

Focussed Priority 4		Assessment is embedded as an integral part of the learning and teaching cycle (Y1 to Y6)			
<p>What will be different for children (emphasise learning & achievement)?</p> <p>Ofsted category cross reference: 01 03 04</p> <p>Ofsted Areas requiring improvement: L&M 1 and 2, TLA&O 4, EY1</p>	<p>Symphony assessment is used to make accurate ongoing assessments of pupil learning and skills for reading, writing and mathematics. Assessments for other subjects will assess pupil knowledge and skills, demonstrating their movement towards national expected and beyond. Accurate assessments will lead to effective planning to support and challenge learners from their starting points. Good quality feedback, through response marking & verbal feedback, will ensure pupils know what they have achieved and what their next steps are. Through use of feedback, teachers will make ongoing assessments of next steps for learners and redirect their planning and teaching accordingly. Moderation within teams and across the academy & trust will ensure that assessments are accurate leading to precise next steps for all pupils. Reading, writing and mathematics assessments will link directly to pupil work through annotations in books.</p>				
Targets		Success criteria			
<p>Targets for RWM are met (see Focus priority 1 &2, writing improvement leader AIP and target setting document)</p> <p>Planning and work scrutiny demonstrates effective use of the symphony system for planning and assessment</p> <p>Evidence from moderation (internal and HAT) demonstrates strong accuracy of judgements for ongoing assessment</p> <p>All pupils make at least 6 points progress across the year, targeted pupils make 7 points progress across the year</p> <p>Close monitoring of vulnerable groups enables timely interventions to take place without delay</p>		<ul style="list-style-type: none"> 🎯 Symphony assessment is used to make accurate ongoing assessments of pupil learning and skills for reading, writing and mathematics 🎯 Assessments for other subjects assess pupil knowledge and skills, demonstrating their movement towards national expected and beyond 🎯 Feedback is effective in ensuring pupils know where they are and what their next steps are 🎯 Teacher planning and teaching is adapted in response to feedback given 🎯 Structured moderation ensures that assessments are accurate and robust 🎯 Symphony assessment is used to identify children whose progress stalls and action is taken to address with urgency 			
Key People		Funding & Resources			
<p>Hayley Scargill – RWM</p> <p>Jane Wall – other subjects</p> <p>Curriculum Improvement leaders</p>		<ul style="list-style-type: none"> • Symphony assessment system • Release time for leaders to analyse data and prepare reports <p>Budget for mathematics to be agreed and amounts will be added</p>			
Actions (and those responsible)		Who monitors?	Who evaluates?	When	Check Date when completed
<p>Implement new assessment system (symphony). Training in September led by HS and follow up training half termly for reading, writing and mathematics</p>		<p>Key lead</p> <p>HS</p>	<p>*</p> <p>SMT</p>	<p>1 2 3</p> <p>4 5 6</p>	

Symphony progress matrices used to track pupil progress across the year and target individuals for catch up	HS	SMT	Sept and ongoing
Moderation of judgements using symphony, internally and with HAT schools	HS	SMT	In line with schedule
Training in use of Symphony excel to make final termly judgements and analysis of data RWM	HS	SMT	Nov 2017
Accuracy checks carried out internally and at trust level (RH) to ensure assessment matches evidence	HS RH	SMT	3x year 1 2 3
Y2 and Y6 use symphony system alongside Interim framework statements to ensure evidence is secure for end of year teacher assessments	JW KS2 MSW KS1	HS	Ongoing
Keep up to date with changes to primary assessment as announced by the DfE, carry out training and adapt policies and procedures as required	HS	SMT	Ongoing
Appraisal for teachers includes pupil progress target linked to use of Symphony Assessment	HS MSW SS IP LE	SMT	In line with appraisal cycle

Evaluation:

*the majority of evaluation for focus priorities will be carried out by the SMT. This will be in the form of presentations to the SMT by improvement leaders - question and answer sessions will take place and follow up will be agreed.

December 2017:

The symphony assessment system was introduced at the beginning of the academic year. This represents a cultural shift from the previous assessment system used across the academy. Teachers are working hard, with support, to make the adjustments needed to move to this new system.

Pupil progress appraisal objectives link to progress of pupils using the symphony assessment system. The introduction of pupil progress matrices supported teachers to make informed decisions about which pupils to target for accelerated progress.

Symphony assessment grids were used to demonstrate evidence of attainment at both HAT trust reading and writing moderation sessions.

Growing staff understanding of the way the system works to track progress has ensured effective use of the system. Highlighted grids are annotated to signpost to evidence in pupil books or through observation.

HAT trust moderation for reading and writing demonstrated accurate assessments, based on secure evidence are being made across the academy.

Training carried out to support teachers to use all available evidence to come to judgements for the first data drop has enabled teachers to work together in teams to make these judgements.

Analysis of the data will enable leaders and teachers to target specific individuals and groups during the spring term. Pupil progress meetings will be scheduled for early in the new term to ensure teachers are able to use the data intelligently to move pupils forward and accelerate progress.

An internal monitoring exercise to ensure the system is being used consistently across the academy demonstrated that teachers are using the system well, they are following agreed procedures and annotations on symphony grids link back to evidence of work in pupil books.

This data will be used for pupil progress meetings early in the spring term. Pupils and groups will be targeted for intervention and support. Progress for year 3 is lower than other year groups, this has been moderated by the team. However, this needs further investigation.

April 2018:

Pupil progress appraisal objectives link to progress of pupils using the symphony assessment system, these were reviewed with teachers during their in year review in the spring term.

Symphony assessment grids were used to demonstrate evidence of attainment at internal mathematics moderation, this demonstrated accurate assessments, based on secure evidence, are being made across the academy.

Teams worked together to moderate their judgements before making final decisions for the spring data drop. Pupil progress meetings were used to ensure teachers are able to use the data intelligently to move pupils forward and accelerate progress. Cohort profiles were targeted to support specific groups and individuals through the wise use of all available data.

Progress for cohorts, classes and groups has been rag rated using the HAT agreed parameters to ensure there is a clear awareness of whether progress is good/outstanding or has not been rapid enough to sustain accelerated progress over time.

Progress across the academy is good or better in all years and subjects with the exception of:

- Year 1 writing SEND support - RI
- Year 3 writing cohort and all groups – RI
- Year 3 Reading one class, PP, EAL and SEND support – RI
- Year 4 Reading non PP – RI
- Year 3 Mathematics cohort, one class, girls, PP, EAL and SEND support – RI
- Year 6 mathematic SEND support – RI

There is no inadequate progress for any cohorts, classes or groups.

July 2018:

Appraisal reviews and final pupil progress discussions were carried out using symphony data. Class progress matrices were used to visually and clearly show the progress made by individual pupils. Year teams moderated final judgements together using evidence in books, test results and on going assessments. SMT supported some teams with this moderation to ensure that end of year assessments were accurate and robust.

Progress for cohorts, classes and groups has been rag rated using the HAT agreed parameters to ensure there is a clear awareness of whether progress has been good/outstanding or has not been rapid enough to sustain accelerated progress over time. This information will form part of the data driven baselines for new class teachers in September.

Progress across the academy for year groups is good or better for reading, writing and maths (with the exception of year 3 for writing and maths). The represents strong overall progress for the academy this year. Some groups of pupils had progress that was ragged yellow (requires improvement), these can be seen in the data below.

Year 3 SEND pupils show progress that was too slow in writing – there is no other inadequate progress in any groups or cohorts.

Where progress was yellow teams/teachers were able to discuss individual children whose data had impacted on the group, what actions had been in place for these children and what their barriers to progress had been.

Reading progress	Cohort	class A	Class B	boys	girls	PP	Non PP	EAL	SEND	Non send
y1	5.86	5.83	5.9	6	5.73	5.67	5.88	5.86	5.17	6.04
y2	5.57	5.63	5.5	5.47	5.68	5.57	5.57	5.66	5.56	5.54
y3	5.78	6.78	4.82	6.17	5.32	4.8	6.15	6.1	4.13	6.06
y4	6.2	6.03	6	5.93	6.1	6	6.03	6.09	5.71	6.15
y5	6.05	6.19	5.93	6.06	6.04	5.62	6.19	6.17	5.7	6.13
y6	6.17	6.57	5.76	6.13	6.21	6.08	6.21	6.67	5.92	6.28

Writing progress	Cohort	class A	Class B	boys	girls	PP	Non PP	EAL	SEND	Non send
y1	5.71	5.62	5.79	5.57	5.83	5.5	5.73	5.79	4.92	5.91
y2	5.75	6	5.5	5.34	6.21	6.17	5.7	5.93	5.56	5.82
y3	5.33	6.21	4.41	5.6	5	4.13	5.78	5.62	3.33	5.72
y4	6.03	6.13	5.93	6.11	5.97	6.21	5.95	6.09	5.76	6.15
y5	6.04	6.11	5.96	6.03	6.04	5.62	6.17	6.2	5.7	6.11
y6	7.12	7	7.24	7.22	7	7.67	6.9	7.36	7.38	7

Maths progress	Cohort	class A	Class B	boys	girls	PP	Non PP	EAL	SEND	Non send
y1	6.14	6.31	5.97	6.25	6.03	6	6.15	6.24	6	6.17
y2	5.8	6	5.6	5.63	5	6.29	5.74	5.93	5.44	5.9
y3	5.25	6.3	4.25	5.5	4.96	4.6	5.5	5.21	4.25	5.37
y4	6.16	6.17	6.14	6.18	6.13	6.16	6.15	6.18	6.06	6.2
y5	5.82	5.67	5.96	5.77	5.88	5.31	5.98	6.1	5.4	5.91
y6	6.6	6.48	6.71	6.91	6.21	6.08	6.8	7	6.15	6.79

During the course of the summer term the SMT began to look at other assessment systems. Their research was extensive, a decision to move to a new assessment system for September 2018 was agreed by the Trust. The symphony assessment system was able to give over view information to class teachers and the SMT about the progress of pupils, however, it cannot easily show the finer details of a pupil's progress over time. This was becoming a barrier to the use of data driven decision making.

As part of the TLIF work the academy have undertaken this academic year a system of achievement team meetings has been introduced. This has added another layer to our work with data. Teams have raised progress concerns about groups and individuals in a structured manner and then worked together to solution plan for this. This has been a positive new system for the academy and will be continued next year.

Supporting evidence:

- Initial training slides
- Examples of progress matrices
- Accuracy check monitoring overview and examples
- HLTA training notes
- Reading moderation overview and examples of completed grids

- Writing moderation overview and examples of completed grids
- Examples of appraisal plans
- Examples of cohort profiles
- Colour coded data for reading, writing and mathematics progress