

# Programme of Assessment

## Assessment Overview

School Vision

Excellent Learning and Friendship

## What pupil level data the trust collects and why

### *Context from the University of Brighton Academies Trust*

*The strategic work academy leaders have undertaken to develop their curriculum planning this year has focused on the knowledge pupils need to know and remember. Furthermore, the work to logically sequence this curriculum will support teachers to implement the curriculum better and help knowledge “stick” in pupils’ long-term memory. Consequently, pupils can become more skilful at subject specific practice e.g., become a critical scientist that designs and carries out well-planned investigations to answer scientific questions.*

*Leaders and more so teachers will want to check that pupils have learned and remembered the planned curriculum well. As such, subject leaders work with teachers to develop helpful diagnostic assessment methods to check pupils’ learning. The assessment findings will guide teaching practice adaptations to ensure all pupils remember the curriculum content.*

*Often, whole school pupil level assessment data captures help leaders understand the bigger picture of what pupils have learned from the taught curriculum.*

*It is for the academy principal, and their leadership team to design appropriate methods of checking if pupils have learned the taught curriculum well enough to move to the next stage of their education. This goes beyond three times a year data captures and involves gathering pupil voice feedback, reviewing pupil produced work etc.*

*In the same way Trust leaders want to assess and answer the same question.*

*Trust leaders decide the information they feel will help them evaluate the success of the academies’ curriculum provision on all year groups.*

### **EYFS Attainment – How data is used and collected**

The Trust will collect data to show if pupils meet set expectations for **literacy and numeracy** in reception year. This information will be collected three times a year. In line with the revised EYFS framework each academy will be designing their own, flexible curriculum to support pupils to achieve the curriculum end points, the Early Learning Goals, in term 6. Therefore, academies will have their own minimum expectations for these set capture points. At West St Leonards, these minimum expectations will be supported by the non-statutory guidance within Development Matters and Birth To 5 Matters as these documents provide curriculum guidance and support assessment processes. The school will also use the knowledge book method to collate evidence of curriculum coverage across all areas of EYFS learning but these will not be used as an explicit means of assessment. These knowledge books can however be referred to in professional dialogue when explaining the progress made by an individual should they appear in a photograph or have contributed any learning to the relevant knowledge book page.

<b>YR</b>	Trust data snapshot	
8 <sup>th</sup> December	Literacy (comprehension, word reading and writing) and Mathematics (number and numerical patterns) end of term 2, 4 and 6 curriculum milestones are <b>met or not</b> .	Early end of year predictions
30 <sup>th</sup> March		Are pupils <b>on track</b> to achieve GLD?
7 <sup>th</sup> July	Final data capture	

### **Key Stage 1 and Key Stage 2 –Writing and Maths**

As the Trust collect data for writing composition from SIMS three times a year, at West St Leonards we continue to use Target Tracker as an assessment tool across both key stages. To create a comprehensive overview of the detailed knowledge curriculum however, this is supported by writing curriculum framework documents that outline termly objectives, ensuring that teachers not only focus on specified curriculum objectives but also provide suitable progression across the year to ensure foundations can be built within the curriculum before building upon more comprehensive objectives.

**Hot/Cold Tasks in Talk for Writing** – ‘Cold Tasks’ are independent pieces of writing that are completed before a new unit/text type is started. Whilst the teacher can provide prompts or tools that have supported children in previous learning, the main focus for the task is for children to display their knowledge around how to write in the style of a set fiction or non fiction text type without the teacher providing any substantial overview of what is required, thus ensuring the writing reflects only children’s only knowledge at this time.

Upon completion, teachers will review the outcomes of this single independent piece and collate evidence around gaps in learning, misconceptions and successes. Correlating these aspects with the year group curriculum objectives for the term, teachers will amend the model text (i.e. the text that will be used as the core of teaching the particular text type) to ensure this includes examples of sentence structure, grammar, punctuation and spelling that allows children to advance in their knowledge of the English curriculum.

Before the writing unit is concluded, a ‘hot task’ is completed, providing an opportunity once again for an independent piece of writing to be completed with minimal teacher input beforehand. This is then compared with the ‘cold task’ to provide a comparator between children’s knowledge at the start and end of each writing unit.

Likewise in Maths, the Trust continue to collect data thrice yearly to show if pupils have met set expectations in number: place value in year 1-6. At West St Leonards, we will continue to use Target Tracker as a means for staff to track curriculum coverage across all aspects of Number, Measurement, Geometry, Statistics, Ratio and Proportion (KS2) and Algebra (KS2). However, curriculum objectives are targeted for each Maths unit, outlined by the overview provided through the Maths Mastery programme which is employed in the academy.

**Maths Mastery pre-assessments** – In line with each Maths unit taught within years 1-6, a pre assessment groups key questioning that reflects the most integral knowledge for upcoming learning. Children complete this assessment digitally, allowing teachers to then review the data and ascertain where the key gaps can be found. This will then inform the upcoming teaching and permit it to be tailored according to the needs of the class.

Post assessments will be introduced by term 5 to allow teachers to use this tool as a means to collate evidence around the successes of the teaching and learning, providing consolidation against teacher's existing assessment for learning after each lesson and each week.

### **Key Stage 1 and Key Stage 2 – Reading**

West St Leonards will continue to use Target Tracker to assess progress in both word reading and comprehension skills to support tracking of reading knowledge. This is further supported by the administration of STAR Reader Assessments which confirm teacher judgements through the addition of a reading age. For years 2-6, it is this assessment that will be collected by our Trust three times a year. PM Benchmarking will be used at the beginning of Year 1 to provide a diagnostic analysis of pupils' reading. Teacher judgement as to whether Year 1 children are 'on track' with Phonics knowledge will also be collected thrice yearly to inform the Trust of progress.

**Read Write Inc Assessments/DSR Assessments** – As reading and phonics groups in EYFS and KS1 are mixed ages, this permits children to access knowledge appropriate to their level of understanding instead of being kept with their classroom or year group peers. Assessments therefore ensure that progress can be recorded in children's learning whilst also ascertaining whether children need to remain in a certain group or whether groupings need to be amended and consequently ensure that children are learning sounds and books appropriate to the level of knowledge that they require.

<b>Y1</b>	Trust data snapshot		
8 <sup>th</sup> December	Phonic end of term expectations in line with the academy's curriculum are <b>met or not met</b>	<u>Reading</u> On-going professional discussion with Year 1 teachers about progress towards the curriculum end points for reading with support from DSR assessments.	Maths and Writing curriculum end points for terms 2, 4 and 6 are <b>met or not met.</b>
30 <sup>th</sup> March	Phonic end of term expectations in line with the academy's curriculum are <b>met or not met</b>		
7 <sup>th</sup> July	Phonic end of term expectations in line with the academy's curriculum are <b>met or not met</b>		

Y2-6	Trust data snapshot	
8 <sup>th</sup> December	STAR Reader Assessment/ Early Literacy Assessment-reading age score	Maths and Writing curriculum end points for term 2, 4 and 6 are <b>met or not met</b> . Early end of year predictions: <ul style="list-style-type: none"> <li>- Year 2: Pupils <b>on track</b> to achieve expected or GD in R/W/M</li> </ul> Year 6: Pupils <b>on track</b> to achieve expected or GD in R/W/M
30 <sup>th</sup> March		
7 <sup>th</sup> July		

### How the School Uses Target Tracker

At West St Leonards, opportunities for formative assessment are promoted as part of an enriched knowledge based curriculum. Needless to say, teacher confidence in the ability of their class is key to ascertaining next steps through assessment for learning.

Target Tracker is a key part of this process as it allows teaching staff to gauge which curriculum areas children have been most proficient in and record which of those require further consolidation, using **six children from across the class as benchmarks for learning across the varying learning styles and contexts**. These six children are assessed in detail against all of the criteria from Target Tracker identified in this document thus far. This will provide an overview of knowledge acquisition and learning which will subsequently support with thrice yearly data captures. However, more importantly, it allows the teacher to always be successful in taking full control over where the learning must go in order for the curriculum to be known and understood by each individual in the class.

West St Leonards asks that teachers complete a termly overview of the six children in Reading, Writing and Maths through the highlighting of statements in Target Tracker. Children are to show evidence that they are 'working towards' a statement before said statement is identified as 'achieved'. However, teacher expertise, the challenge of the task and the confidence of each child is to be taken into account when considering how many pieces of work would be required before the target is seen to be 'achieved'.

### Wider Curriculum Assessment across the School

Across other curriculum areas, West St Leonards implement a system that is both supportive of staff workload and supports pre and post assessment for each unit of work completed (see example of Knowledge Organiser below). Each unit of work allows children to assess their understanding of the upcoming knowledge and consequently allows teachers to strategically consider the weighting of certain knowledge across the course of the unit. Likewise, it allows teachers to administer the assessment once again at the end of the unit to ensure that the knowledge has been 'sticky' and consider the ways in which to maximise the retention of knowledge by ascertaining where links can be made with future learning to ensure lesser known knowledge can be referred to again and consequently improve recall.

### Further Assessment Tools

**B Squared** – For our children with moderate learning needs in our Doves (specialised Facility) class, we use 'Engagement Steps' to support assessment in the Engagement Model. This allows West St Leonards to assess at pre-Key Stage Standards for bespoke learning that falls outside subject specific learning.

## Example of Knowledge Organiser and Assessment – Year 6 Geography



**WEST ST LEONARDS**  
PRIMARY ACADEMY

### Topic: Longitude and Latitude

### Year 6

#### What should I already know?

- How does day and night occur?
- The seven continents and five oceans
- There are different climate zones (e.g. polar regions), and that some zones are hot and dry, some are cold, some are temperate and some are tropical.
- The features of different climate zones, including the biomes found there.
- Human and physical geographical features in different countries, cities and towns.
- How magnets work and that compasses point north.

#### Key Images



#### What will I know by the end of the unit?

#### Vocabulary

What is longitude and latitude?	<ul style="list-style-type: none"> <li>• In order to help locate places in the world, people use imaginary lines.</li> <li>• To find out how far north or south a place is, line of latitude are used. These lines run parallel to the Equator.</li> <li>• The find out how far east or west a place is, lines of longitude are used. These lines run from the top of the Earth to the bottom.</li> </ul>	<b>Equator</b>	An imaginary circle around the earth that is halfway between the North and South poles.
		<b>Greenwich Meridian</b>	The prime meridian is a geographical reference line that passes through the Royal Observatory, Greenwich, in London, England. It was first established by Sir George Airy in 1851
		<b>Latitude</b>	The distance between the equator and a point north or south on the earth's surface. This distance is measured in degrees.
Where is the equator?	<ul style="list-style-type: none"> <li>• The Equator is at the centre of the lines of latitude and is at 0° latitude</li> <li>• The equator is half way between the North Pole and South Pole and divides the Earth into the northern and southern hemispheres.</li> </ul>	<b>Longitude</b>	Distance on the earth's surface east or west of an imaginary line on the globe that goes from the north pole to the south pole and passes through Greenwich, England. Longitude is usually measured in degrees.
Why is the time different in different parts of the world?	<ul style="list-style-type: none"> <li>• As the Earth rotates on its axis, the Sun only shines on the side of the Earth that it is facing.</li> <li>• As it is night in some parts of the world while it is day in other parts, different places in the world have different times.</li> <li>• The world is divided into 24 different time</li> </ul>	<b>North Pole</b>	The point on the earth's surface that is farthest north. The North Pole is intersected by the northern end of the earth's axis.
		<b>Northern hemisphere</b>	The half of the earth that is north of the equator.

	<p>zones. One for each hour in a day.</p> <ul style="list-style-type: none"><li>• Very large countries that are spread out across many time zones, such as Russia or the USA, are divided into separate time zones.</li><li>• Most smaller countries keep to the same time zone even if part of them falls outside a meridian line.</li></ul>		
What are the Northern and Southern hemispheres?	<ul style="list-style-type: none"><li>• Anything lying south of the Equator is in the Southern Hemisphere and is labelled °S</li><li>• Anything lying north of the Equator is in the Northern Hemisphere and is labelled °N. The North Pole is 90° N and the South Pole is 90° S.</li><li>• The line labelled 0° longitude is called the Prime Meridian or the Greenwich Meridian and runs through London. Anything lying east of the Greenwich Meridian is in the Eastern Hemisphere and is labelled °E. Anything lying west of the Greenwich Meridian is in the Western Hemisphere and is labelled °W.</li></ul>	Prime Meridian	A planet's meridian adopted as the zero of longitude.
		South Pole	The point on the earth's surface that is farthest south. The South Pole is intersected by the southern end of the earth's axis.
		Southern hemisphere	The half of the earth that is south of the equator.
		Tropic of Cancer	Two imaginary lines that circle the globe mark the boundaries of the tropics. The line called the Tropic of Cancer marks the northern edge. Its latitude (distance from the Equator) is 23°27' N.
		Tropic of Capricorn	The line called the Tropic of Capricorn marks the southern edge. Its latitude is 23°27' S.
<b>Activities to be covered in unit:</b> <ul style="list-style-type: none"><li>• Identify key lines of longitude and latitude on a map</li><li>• Locate places on a map and give their locating using longitude and latitude</li><li>• Discuss why we have different time zones</li><li>• Discuss how the Greenwich mean time was created and decided upon</li></ul>			
<b>Common Misconceptions</b>			
<b>Some children may think:</b> <ul style="list-style-type: none"><li>• That north is 'up' and south is 'down'.</li><li>• That every place around the globe has 4 seasons</li><li>• That time zones are simply 'day' and 'night' so when it is day on one half of the globe, it is night on the other.</li></ul>			


**Assessment**

Topic: Longitude and Latitude			Year 6		
<b>Question 1: The equator can be found at...</b>	<b>Start of unit:</b>	<b>End of unit:</b>	<b>Question 6: The earth is divided into two _____. These are separated by the equator</b>	<b>Start of unit:</b>	<b>End of unit:</b>
0° degrees longitude			Time zones		
0° degrees latitude			Climates		
On the prime meridian			Hemispheres		
In Antarctica			continents		
<b>Question 2: Australia can be found...</b>	<b>Start of unit:</b>	<b>End of unit:</b>	<b>Question 7: The name of the line at 0° degrees longitude is also known as...</b>	<b>Start of unit:</b>	<b>End of unit:</b>
In the Southern hemisphere			The equator		
In the Northern hemisphere			Primer meridian		
On the equator			A hemisphere		
In the Arctic circle			latitude		
<b>Question 3: The two tropics are...(tick two)</b>	<b>Start of unit:</b>	<b>End of unit:</b>	<b>Question 8: I can use _____ to help me locate places on Earth.</b>	<b>Start of unit:</b>	<b>End of unit:</b>
The tropic of hemisphere			An atlas		
The tropic of Cancer			A map		
The tropic of Capricorn			A globe		
The tropic of the equator			All of the above		
<b>Question 4: The climate at the equator is usually...</b>	<b>Start of unit:</b>	<b>End of unit:</b>	<b>Question 9: A compass will help me navigate because it will point....</b>	<b>Start of unit:</b>	<b>End of unit:</b>
Hot, humid and damp			North		
Cool, wet and damp			South		
Cold, snowy and windy			East		
Sometimes hot, sometimes cold			West		
<b>Question 5: The Arctic circle has...</b>	<b>Start of unit:</b>	<b>End of unit:</b>	<b>Question 10: The Pacific, Atlantic and Indian are all examples of...</b>	<b>Start of unit:</b>	<b>End of unit:</b>
Long summers and short winters			Seas		
Long winters and short summers			Tropics		
Winter and summer last about the same time			Countries		
They don't have a summer and winter season.			oceans		



**Annual Programme of Assessment and Monitoring – 2022/2023**

As we look to refine our assessment methods each year, so do we strive to ensure our processes for assessing the taught curriculum allow for the most accurate means of tracking pupil progress. As a result, we create our 'Annual Programme of Assessment and Monitoring' which outlines how we address each term's focus, incorporating tailor made assessments created by our own subject leaders alongside opportunities for practicing for upcoming statutory assessments. Likewise, opportunities are provided for professional dialogue around these assessments and summative assessments across the terms, accommodated by the pupil progress meetings across an academic year.

	<b>All classes</b>	<b>REC</b>	<b>Y1</b>	<b>Y2</b>	<b>Y3</b>	<b>Y4</b>	<b>Y5</b>	<b>Y6</b>
Term 1	<ul style="list-style-type: none"> <li>-Academy targets</li> <li>-Work scrutiny</li> <li>-Parent consultation</li> <li>-Pre/Post Assessments (Wider Curriculum, TfW Cold Task, Maths Pre-Unit Assessments)</li> </ul>	-Baseline Assessment	<ul style="list-style-type: none"> <li>-Phonics Data and check 2018</li> <li>-DSR Benchmarking (start of term)</li> <li>-DSR weekly assessment to inform grouping</li> <li>-RWI benchmarking</li> </ul>	<ul style="list-style-type: none"> <li>-Phonics Data and check 2019</li> <li>-STAR reader assessment benchmarking</li> <li>-DSR weekly assessment to inform grouping</li> <li>-RWI benchmarking</li> </ul>	<ul style="list-style-type: none"> <li>Phonics Tracker assessment</li> <li>-STAR reader assessment benchmarking</li> <li>-RWI benchmarking</li> </ul>	<ul style="list-style-type: none"> <li>Phonics Tracker assessment</li> <li>-STAR reader assessment benchmarking</li> <li>Weekly Multiplication test</li> </ul>	<ul style="list-style-type: none"> <li>-Past SAT 2019 Read, Maths, EGPS</li> <li>-STAR reader assessment benchmarking</li> </ul>	<ul style="list-style-type: none"> <li>-Past SAT 2019 Read, Maths, EGPS</li> <li>-STAR reader assessment benchmarking</li> </ul>
Term 2	<ul style="list-style-type: none"> <li>-Star Reader assessments Y2-6</li> <li>-Step judgement (On track/Not on track) 02/12</li> <li>-Pre/Post Assessments (Wider Curriculum, TfW Cold Task, Maths Pre-Unit Assessments)</li> <li>-Whole school PDM on writing moderation</li> <li>-Pupil progress meeting</li> </ul>		<ul style="list-style-type: none"> <li>-DSR Benchmarking (end of term)</li> <li>-DSR weekly assessment to inform grouping</li> <li>-RWI Assessment</li> </ul>	<ul style="list-style-type: none"> <li>-STAR reader assessment</li> <li>-DSR weekly assessment to inform grouping</li> <li>-RWI Assessment</li> </ul>	<ul style="list-style-type: none"> <li>-STAR reader assessment</li> </ul>	<ul style="list-style-type: none"> <li>-STAR reader assessment</li> <li>Weekly Multiplication test</li> </ul>	<ul style="list-style-type: none"> <li>-STAR reader assessment</li> </ul>	<ul style="list-style-type: none"> <li>-Arithmetic paper 2017</li> <li>-STAR reader assessment</li> </ul>
Term 3	<ul style="list-style-type: none"> <li>-Work scrutiny</li> <li>-Whole school PDM on moderation</li> </ul>	EYFS Mid-Year Checkpoint assessment/Cross moderation with	<ul style="list-style-type: none"> <li>-Phonics Data and check 2019</li> </ul>	<ul style="list-style-type: none"> <li>-Past SAT 2018 Read, Maths</li> </ul>	<ul style="list-style-type: none"> <li>-Phonics Tracker assessment</li> </ul>	<ul style="list-style-type: none"> <li>-Phonics Tracker assessment</li> </ul>		<ul style="list-style-type: none"> <li>-Past SAT 2022 Read, Maths, EGPS</li> </ul>

	-Pre/Post Assessments (Wider Curriculum, TfW Cold Task, Maths Pre-Unit Assessments)  -Pupil progress meeting	other academy (DIA)	-DSR weekly assessment to inform grouping	-DSR weekly assessment to inform grouping		Weekly Multiplication test		
Term 4	-Academy predictions -Star Reader assessments Y2-6 -Step judgement (On track/Not on track) 24/03 -Parent consultation -Pre/Post Assessments (Wider Curriculum, TfW Cold Task, Maths Pre-Unit Assessments)  -Pupil progress meeting		-Phonics Data and check 2019  -DSR Benchmarking (end of term)  -DSR weekly assessment to inform grouping  -RWI Assessment	-Past SAT 2019 Read, Maths -Phonics Data and check 2019  -STAR reader assessment -DSR weekly assessment to inform grouping  -RWI Assessment	-STAR reader assessment	-STAR reader assessment -Daily multiplication check practice	-STAR reader assessment	-STAR reader assessment
Term 5	-Pupil progress meeting- T5W1 -Work scrutiny -Pre/Post Assessments (Wider Curriculum, TfW Cold Task, Maths	-Moderation  -Phonics tracker assessment	Phonics Data and check 2019  -DSR weekly assessment to inform grouping	-KS1 SATs 2019 Read, Maths, SPaG  -DSR weekly assessment to inform grouping		-Daily multiplication check practice		-KS2 SATs 2022

	<p>Pre-Unit Assessments)</p> <p>-Whole school PDM on moderation</p> <p>-One report to quality assurance to Principal before others are written</p> <p>-Pupil progress meeting</p>							
Term 6	<p>-Pupil progress meeting</p> <p>-Step judgement (On track/Not on track) 30/06</p> <p>-Pre/Post Assessments (Wider Curriculum, TfW Cold Task, Maths Pre-Unit Assessments)</p> <p>-Reports end June</p> <p>-Pupil progress meeting</p>	<p>-EYFS profile</p> <p>-Assessment of core areas.</p> <p>DSR Benchmarking assessment</p> <p>-Phonics tracker assessment</p>	<p>-Phonics screening check 2022</p> <p>-DSR Benchmarking (end of term)</p> <p>-DSR weekly assessment to inform grouping</p> <p>-RWI Assessment</p>	<p>-LA Writing moderation</p> <p>-STAR reader assessment</p> <p>-DSR weekly assessment to inform grouping</p> <p>-RWI Assessment</p>	<p>-STAR reader assessment</p> <p>-Multiplication check</p>	<p>-Multiplication check</p> <p>-STAR reader assessment</p>	<p>-Past SAT 2022 Read, Maths, EGPS</p> <p>-STAR reader assessment</p>	<p>-LA Writing moderation</p> <p>-STAR reader assessment</p>
KEY	<p><b>Statutory</b></p> <p><b>UoBAT</b></p> <p><b>Local Authority ESCC</b></p> <p><b>WSLPA</b></p>							