



ASSESSMENT SYSTEMS IN OUR SCHOOL

Dear Parent / Carer / Reader

We're currently in a changing world of assessment in schools. We've recently been through a big change in the national curriculum, with the 'new' curriculum having a very different content to the 'old' curriculum. Many of the objectives in the old curriculum have shifted to lower year groups in the new, more rigorous curriculum. We have moved, under government direction, to a system which removes the assessment grades that have been with us for many years. This new assessment system is known as ASSESSMENT WITHOUT LEVELS. In the past, assessment levels (2a, 2b, 2c, for example) have had no direct correlation to the curriculum. The 'new' assessment system is now directly linked to year group national curriculum objectives, and in this way, it is a very positive change. We see this as an exciting opportunity to review our assessment and reporting systems in order to create a more holistic approach that makes sense to pupils, parents and staff.

We are now assessing children against the new curriculum framework and we have a robust assessment system which tracks and monitors pupil progress across the school. Assessment against the new framework involves objectives that have been shifted to lower year groups. This means that we are in a time of transition between old and new sets of data. In September 2015 children will be given a baseline assessment test against the raised expectations. This will give us their starting points for their journey against the new national curriculum and objectives which are sometimes referred to as Key Assessment Criteria.

Our new assessment system is called '**Assessment without Levels**'.

Here is an overview of what it involves:

1. WHAT IS ASSESSMENT WITHOUT LEVELS?

Introduction: What is Assessment?

Use the term '**attainment**' when referring to children's levels of achievement (e.g. end of year test scores).

We use the term **achievement** when we talk about the **progress** children have made.

Each school requires an assessment system that monitors each child's progress and attainment.

The **tracking, monitoring and evaluation** of a child's attainment and progress take place daily in lessons, through questioning, marking and talking to children about their learning. It takes place weekly, termly and annually through end of unit assessments and tests (see below).

The tracking, monitoring and evaluation of a child's progress and attainment informs curriculum planning.

2. THE PRINCIPLES THAT UNDERPIN OUR NEW ASSESSMENT SYSTEMS ARE:

We believe that every child can achieve to the best of their ability. It is our job to support and challenge children at all levels of ability. Teachers in our school have the mindset, 'What do I need to do to help each child achieve?'

We expect the vast majority of children to make 12 months progress in a twelve month period. This target is set against the National Curriculum objectives. Our target is also that the vast majority of children will have a deep level of understanding of learning in each subject.

Our expectation of all teachers is that they will use assessment effectively, every day, to ensure that the correct scaffolding is built into lessons to ensure that all children achieve at an appropriate level, and to an appropriate depth. (see below for what 'depth in learning' means).

3. NO MORE LEVELS?

Stages of learning in every class: 1 – Y6

We use the same terminology in each year group. The stages in learning are:

TERMINOLOGY	WHAT DOES IT MEAN?	WHEN IS IT EXPECTED?	WHAT THIS LOOKS LIKE ON TRACKING SHEETS
Emerging	yet to be secure in the end of year expectations	as expected by end of autumn term IN THE CHILD'S CURRENT YEAR GROUP	-
Developing	secure in the majority of end of year expectation	as expected by end of spring term IN THE CHILD'S CURRENT YEAR GROUP	=
Secure (secure in almost all the end of year expectations and is able to use and apply their knowledge and skills confidently	as expected by end of summer term IN THE CHILD'S CURRENT YEAR GROUP	+
Mastery	n.b. if a child has developed a deep understanding of the year group objectives this will be identified as having reached the Mastery level).	A child has a deep understanding of the programmes of study for his / her year group	M

This is the scoring system we use to represent each stage of learning described above.

Programme of Study (POS) for each year group	Key Stage	EYFS Grades	NC Grades	Pts	Expected
6	KS2		6+	38	Y6 SUM
			6=	37	Y6 SPR
			6-	36	Y6 AUT
5			5+	35	Y5 SUM
			5=	34	Y5 SPR
			5-	33	Y5 AUT
4			4+	32	Y4 SUM
			4=	31	Y4 SPR
			4-	30	Y4 AUT
3			3+	29	Y3 SUM
			3=	28	Y3 SPR
			3-	27	Y3 AUT
2	KS1		2+	26	Y2 SUM
			2=	25	Y2 SPR
			2-	24	Y2 AUT
1			1+	23	Y1 SUM
			1=	22	Y1 SPR
			ELG+	1-	21
EYFS	EYFS	ELG=	R+	20	REC Exit / Y1 Entry
		ELG-	R=	19	
		40-60+	R-	18	
		40-60=		17	Reception Entry
		40-60-		16	
		30-50+		15	
		30-50=		14	Nursery Entry
		30-50-		13	
		22-36+		12	
		22-36=		11	
		22-36-		10	
		16-26+		9	
		16-26=		8	
		16-26-		7	
		8-10+		6	
		8-20=		5	
		8-20-		4	
		0-11+		3	
0-11=		2			
0-11-		1			

What does this mean for my child?

A child who is in Y2 and is working at age related expectations will be:

By the end of the **autumn** term: **emerging** towards achieving Y2 key objectives (2-)

By the end of the **spring** term: **developing** towards achieving Y2 key objectives (2=)

By the end of the **summer** term: **secure / mastery** of the Y2 key objectives (2+)

An example: By the end of the summer term, for a Year 3 pupil

Year 3 summer example (Expectation 3+)

Example	Grade	Term Outcome
Pupil A	4-	Exceptionally gifted and talented (very rare)
Pupil B	3M	Mastery standard (a DEEP understanding of the programmes of study)
Pupil C	3+	At the year group standard
Pupil D	3=	On track
Pupil E	3-	Below

Depth of learning within each stage

The focus is now on the breadth and depth of a child's learning. This means that we approach concepts from various angles in order to deepen a child's understanding and application of their learning.

In each stage (see above) we use the following terminology to explain how deep a child's knowledge, skills and understanding are:

During each term, the child will be assessed as to whether they has a Basic, Advancing or Deep level of understanding:

TERMINOLOGY	WHAT DOES IT MEAN?	EXAMPLES
Basic	child needs considerable support	real-life, practical and concrete tasks needed
Advancing	child is able to work with scaffolding, and prompts	can cope with representational ideas and pictorial representation
Deep (Mastery level of understanding)	child is able to use and apply knowledge and skills confidently child is able to confidently investigate, draw conclusions, problem solve	abstract – can understand and work confidently with abstract ideas confident in the application of skills in different contexts

4. TRACKING PUPIL PROGRESS

We track and record children's progress against each objective within their year group's national curriculum. You can find the annual whole school overview of the national curriculum on the curriculum page of our website (within the Teaching and Learning Section). The year group's half termly or termly plans can be found on each year group's Class Information and News Page on our website.

We track and monitor pupil progress on a daily basis, through:

- Questioning, observation and dialogue.
- Children knowing what they are being asked to learn, and more importantly, why.
- Success criteria are discussed and agreed with or formulated by the children during each lesson. Work is then assessed against the success criteria by the child, the teacher, or both.
- Three way feedback - pupil – peer – teacher – which clearly identifies next steps – this can be verbal or written feedback.
- Regular pupil work scrutiny by the senior leadership team, subject co-ordinators or whole staff.
- End of unit and end of term assessments help us to assess progress over time. Results are collated onto tracking sheets and in this way we can identify underachievement and plan strategic intervention to get children back on track.
- Children's work in books demonstrate progress and we frequently monitor books to make sure teachers are providing the best possible learning opportunities for children.
- Astute differentiation ensures that tasks are matched to children's abilities and provides high challenges for all.

5. HOW DO WE TEST?

YEAR GROUP	STATUTORY TESING	INTERNAL TESTS
Nursery		baseline assessments
Reception	end of year tests against the Early Learning Goals	baseline assessment tests
Y1	internal testing	baseline assessment tests at beginning of school year

Y2	end of year SATs tests Read, Write, Grammar, Spelling and Punctuation and Maths	end of term assessment tests
Y3	none	
Y4	none	
Y6	end of year SATs tests: Read, Write, Grammar, Spelling and Punctuation, Maths ,Science	

SATS ASSESSMENTS AT THE END OF Y6

In order to be 'secondary ready', a child needs to meet the end of Key Stage 2 expectations (Year six programmes of study – see above). Y6 children take Statutory Assessment Tests (SATs) in May each year. We believe that the following system is likely to be introduced by the government. Please see the table above for which tests Year 6 pupils take.

Terminology Y6 – END OF YEAR REPORTING for SATs results

We believe that the government will introduce a points system for Y6 SATs scores in 2016.

The table below shows how we think the results will be shown (still to be confirmed)

Y6 standardised test scores	internal terminology (stages of development)	Y6 national points system
Below the national standard	emerging	81 - 84
working towards the national standard	developing	85 - 99
at the national standard	Secure / mastery	100 - 119
above the national standard		120 - 124
mastery standard		125+

SATS ASSESSMENTS AT THE END OF YEAR 2

Subjects to be tested in the end of Year 2 SATs tests are:

- Read, Write, Grammar, Spelling and Punctuation and Maths

EARLY YEARS – NURSERY AND RECEPTION

Children in Nursery and Reception will continue to be assessed against the Prime and Specific areas of Learning in the EYFS profile.

Assessments will be based on daily activities and events. At the end of Reception, for each Early Learning Goal, teachers will judge whether a child is meeting the level of development expected at the end of the Reception year.:

Emerging – not yet reached the expected level of development

Expected

Exceeding – beyond the expected level of development for their age

Progress will be tracked using a points system.

MORE ABLE CHILDREN

For children who have securely met their end of year objectives, they will be assessed as exceeded or mastering the objectives for their age group. Rather than moving on to the next year's curriculum, these children will work on 'mastering' their knowledge through the application of skills in different contexts – they will be deepening their learning.

The depth and application of a child's learning is an important marker of their achievement and progress.

LESS ABLE CHILDREN

Less able children have specific learning plans that will meet their needs. They will be expected to make progress in line with their peers, but they may not, because of their special needs, meet year group objectives. We do, however, have assessment and tracking systems that support, challenge and monitor their progress.

CHILDREN WHO ARE FALLING BEHIND

Any child who is working below the age-related expectation is given personalised learning opportunities to help them reach their potential. We have intervention systems that aim to address misunderstandings or difficulties as soon as they arise. On a daily basis, intervention strategies allow children to catch up ready for the next lesson. Over time, intervention systems and quality first teaching help children with large gaps to make accelerated progress and catch up with their peers.

6. HOW DO WE REPORT TO PARENTS / CARERS

We use the following systems to keep parents informed about their child's achievement and progress:

- Pupil progress reports, November, February

- End of school year annual reports (July)
- Parental Appointments, November and February
- Meetings arranged as appropriate where concerns or worries have arisen

And finally

I hope this document has helped you to understand assessment in our school. If you would like any further information, please ask your child's class teacher or the Headteacher / Deputy Headteacher. We will be happy to help.

Depth of Learning



Chris Quigley
EDUCATION LIMITED

Paddling
BASIC



Snorkelling
ADVANCING



Diving
DEEP

