

# Assessment at Herons Dale

How to understand your child's progress



# One Stop Shop

- Over the past two years we have been working with our federated partner school Palatine Primary School to build an assessment software that is bespoke and individualised for our pupils.
- This software is called '**One Stop Shop**', or '**OSS**'.
- Teachers will use One Stop Shop to track the progress your child makes, based on evidence of learning collected in class.
- This might be written work from formal lessons, watching the children learn and play, communication and interaction work, or other areas of our curriculum.

# One Stop Shop

The assessment statements are gathered from a range of sources, including (but not limited to):

- *Early Years Foundation Stage Development Matters;*
- *West Sussex Key Milestones;*
- *National Curriculum Pre-Key Stage and end of Key Stage Standards;*
- *Other similar curriculums e.g. ImPACTS, Equals*

# One Stop Shop

- Your child's teacher regularly checks your child's evidence against each of these statements, and decides which of the following descriptors match your child's current learning:

Explored, Attended To, Prompted, Unaided, Mastered.

- When the teacher selects the appropriate descriptor for a statement, it changes colour and gives your child a number of 'points'.
- These points add up to make the point systems you will see on your child's reports. Your child's teacher and senior management also use this system to monitor progress.

# One Stop Shop

EYFS

EYFS Early Development – Reading

I can show brief attention to objects and props that relate to stories, rhymes and themes (1)	I enjoy looking at books and other printed materials with familiar people or on my own (1)	I can watch an adult turn a page (1)
I can show recognition or awareness of high frequency logos and environmental print (2)	I can handle noisy, feely and lift the flap books sometimes appropriately (2)	I can look at books of significant personal interest for increasing periods of time (2)
I can handle printed material with interest (2)	I can handle objects of reference and props related to theme with interest (2)	I can explore books in a purposeful way (2)

Above: an example of the colour coded statements that teachers assess against.

The points awarded from these statements are added and recorded to contribute to tracking your child's progress.

We will be looking and analysing points as progress in the future. This will support identifying gaps in pupils progress.

# OSS and EYFS & National Curriculum for Core subjects

One Stop Shop	EYFS & National Curriculum
<b>Pre Pre-key stage 1</b>	EYFS stage 1-3
<b>Pre-key stage 1</b>	EYFS stage 4
<b>Pre-key stage 2</b>	EYFS stage 5
<b>Pre-key stage 3</b>	EYFS stage 5-6
<b>Pre-key stage 4</b>	EYFS stage 5-6, Early Learning Goal (ELG) and Exceeding the ELG.
<b>Pre-key stage 5</b>	Working towards the expected standard KS1
<b>Pre-key stage 6</b>	Working at the expected standard KS1
<b>Pre-key stage 7</b>	Working towards the expected standard KS2
<b>Pre-key stage 8</b>	Working at the expected standard KS2

# Progress Meetings

- Your child's teacher will meet with a member of the senior leadership team termly to discuss the progress your child is making. They talk through each area of learning and discuss the teacher's judgement thoroughly.
- Each area of learning is reviewed against these descriptors :  
**Better progress**  
**Expected progress**  
**Emerging progress** (See next page for more information)
- Different learners have different expectations made of them for what 'good' progress is, dependent on their needs and abilities. Each cohort has different progress descriptors. The progress will be in line with your child's cohort only. These expectations are agreed with senior management.
- Progress meetings occur each term to check your child's progress and evaluate what is and is not working for them. If your child is not making intended progress then the team will put together actions to help the child move forward.

# End of year assessments: Statutory Pre Key Stage Standards

- For children in years 1-6 working below the expected key stage, at the end of the year we must report to West Sussex County Council what **Pre Key Stage** your child is working at.
- The standards are from 1-4 in KS1 and 1-6 in KS2. These can be found on the Government Department for Education website.
- In line with government expectations, teachers can only report a standard if your child has met every statement. E.g. a child can only progress to Pre Key Stage Standard 2 if they have met every statement in Pre Key Stage Standard 1.
- At Herons Dale this is not something we rigidly focus on; it is a statutory government instruction. These standards are built into our OSS assessment software and whilst they may guide our teaching and assessment, we have collected a broader range of statements to better demonstrate the progress our children make.
- (For children in reception, please continue reading).

## Early Years (reception)

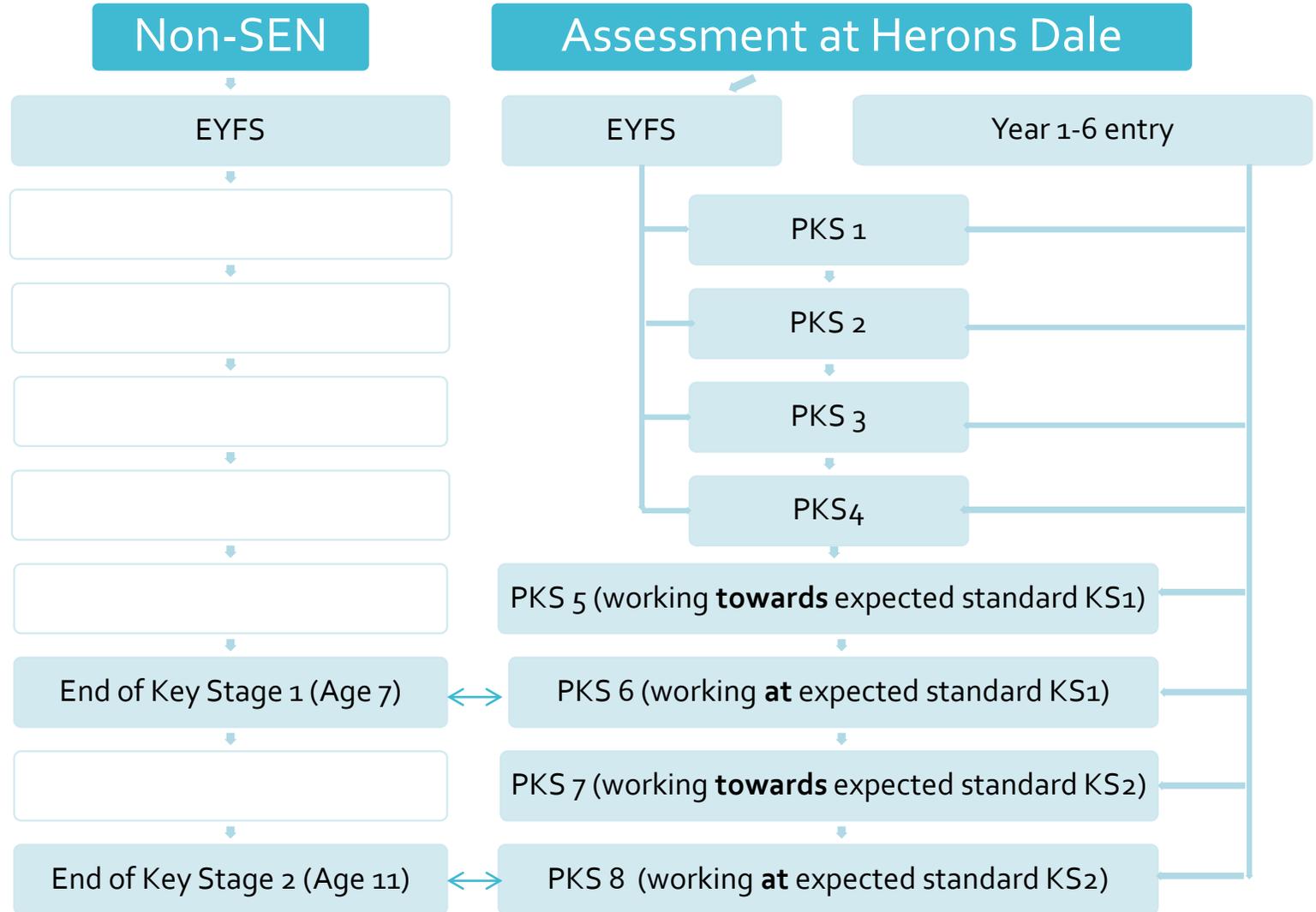
- The Early Years Development Matters Statements and Early Learning Goals are also built into our OSS system.
- Early Years teachers assess statements within a 'best fit' approach – taking into account your child's strengths, abilities and disabilities.
- At the end of the academic year we must inform County whether your child is making Emerging, Expected, or Exceeding progress against the **Early Learning Goals** – a nationwide assessment tool for all reception children. These goals describe the attainment of all children in reception, whether in mainstream or special education.
- Again, at Herons Dale this is not something we rigidly focus on; it is merely a statutory government instruction. These standards may guide our teaching and assessment, but we have collected a broader range of statements to better demonstrate the progress our children make.
- Children in Early Years will also be assessed on OSS to support the transition to year 1 and beyond.

# Engagement Model

For those children working below subject-specific study

- The Engagement Model is for those children who are not engaged in subject specific study. They will work on the following skills; Exploration, Realization, Anticipation, Persistence and Initiation. It is designed to work alongside our OSS system.

# Comparisons to mainstream cohorts



# How to know when your child is making good progress: a summary

- Progress meetings will show 'expected' or 'better than expected' progress. These will be reported to you in Parent Consultations.
- Conversations and written communication with teaching staff may cover what is working well and what our next steps are in Home School Books, Parent Consultations, and in Annual Review, MAP & PATH meetings.
- End of Year reports will show what targets have been set and what has been achieved in following the progress descriptors (below, expected or exceeding).

# Questions or Concerns?

- If you have any questions or concerns please don't hesitate to contact the assessment lead Meg.
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