the principles of assessment reflected in the new national curriculum [for more information, please see *DHT Teaching and Learning*, accompanying assessment guidance and subject leaders for English and maths].

TASDA + STAGE MODEL



Aaron Wright – TASDA+ STAGE Model

- **Progress Trajectories**

We have been attempting to personalise individual progress trajectories – work we began under the original national curriculum but now developing under the new model (so existing data is based

around levels). Moving forward, the Deputy Headteacher (*Teaching and Learning*) will develop new assessment models to reflect the very different rates of progress shown by pupils [for more information, please see *DHT Teaching and Learning*].

- [SIMS Assessment Module](#)

Pupil achievement data is now recorded in SIMS (as of September 2015) and is reviewed at key assessment points throughout the year. Regular Subject Champion meetings allow assessment data to be moderated (principally in English and maths, but growing teams are being established). ALL staff have access to SIMS and all previous assessment data has been entered by the Deputy Headteacher (*Teaching and Learning*) and now makes assessment information readily available as staff become more confident [for more information, please see *DHT Teaching and Learning*].

- [KS2 Baseline](#)

Developed by Headteacher and Key Stage 2 Leader to provide effective baseline information on pupils joining the school and being able to demonstrate the progress of pupils as a result [for more information, please see HT and KS2 leader].

- [Comparisons with other 'similar' schools](#)

This is more challenging with the review of the curriculum (we are awaiting the follow up to the assessment commission report for SEND learners), the future of entry level qualifications and how our pupils will access future accreditation. We currently use the FFT Aspire data sets (but there are issues here as pupils are set a 'default' level 2 even though they are not achieving this level). We also use the Ofsted data dashboard as far as we can and still subscribe to CASPA more in terms of keeping abreast of any new measures [for more information, please see *DHT Teaching and Learning*].

The lack of qualification clarity (other than GCSE), the size and relevance of the data set etc. are real issues. So, the definition of progress based around the Progression Guidance did not seem to 'fit' the profile of our pupils at 'The Ashley School, or celebrate the achievements they have made. The school has been involved in research and a modification to the progression guidance (Deputy Headteacher - Aaron Wright) to provide challenge but also celebrate the achievement of pupils achieving Entry level qualifications. So a new 'progression matrix' has been developed; retaining principles but tailoring it to our organisation that enables us to demonstrate progress more effectively.

At the same time, it is important to not make artificial adjustments so that “all pupils” make “expected progress”. Any adjustments must be honest and not a simple statistical ‘fudge’ to show the progress pupils make in an artificially good light. The amendments were proposed as part of a post graduate research project using the published accredited qualifications (OFQUAL) and the point equivalent (although these have been updated Sept 2014) and this included Entry Level English and Mathematics as well as GCSE Mathematics [the courses offered in the school in relation to the study]. The “Points” for these qualifications is under OFQUAL review, especially in light of the new national curriculum and framework for accreditation - this model works for us at this moment in time and will be adjusted in light of new developments. I believe It is essential to include the Entry Level data that supports the progress of pupils working at the lower national curriculum levels within the Ashley School.

The principles of assessment and the review of the data sets is ongoing at the school – the progression matrix forms one element of “*The Ashely School Data Analysis System*” (TASDA+) and evidence from TASDA+ (although based on progression from 'old' National curriculum levels) provide a sound basis for pupil progress based on prior attainment at Key Stage 2 (using existing 'points' equivalencies). In view of our OFSTED experiences, this has been revised to include ‘exceptional’ performance (in purple) and will continue to evolve as more information emerges from the Department for Education and professional associations.

Example TASDA+ Matrix for English

| English | Y11 No KS4 Result | 2013-2014 | | | | | | | | | | 2013-2014 |
|---------|-------------------------|-----------|----|----|----|---|---|---|---|---|---|-----------|
| | | U/X | E1 | E2 | E3 | G | F | E | D | C | B | |
| p5 | | | | | | | | | | | | 0 |
| p6 | | | | | | | | | | | | 0 |
| p7 | | | | | | | | | | | | 0 |
| p8 | | | | | | | | | | | | 0 |
| 1c | | | | | | | | | | | | 0 |
| 1b | | | | | | | | | | | | 0 |
| 1a | | | | | | | | | | | | 0 |
| 2c | | | | | | | | | | | | 0 |
| 2b | | | | | | | | | | | | 0 |
| 2a | | | | | | | | | | | | 0 |
| 3c | | | | | | | | | | | | 0 |
| 3b | | | | | | | | | | | | 0 |
| 3a | | | | | | | | | | | | 0 |
| No data | | | | | | | | | | | | 0 |

| Minimum Expected Progress (English) | | | | | | | | |
|-------------------------------------|----|----|----|-----|-----|--------|--|---|
| Y6 | Y7 | Y8 | Y9 | Y10 | Y11 | Better | No. of Matched pupils KS2 KS4 | 0 |
| P5 | P6 | P7 | P8 | 1C | E1 | E2 | No. not making expected progress | 0 |
| P6 | P7 | P8 | 1C | 1B | E1 | E2 | No. making expected progress | 0 |
| P7 | P8 | 1c | 1b | 1a | E1 | E2 | No. making better than expected progress | 0 |
| P8 | 1c | 1b | 1a | 2c | E2 | E3 | Number making Exceptional Progress | 0 |
| 1c | 1b | 1a | 2c | 2b | E2 | E3 | | |
| 1b | 1a | 2c | 2b | 2a | E2 | E3 | No. of Matched pupils KS2 KS4 | 0 |
| 1a | 2c | 2b | 2a | 3c | E3 | G | % not making at least expected progress | |
| 2c | 2b | 2a | 3c | 3b | E3 | G | % making at least expected progress | |
| 2b | 2a | 3c | 3b | 3a | G | F | % making better than expected progress | |
| 2a | 3c | 3b | 3a | 4c | F | E | % making exceptional Progress | |
| 3c | 3b | 3a | 4c | 4b | E | D | | |
| 3b | 3a | 4c | 4b | 4a | D | C | | |
| 3a | 4c | 4b | 4a | 5c | D | C | | |

Example TASDA+ Matrix for Maths

| Maths | No KS4 Result | 2013-2014 | | | | | | | | | | 2013-2014 |
|---------|------------------|-----------|----|----|----|---|---|---|---|---|---|-----------|
| | | U/X | E1 | E2 | E3 | G | F | E | D | C | B | |
| p5 | | | | | | | | | | | | 0 |
| p6 | | | | | | | | | | | | 0 |
| p7 | | | | | | | | | | | | 0 |
| p8 | | | | | | | | | | | | 0 |
| 1c | | | | | | | | | | | | 0 |
| 1b | | | | | | | | | | | | 0 |
| 1a | | | | | | | | | | | | 0 |
| 2c | | | | | | | | | | | | 0 |
| 2b | | | | | | | | | | | | 0 |
| 2a | | | | | | | | | | | | 0* |
| 3c | | | | | | | | | | | | 0 |
| 3b | | | | | | | | | | | | 0 |
| 3a | | | | | | | | | | | | 0 |
| No Data | | | | | | | | | | | | 0 |

| Minimum Expected Progress (Maths) | | | | | | | | |
|-----------------------------------|----|----|----|-----|-----|--------|--|---|
| Y6 | Y7 | Y8 | Y9 | Y10 | Y11 | Better | No. of Matched pupils KS2 KS4 | 0 |
| P5 | P6 | P7 | P8 | 1C | E1 | E2 | No. not making expected progress | 0 |
| P6 | P7 | P8 | 1C | 1B | E1 | E2 | No. making expected progress | 0 |
| P7 | P8 | 1c | 1b | 1a | E1 | E2 | No. making better than expected progress | 0 |
| P8 | 1c | 1b | 1a | 2c | E2 | E3 | Number making Exceptional Progress | 0 |
| 1c | 1b | 1a | 2c | 2b | E2 | E3 | | |
| 1b | 1a | 2c | 2b | 2a | E2 | E3 | No. of Matched pupils KS2 KS4 | 0 |
| 1a | 2c | 2b | 2a | 3c | E3 | G | % not making at least expected progress | |
| 2c | 2b | 2a | 3c | 3b | G | F | % making at least expected progress | |
| 2b | 2a | 3c | 3b | 3a | F | E | % making better than expected progress | |
| 2a | 3c | 3b | 3a | 4c | E | D | % making exceptional progress | |
| 3c | 3b | 3a | 4c | 4b | D | C | | |
| 3b | 3a | 4c | 4b | 4a | D | C | | |
| 3a | 4c | 4b | 4a | 5c | D | C | | |

The matrices for English and maths will be modified in line with new **Learning Stages**.

Learning Stages Explained

What does it mean?

English will be split into 2 elements initially (Reading and Writing) and maths will be split in 2 similar elements (Number and Shape).

Each 'Stage' will directly relate to the year expectations of the new National Curriculum. So, it would be possible for a Year 8 pupil in our school to be working at the Year 3 level of mainstream pupil. This does not mean they are making any less progress, it just is an indication of the additional support they need as part of their placement here.

Behind each stage is a well thought out and discussed set of indicators that should allow us to make accurate judgements about the stage each pupil is working at.

Example 1

For a pupil just starting (or Beginning) to achieve at the Year 3 stage would be reported as:

Stage 3 Beginning Report / SIMS Code: S3B

Example 2

A pupil who is able demonstrate securely an understanding of the Year 3 stage (Developing a good knowledge) would be reported as:

Stage 3 Developing Report / SIMS Code: S3D

Example 3

A pupil who has mastered the Year 3 expectations and has shown they are confident that stage would be reported as:

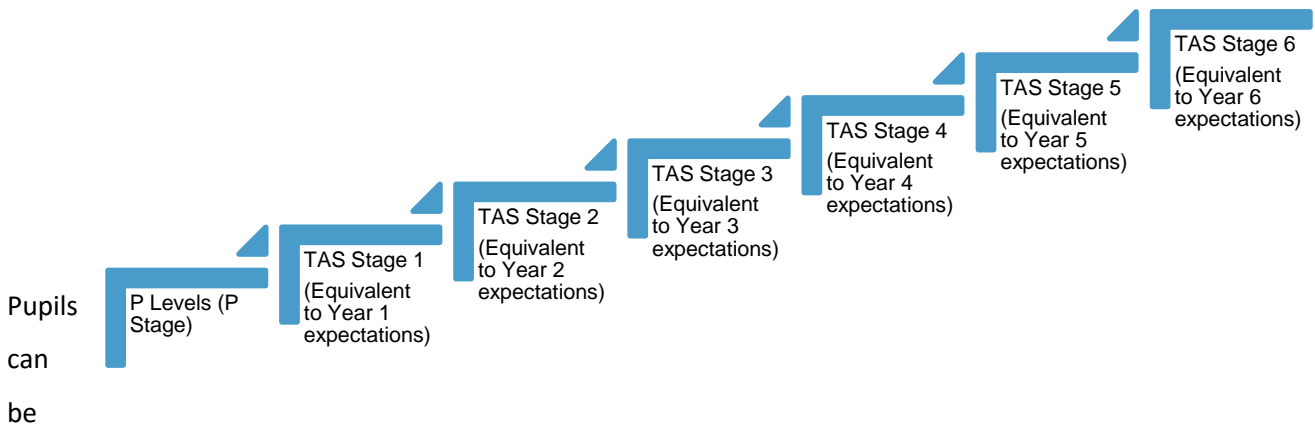
Stage 3 Confident Report / SIMS Code: S3C

What about the 'old levels'

For this year, we will continue reporting 'old' national curriculum levels in all subjects except English and maths (so they will continue to receive a 1a, 2c etc. in all other subjects).

How do the stages relate?

Please note that the majority of our pupils will be working below their ‘actual’ (chronological) age. To put it in a bit of context, it would be likely that a pupil in Year 8 at Ashley will be working at a Year 3 Attainment Stage.



working at different stages – for example, a Year 8 pupil might be working at Stage 3 (or Year 3 expectations) and this is totally appropriate for our school context. Again, we will continue to support pupils and we know they will make progress at different rates. Similarly, a Year 8 pupil might be working within the P Level range which have not changed under this review.

Concluding Comments

To make matters a little more complicated, the Department for Education has said that 'P levels' will remain unchanged for the time being. Again, for us, if a pupil is working at 'P levels' in any subject this will be reported in the same way as at present.

We have spent a lot of time planning and making sure the curriculum and assessment is right and provides the stretch and challenge we need that is appropriate to pupils. Our plans for the year include developing 'Stages' in other subjects and developing some indications for the social and emotional skills we encourage in our school.

What about Qualifications and Accreditation?

As yet, there is no guidance on performance measures or indicators for pupils 'like ours'. Equally, although 'Entry Levels' remain in place for the time being, I would suspect they will be reviewed (so we all need to check the exam board websites). As for GCSE qualifications, these are now re graded (from 9-1) for first assessment in June 2017 (English and maths) and June 2018 (for subjects like science). Again, we will need to keep access to these qualifications under review.

Where Next?

The aim eventually is to do the same thing for other subjects and relate curriculum content to the new national curriculum. For some subjects, where the national curriculum is more detailed, we will need to base the 'TAS Stages' around the year expectations in the curriculum. For other subjects, there is less formal guidance which means we can really set our own expectations for pupils as long as the key areas are covered.

All of this information is available electronically in the shared area (T:\Assessments\ASSESSMENT - 2015-2016) where this and other documentation can be found.

Person Responsible for this Policy: A Wright

Last Updated: November 2015

Review Date: November 2016