

Assessment and Progress

EYFS

-Children are given multiple opportunities to demonstrate their creativity and skill ability when they first start school. Art is used as a tool to encourage children to show their speaking and listening skills, gross and fine motor skills, their imaginative skills, as well as many of their Characteristics of Effective Learning. Teachers will observe, question, and participate with children during their creativity to ascertain where gaps in their learning exist.

-After this period of initial assessment, teachers will discuss their findings as a team, ensuring that they are planning and teaching to not only collective groups of children but also individuals who may need extra support or challenge.

-Directed tasks will be demonstrated by an adult for children to replicate and adapt. The adults will be observing and questioning during this process to try and move children forward. This also happens during child-initiated learning, whereby activities and resources will have been put out to cater to the children's needs and interests. Assessment for learning is a continuous process in the Early Years and is consistently used to feed planning, activities, and adaptations to the learning environment.

-Both physical and pictorial evidence is kept in children's folders, as well as on Class Dojo so teachers and subject managers can keep track of children's learning, progression, and areas of need.

-Discussions regularly take place between subject managers, the senior leadership team, and class teachers to ensure children are making progress, misconceptions are being corrected and clear records of attainment are being maintained. This is in addition to half termly pupil progress meetings, and termly data drops on INSIGHT, the school's assessment program.

Example of pupil tracking:

Fred joins school, teachers are given records from their previous early years setting. Home visits are carried out to get to know the whole child, including their interests.



Initial assessment and getting to know you period. Children are given predominantly child-initiated learning opportunities. They might be invited to 'make' a given product, but this is purely optional.



Whole team come together to discuss findings to feed planning. Initial assessments are recorded.



Teachers decide what skills need to be taught and how they might achieve this whilst also providing similar opportunities in the provision. Adults use assessment for learning to adapt and create new planning. Evidence collected.



Subject manager checks curriculum coverage, carries out pupil voice, collects evidence, discusses any issues with teachers.



Termly data drop checked by SLT and subject manager. Data is studied and discussed with team to analyse which pupils need support or extra challenge and offers assistance to teacher(s). Book scrutiny and pupil voice. This step is repeated throughout the year.



End of year data checked and analysed by subject manager, which is then discussed with teachers. An action plan is made based on this information to try and raise standards and/or help progression by supporting specific areas of need.

KSI

-Transition discussions take places between year groups, including any gaps that have been highlighted in the child's end of year data. These are then used to inform planning for the new year. This could be making adaptations for individuals, small groups of children with the same need, or the entire year group if necessary.

-Art journals/EYFS learning journeys are passed up to the next teacher for them to gain an overall picture of the child's ability in art. They are also used to track back if a child is showing difficulty or talent in a certain area of Art. They also help to retrieve information for the child when talking about what skills they were learning about in the previous year.

-Children are asked to create a first attempt of the brief given in the initial lesson (e.g. can you paint a picture of an animal with only the primary colours, black and white, to hand?). From this piece, as well as conversations with the child, teachers plan subsequent lessons that work on skill acquisition. At the end of a series of lessons, the child is asked to repeat the brief, or at least something similar that encourages them to show their newly learnt skills. Teachers observe and question to check child has achieved the objectives set out at the beginning of the unit of work. (e.g. I can mix colours to create new colours to help me paint a picture).

-Both physical and pictorial evidence is kept in children's folders, as well as on Class Dojo so teachers and subject managers can keep track of children's learning, progression, and areas of need.

-Discussions regularly take place between subject managers, the senior leadership team, and class teachers to ensure children are making progress, misconceptions are being corrected and clear records of attainment are being maintained. This is in addition to half termly pupil progress meetings, and termly data drops on INSIGHT, the school's assessment program.

Example of pupil tracking in KSI:

Lily moves into a new class after teachers have met to discuss her strengths and needs in all areas, including Expressive Arts. Specific needs are highlighted, including what support has been put into place to help Lily already. New teacher checks Lily's data and looks at her work from the year before. From these initial discussions, teacher plans with Lily's needs in mind, including making any specific adaptations to help Lily continue with her progression.



Lily carries out an initial piece to show what she can do, what she already knows, and to highlight areas of need and/or her next steps.



Planning is informed from the initial piece to help her achieve the objectives, or to at least work toward the objective and make progress.



Lily's final piece, along with discussion between her and the teacher are used to inform her next steps.



Subject manager checks curriculum coverage, carries out pupil voice, collects evidence, discusses any issues with teachers.



Termly data drop checked by SLT and subject manager. Data is studied and discussed with team to analyse which pupils need support or extra challenge and offers assistance to teacher(s). Book scrutiny and pupil voice. This step is repeated throughout the year.



End of year data checked and analysed by subject manager, which is then discussed with teachers. An action plan is made based on this information to try and raise standards and/or help progression by supporting specific areas of need.