



# Ashwood Spencer Academy

## A Multi-Layered Approach

At Ashwood Spencer Academy, assessment is a whole school approach with many layers of data analysis and action planning so that interventions are timely and effective in ensuring progress for all pupils. Data is owned and discussed at many levels, with a variety of key check points so that no child slips through the gaps and learning is carefully constructed around the children.

### Weekly

**Ashwood Aspire Meetings:** All year groups meet on a weekly basis to discuss pupil progress, vulnerable children and any other areas causing concern. Year groups use the shared Google Drive assessment data, along with AFL to inform upcoming interventions and amendments to pedagogy. Specific children are chosen as a focus group, and receive a varying amount of timetabled support over a 2 week period in order to move them to on academically, to sit in line with year group expectations. Focus areas change when appropriate, depending on the needs of the cohort. Children who have emerging specific areas of need, such as speech and language, can be referred to the SENDco as a result of these meetings.

**Intervention Meetings:** Interventions are discussed day to day amongst the year group teachers, and with the member of SLT during the weekly Ashwood Aspire meetings. The impact and need of the children determines the continuity of an intervention. The Assistant Principal for closing the gap will recommend, and implement research driven, baselined intervention schemes where appropriate.

**SLT:** Year groups have regular data driven discussions with the Vice Principal for Achievement and Curriculum. The concerns and outcomes of these meetings are shared at SLT meetings. Data predictions and overall cohort needs are regularly reviewed with SLT.

### Monthly

A **monthly position statement** tracks change in data on a monthly basis, offering a touch point to compare across the school for a wide range of pupil groups, including Pupil Premium children. This data is discussed at amongst the Senior Leadership Team and shared with the governors. This information is shared with Curriculum Leads and teachers during Aspire meetings to ensure they are aware of the changing threads in data and the data sheet.

The monthly **Mobility Mapping** is completed to ensure newly arrived children are entered onto the data system, prior attainment is known and changes in class make up are consistently kept up to date. This means that fluctuations in data can be related to mobility and changes in class numbers.

## Assessment... 'The Ashwood Approach'

### Progress Tracker

Teachers use the Ashwood progress tracker to identify where each child is working within the curriculum for reading, writing and maths. At the end of each term, teachers will use the tracker to judge whether a child is working at entry level, developing, or at a secure level within either the year group they are in or below if working lower than age related expectations.

### Half Termly

**Performance of vulnerable groups** is analysed looking for trends in year groups and classes to help inform the next half term's Aspire focus.

**The AP for Closing the Gap** collates interventions made at class level, year group level and whole school level to show impact and how the data informs teaching and interventions.

Focus children are identified in **class planning** and gaps in learning inform the curriculum choices for the next half term.

### Termly

Staff administer **Rising Star assessments**, including the PIRA, PUMA and GAPS, to track reading, grammar punctuation and spelling and mathematics attainment. These assessments produce standardized scores.

Staff triangulate a child's attainment through reflecting on independent class performance, progress in books, and the results of the standardized assessments. Writing exemplification is used to reflect if a child is on track to reach ARE.

Each child is given a confidence level for achieving the expected standard for their year group. **1:** Children who are securely on track to reach either the expected standard (EXS) or Greater Depth (GDS) or a Good Level of Development (GLD) by the end of the year through normal quality first teaching. **2:** Children who are likely to reach either EXS, GDS or GLD by the end of the year through normal quality first teaching and small amount of attention. As a guide, the teacher has at least 80% confidence in that outcome. **3:** Children who have less but some chance of reaching either EXS, GDS or GLD by the end of the year but who will require considerable additional support beyond their classroom practice. As a minimum, confidence levels at the start of each term should be: 25%+ autumn term, 50%+ spring term and 75%+ summer term. **4:** Children who are not expected to reach EXS/GDS this year, or where confidence is below the levels set for a '3'. These children should have bespoke intervention, which will continue to improve their progress within that subject. It is likely that children who are scoring below 85 on standardised tests at the end of the summer term will start as a '4' in the next academic year.

