

## Strategic Priorities for Assessment 2016 - 2017

Major Strategy Theme	Direction/Activity	Key Outcomes	Time	Person with Oversight
Ensure high standard of marking/AfL is being applied across the curriculum.	Marking review Book moderation. Application of key principles of AfL.	<ul style="list-style-type: none"> <li>• Complete Phase audits.</li> <li>• Clear use of AfL shown across the curriculum.</li> <li>• To ensure targets are linked to AfL.</li> <li>• To ensure all staff are using the same marking codes.</li> </ul>	Ongoing	Paul Whitcombe Peter Box DH's
To ensure all Year 2 and year 6 teachers are aware of statutory teacher assessment and assessments (2017 versions) required at the end of their Key stage.	To ensure all Y2 and Y6 teachers are kept up to date on documentation relating to end of year assessments.	<ul style="list-style-type: none"> <li>• To ensure all staff have a copy of the interim assessment documents.</li> <li>• To ensure all staff know assessment arrangements for the summer term.</li> <li>• To give all staff a copy of the sample tests.</li> <li>• To attend assessment briefing sessions.</li> </ul>	All Y2 and Y6 teacher emailed 2016/2017 interim assessment doc from gov.uk Sept 2016.  On Going	G. Stead DH's
To identify key groups within the assessment (SEND, Pupil Premium, most able disadvantaged, more able) and track progress.	To use CM to identify key groups within our assessment. To monitor progress of these key groups. To ensure correct member of staff has this assessment information. To ensure relevant staff are	<ul style="list-style-type: none"> <li>• To filter out PP, SEN, EAL, Girls and Boys from year group assessment data to show specific group information.</li> <li>• To monitor progress of these pupils – include information on RAP and highlight as a key group.</li> <li>• To work out how to identify more able disadvantaged pupils – could CM design a filter?</li> </ul>	Emailed July 2016 data-Sept 2016.  Resend info in Dec, March and July.	G. Stead J. McColl Z. Beecham K. Morgan DH's

	made aware of key groups above to analyse.	<ul style="list-style-type: none"> <li>To send assessment information to Zayla (SEND), Jan (PP), Kat (EAL), G&amp;T?)</li> <li>To ensure all staff complete RAPs to analyse progress with key groups identified.</li> </ul>		
To work alongside classroom monitor to change the Year 1 progress points issue.  Currently an exceeding Reception pupil can only reach an Exceeding Stage 1 with progress points of 2.5.	As identified last year pupils starting with a 3 in reception can only reach a 1 exceeding in Y1 meaning they can only make 2.5 points progress. due to this I would like to introduce the starting points WT exceeding, WT secure, WT developing and WT beginning. With each of these points having a 3 point progress jump to their stage 1 counterpart.	<ul style="list-style-type: none"> <li>Speak to CM regarding changing/inputting WT levels below stage 1.</li> <li>Sort out weighting for new levels ensuring the ability to make 3 points progress.</li> <li>Keep Year 1 staff updated about starting points/progress expected.</li> <li>Year 1 staff to input starting point for children (July/Sept 2016).</li> </ul>		G.Stead S. Tortoriello Y1 teachers DH's in all schools
In light of the issue above to monitor progress across KS1 as 2.5 progress points across a year and KS2 3 points progress across a year.	In light of issue above and whilst waiting for solution to be put into place we will change expected progress for KS1 to 2.5 points.	<ul style="list-style-type: none"> <li>For 2015 – 2016 data KS1 data to be looked at with a 2.5 progress point progress expectation.</li> <li>3 points progress will still be expected for KS2.</li> </ul>	Decision made by PB after discussion 27.9.16.	P. Box P. Whitcombe DH's AHT's
To ensure consistency in the input of data across Classroom monitor.	To ensure all staff are inputting data consistently – this means both moderation across year groups of point assessed and ensuring data is input in the same paces across the school/schools.	<ul style="list-style-type: none"> <li>To encourage year groups to hold moderation meetings to discuss 'levels' given. this could be done in Dec, March and July as a minimum.</li> <li>To ensure all staff input data in the same/correct places – meeting to be held.</li> <li>Meet with DH's regarding these points.</li> </ul>	By Dec 2016.	G. Stead
To evaluate and edit the rising stars curriculum on classroom monitor.	To evaluate the rising stars curriculum on classroom monitor. to ensure a full coverage without unnecessary/ repeated assessment points.	<ul style="list-style-type: none"> <li>Meeting held with staff in July 2016 regarding CM. In pairs staff identified key points and points to take off rising stars curriculum.</li> <li>meet with Eng and Maths managers to ensure they agree with changes..</li> <li>Meet with DH's to see if they want same changes at their schools.</li> <li>Change curriculum on rising stars at LSA.</li> </ul>	LSA curriculum changed Sept 2106  By Dec 2016	G. Stead DH's

To consider proposed Year 3 phonics retake.	Is this to be carried out? Are staff aware of the possibly?	<ul style="list-style-type: none"> <li>• To observe teaching of phonics.</li> <li>• To ensure assessment booklets are kept up to date.</li> <li>• New booklets for phonics assessment designed</li> <li>• To carry out mock assessment to familiarise children with 'alien' words.</li> </ul>	On going. No phonics test in Y3 in 2015/16.	C. Benjamin G. Stead A. Colledge
Within the EFYS – to identify vulnerable groups and monitor progress and attainment. To ensure all staff are aware of vulnerable groups.	To identify vulnerable and target groups. PP, SEN, EAL, more able disadvantaged (PP). To analyse the data. To track progress of these key groups.	<ul style="list-style-type: none"> <li>• To identify vulnerable and target groups.</li> <li>• To have a baseline from which the children's progress can be measured.</li> <li>• To track progress from the baseline.</li> </ul>		
		<ul style="list-style-type: none"> <li>•</li> </ul>		