

Strategic Priorities for Assessment 2015 - 2016

Major Strategy Theme	Direction/Activity	Key Outcomes	Time	Person with Oversight
<p><i>Apply new assessment procedures using new curriculum targets</i></p>	<p><i>Use target format from http://www.notasweknowit.co.uk Consistency across all schools Observations of learning, linked to audit across the schools TED Day CPD</i></p>	<ul style="list-style-type: none"> • <i>Improved quality of target setting and assessment, using age-related expectations</i> • <i>Y2,5 and 6 aware of formal assessment calendar for 14/15 and 15/16</i> • <i>I-pads used to record evidence in books and relate to targets</i> • <i>Meeting the needs of all children using revised raising achievement plan and provision maps</i> • <i>At least expected progress for all children and a significant number exceeding, relative to circumstances and starting points</i> • <i>Targeted intervention for vulnerable groups</i> • <i>Higher levels of subject expertise for teachers, in particular upper KS2 (L6)</i> 	<p><i>Starts September 2014.</i></p>	<p><i>Amanda Colledge Paul Whitcombe Peter Box</i></p>
<p><i>Identification of target groups in years 1, 2,3,4,5 and 6.</i></p>	<p><i>Moderation of KS1 results for current Yr 4, 5 and 6. RAP for identified target groups. Pupil prog meetings with staff – AC, PB, PW</i></p>	<ul style="list-style-type: none"> • <i>Selection of target groups.</i> • <i>Effective screening to identify gaps</i> • <i>RAPs prepared and used as a fluid document.</i> • <i>Monitoring of progress against original targets</i> • <i>KS2 monitor progress against Y2 outcomes in 14/15</i> 	<p><i>Start of Autumn Term. Review on-going.</i></p>	<p><i>Amanda Colledge Paul Whitcombe Peter Box</i></p>
<p><i>Apply assessment format for EYFS across all schools</i></p>	<p><i>Consistent EY assessment used Pilot Baseline Learning Journeys quality assured across all schools End of EY assessment - profile completed by schools and moderated Common RAP used for targeting children</i></p>	<ul style="list-style-type: none"> • <i>High quality baseline and learning journeys</i> • <i>Clear evidence pathways</i> • <i>RAP used to target support in Y1</i> • <i>Format of Obs, Plan, Assess cycle monitored</i> • <i>'Good' level of development outcome increased.</i> 	<p><i>Start of Autumn Term. Review on-going.</i></p>	<p><i>Corinne Benjamin Paul Whitcombe Peter Box</i></p>

Ensure that writing and maths skills are being applied across the curriculum.	Curriculum review Work and planning scrutiny. Application of structured resources such as grammar for writing	<ul style="list-style-type: none"> • Complete audit as part of curriculum review – AT, EF, LO • Clear use of writing skills appropriately applied across curricular areas • English and maths strategic plans link to assessment plan 	Completed by Dec.	Ed Fox Liz Orton Alison Taylor Paul Whitcombe Peter Box
Monitor pupils' attitudes towards behaviour for learning	Identify pupils with needs and support appropriately Review attitudes through book scrutiny, assessment for learning and talking to pupils	Consistent high standards displayed by pupils, in work and in their attitudes towards each other. Behaviour support and nurture programmes in place	Review on-going by SLT	Assistant HTs Paul Whitcombe Peter Box
To use Classroom Monitor to assess Children's learning against the new National Curriculum.	To use classroom monitor to ensure all children are assessed against national standards. To ensure consistent assessment across the federation.	<ul style="list-style-type: none"> • To ensure all staff are trained in Classroom Monitor. • To ensure assessment is updated regularly by all. • Improved quality of assessment. • Use of Classroom monitor for target setting. • Use of ipads to update classroom monitor 'live' in lessons. 	Training for NQTs 7.10.15 Review ongoing.	G.Stead P. Whitcombe P. Box DH at all schools G. Stead for LSA.
To develop a system of tracking the children's progress over time against the New Curriculum.	To develop a system of tracking pupils achievement and showing progress over time. To identify groups of children making more/less progress.	<ul style="list-style-type: none"> • To work alongside T, DT and AHT to develop a way of showing children's progress over time. • To develop an approach suitable for all schools in the federation. • To identify target groups of children. • To attend training to find out recommended ways of tracking progress. 	Completed by Dec	P. Whitcombe P. Box G. Stead A. Colledge
Ensure that AfL is being applied across the curriculum.	Marking review Book moderation. Application of key principles of AfL.	<ul style="list-style-type: none"> • Complete Phase audits. • Clear use of AfL shown across the curriculum. • To ensure targets are linked to AfL. 	Completed by Dec.	Paul Whitcombe Peter Box DH's