

# 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 on your child’s school report (see right).

Teacher Assessment Levels		
Communication and Interaction	Summer 19	Spring 20
Writing	38.2 (PKS3)	42.8
Reading	43.6 (PKS2)	61.8
Expressive	19.8 (PKS3)	24.4
Receptive	14 (PKS3)	15.6
<b>Cognition and Learning</b>		
Number	18 (PKS3)	20
Shape, Space and Measures	13.8 (PKS3)	13.2
<b>The World</b>	PKS2	
<b>Creativity</b>	PKS2	
<b>Technology</b>	PKS2	
<b>Gross and Fine Motor</b>	PKS2	
<b>Social, Emotional and Mental Health</b>	PKS1	

# OSS and EYFS & National Curriculum

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 than expected progress**  
**Expected progress**  
**Below expected 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. These expectations are agreed with senior management. For this reason, it is important not to compare your own child's points with another's.
- 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.
- From Autumn term 2020 we will be sharing your child's progress descriptors in each area of learning with you at Parent Consultations so you can get a sense of how they are doing along with other discussions that take place.

# Herons Dale progress meeting descriptors

Better	Expected	Below
<ul style="list-style-type: none"> <li>• I have made a significant amount of progress in most of my areas of learning</li> <li>• I have been able to apply my learning in different contexts.</li> <li>• I have accessed all of the tools in my learning toolbox and these have helped me to be able to make progress in identified areas</li> <li>• I have already begun to make steps towards most of my A/R targets</li> <li>• I have achieved the majority of my PLP targets.</li> <li>• My blue target is achieved</li> <li>• I have learnt to respond to and use self-regulating strategies consistently that help me to manage my feelings and promote positive behaviour and attitude</li> <li>• I access activities and opportunities that develop my own interests and talents. I am developing positive personal traits that prepare me for life. I can be a role model for my peers</li> </ul>	<ul style="list-style-type: none"> <li>• I have made progress points in all areas of my learning. In some areas of my learning this might be significant.</li> <li>• I have accessed some tools in my toolbox. Some tools have been impactful in supporting my progress.</li> <li>• I have already begun to make steps towards at least one of my A/R targets</li> <li>• I have achieved some at least half of my PLP targets</li> <li>• My blue target is achieved</li> <li>• I am learning to use at least one self-regulating strategy to support positive behaviour and attitude</li> <li>• I access some activities that help to develop my own interests and talents. I am developing some positive personal traits that will prepare me for life</li> </ul>	<ul style="list-style-type: none"> <li>• I have not made progress in all my areas of learning staying the same in an identified area.</li> <li>• I have not accessed tools in my toolbox which may have helped me to have made better progress this year</li> <li>• Some tools that I have used have not been impactful.</li> <li>• I have not yet made any steps progress towards my A/R targets set in spring.</li> <li>• I have made very little progress on my PLP targets; less than half</li> <li>• My blue target is not yet achieved</li> <li>• Strategies in place are not yet helping me to maintain positive behaviour and attitude.</li> <li>• I am not yet accessing activities and opportunities that develop my own interests and talents</li> <li>• Strategies in place are not yet helping me to develop positive personal traits that will prepare me for life</li> </ul>



# 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.
- OSS records these assessments as points and colours in line with the rest of the school. This informs teachers' planning, progress meetings and the reports we create for parents.
- 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.
- In September 2021 our software will be updated to reflect the revised Early Years Profile.

# 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.
- How we record and monitor progress for these children is a working project and has been delayed due to Covid-19. In the meantime we will be continuing to use our current systems.

# 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 an increase in your child's 'points' in each area of learning.

# Questions or Concerns?

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