

Epiphany Assessment

In 2014/15 the school continued to assess pupil using levels.

From June 2015 teachers have used the Epiphany package.

This tool is broken into three bands:

Emerging: The 'emerging' stages represent children at the start of the year when they begin working on their new year group targets. Some children may not have progressed from this.

Developing: The 'developing' stages show that the children are working within the required level for their year group but do not yet have a secure understanding of it all.

Secure: The 'secure' stages are where the majority of children are expected to be. This means they have achieved all the milestones for their year group.

Mastery: The 'mastery' stages show pupils are being challenged in a way which increases the depth of their knowledge and their ability to apply it in new situations to solve problems. Only a small percentage of pupils would be expected to reach this stage.

Methodology

- Judgements need to be made based on 85% of the whole curriculum, for each child using the objectives for each year group. With 90% being seen as outstanding.
- Children may have attained objectives from all 3 areas, entering, developing and secure, at any point in the year – this is because the bands are not hierarchical in skill progression.
- Some objectives are more heavily weighted than others. Some are developmental skills which require repetition and breadth in teaching. Some are tightly focused i.e:
 - Pupils should be taught to write poetry - developmental
 - Use an expanded noun phrase to describe and specify – focused skill
- A judgement about whether a child has attained an objective needs to be made based on whether they can demonstrate understanding in the following ways:
 - Using professional teacher judgements
 - Evidence gleaned from guided sessions
 - Observing children using consistent application of skill
 - For mastery children frequently, accurately and appropriately demonstrate skills amongst other curriculum areas.
- Progress points have been assigned to each of the strides. Three strides in a year is deemed to be good progress, with less in KS2 whilst pupils are still in the early stages of covering the new National Curriculum.

– 20% coverage		20% - 84% coverage		85% - 100% coverage	
Entering		Developing		Secure	Mastery
Half	Full	Half: 20%- 50%	Full 51% -84%		*
Can use skill in guided session or one to one work. Frequently needs reminders and restructuring. Remembering how to use the skill is not retained over time.	Beginning to use the skills with fewer prompts. The skills are beginning to be retained over time.	Can use skill accurately when it is the focus of the work. Follow success criteria to apply skill in a given context.	Is beginning to use the skill from a limited choice. Can apply over time and a wider range of contexts. Making links between applications of skills in different contexts.	Skill used with independence and selected appropriately and relevantly. Less reliant on focus of success criteria to apply skill i.e. able to apply appropriate skill.	Dialogue demonstrates clear understanding of skill and its application. Individual or focused differentiation to extend and challenge. Gifted and talented.
Accuracy / Acquisition Beginning to learn how to complete the target skill correctly. Goal is to improve accuracy.	Fluency Skill completed accurately but working slowly. Goal is to increase speed of response i.e. towards being automatic / without thinking.	Secure Skill is secure. Goal is to use across contexts.	Generalization Skill is secure. Goal is to be applied to different situations or settings.	Adaption Skill is secure. Goal is to identify elements of previously learned skills that can be adapted to new demands or situations.	
The learning hierarchy (Haring & Eaton, 1979) or Instructional Hierarchy					
Is this usual for the child over time?					

‘By the end of the Key Stage pupils are expected to know, apply and understand the matters, skills and processes specified in the relevant programs of study.’ National Curriculum 2015

Moderation

We have several levels of moderation that we conduct on a regular basis:

Cohort level

Cohort teachers are released together for their weekly PPA. During this time teachers are encouraged to review a pupil’s work and compare against the assessment record and use this to help benchmark their own pupils against.

Key Stage level

A senior leader will lead on this task, once or twice a term, and use it to identify any staff training needs and report back to the literacy and numeracy co-ordinators.

Whole School

All teachers will bring a cross section of pupils' work to these meetings which are then organised into cross-phase groups. These occur about once a term. Opportunities for whole school discussion and feedback are provided.

Mini Pyramid

We have organised termly meetings with our local first school partners and middle school. Teachers from Y4 and the middle school Y5 meet to standardise/moderate.

First School Tier

We have half termly meetings with up to 6 of our local first schools. Headteachers and a representative teacher attend these meetings. LA external moderators have also attended on occasions.

LA Teaching and Learning Advisors

We have taken the opportunity to build in a review of assessed work by local authority teaching and learning advisors, particularly for Y2 and YR. In addition advisors have reviewed assessments as part of the planning process.