



Assessment Position Statement 2014 - 2015

Crudgington Primary School

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Assessment in the New National Curriculum

Introduction

At Crudgington Primary School we believe that effective assessment provides information to improve teaching and learning. We give learners regular feedback on their learning so that they understand what it is that they need to do to progress in their learning. This allows us to base our lesson plans on a detailed knowledge of each pupil. We give parents regular written and verbal reports on their child's progress so that teachers, children and parents are all working together to raise standards for all our children.

Currently, we are in a transition period, since the removal of National Curriculum Levels descriptors and the implementation of the New Curriculum. During this period of transition (Autumn 2014) we will continue to use the existing national curriculum levels whilst implementing a new assessment tool. After examining a range of different assessment models at senior leadership level, we have found that the 'Sheffield STAT' materials provide the best match for our school in terms of our current practice and our needs moving forward.

We feel that the move between assessment tools and methodology is of key importance. For this reason we intend to implement a 'professional learning' programme for our teaching staff throughout 2014 – 2015 which will ensure both confidence and rigour in the implementation of new assessment systems.

Assessment is not a singular activity; it is about measurement of performance at a given point in time and a way of gaining information to promote future learning. Our first point of principle should be to hold on to aspects of assessment that aim to measure what we value rather than simply valuing what we are able to measure. Secondly, we acknowledge that there are two distinct types of assessment used by the school. These include:

- **Assessment for learning** helps to identify the next steps needed to make progress. It takes account of pupils' strengths as well as weaknesses
- **Assessment of learning** is more associated with judgments based on grades and ranks and with public accountability.

Therefore we use the following formal assessment procedures to measure outcomes against all schools nationally:

- end of EYFS
 - (% of pupils achieving a “Good Level of Development”)
- Phonics Screening Test at the end of Year 1
 - (% of pupils achieving the required screening check)
- End of KS1
 - (% of pupils achieving Level 2c and above in reading, writing, maths and teacher assessment in speaking and listening, science) and (% of pupils achieving Level 3 in reading, writing, maths and teacher assessment in speaking and listening, science)
- End of KS2
 - (% of pupils achieving Level 4c and above in reading , writing and maths)
 - (% of pupils achieved 2 levels or more than 2 levels in reading, writing and maths)

Good assessment practice will:

- raise standards of attainment and behaviour, and improve pupil attitudes and response
- enable the active involvement of pupils in their own learning by providing effective feedback which closes the gap between present performance and future standards required
- promote pupil self-esteem through a shared understanding of the learning processes and the routes to improvement
- build on secure teacher knowledge of the diverse linguistic and cultural background of pupils
- guide and support the teacher as planner, provider and evaluator
- enable the teacher to adjust teaching to take account of assessment information and to focus on how pupils learn and draw upon as wide a range of evidence as possible using a variety of assessment activities
- track pupil performance and in particular identify those pupils at risk of underachievement
- provide information which can be used by teachers and managers as they plan for individual pupils and cohorts
- provide information which can be used by parents or carers to understand their pupils’ strengths, weaknesses and progress
- provide information which can be used by other interested parties
- provide information which can be used to evaluate a school’s performance against its own previous attainment over time and against national standards.

The purpose of Assessment for learning is to:

- Provide insight into pupils’ learning for both pupils and teachers

- Promote success for all
- Enable continuous reflection on what pupils know now and what they need to know next (feedback and feed forward)
- Measure what is valued
- Promote immediate intervention and link judgments to learning intentions
- Raise standards by taking pupils to the 'edges of possibility'

Implications for teaching

The teacher will:

- Provide continuous oral and written feedback which identifies strengths and the next step for improvement
- Promote pupil involvement in self-assessment
- Act on insights gained to inform personal targets
- Plan against what children know/can do/understand
- Provide opportunities for all pupils to demonstrate their achievements in their first language
- Make standards and objectives explicit to pupils
- Promote inclusion by attending to all pupils' learning needs, particularly for pupils who are at risk of underachievement
- Engage pupils in rich questioning with 'wait' time
- Build in time for focused observation of teacher-directed and child-initiated activity

Impact on learning and the learner

The pupil will:

- Know what to do to improve
- Know what standards are required
- Know what has been achieved against known success criteria and what to do next
- Gain confidence, motivation and self-esteem as a learner
- Improve own self-evaluation skills
- Make progress

The purpose of Assessment of learning is to:

- Provide a summary judgment about what has been learned at a specific point in time
- Establish national benchmarks about what children can do and about school performance
- Show what pupils can do without support

- Hold the school to public account

Implications for teaching

The teacher will:

- Provide a periodic summary through teacher assessment and formal tests
- Identify gaps in pupils' knowledge and understanding
- Identify weaknesses in the taught curriculum and in specific areas of learning through analysis of performance which can guide future planning
- Implement strategies to accelerate progress to meet local and national expectations (narrowing the gap)
- Mark and measure against expectations outlined in the National Curriculum

Impact on learning and the learner

The pupil will:

- Be able to gauge own performance against previous performance
- Be able to measure own performance against externally agreed criteria and standards
- Have a measure of performance at specific milestones in life
- Know what standards and expectations are required

Timeline for Implementation

At Crudgington primary School, we believe that it is essential that we prepare for the change in assessment methods both carefully and thoroughly. We recognise that the following all have to be securely in place before new assessment procedures will prove effective.

- Staff who are secure in their knowledge of the new requirements
- A robust tracking methodology agreed by all parties
- Specialised software to support the collection and analysis of the data gathered
- Effective means to feed progress back to both children and parents.
- Opportunity to secure new baselines against the new curriculum.

Timeframe	Action
Autumn term 2014 – first half	Decide on new assessment materials – completed –Sheffield STAT scheme has been chosen by the school
Autumn term 2014 – second half	Assess new tracking software to match the requirements of the Sheffield STAT materials and provides easy teacher input and record keeping

	Completed – O-Track pupil tracking software, which is fully aligned with Sheffield STAT materials has been commissioned by the school. We will also use Class Track (from the same provider) to record and track the progress of our children
Autumn term 2014 – second half	Introduce the new assessment materials to staff members
Autumn term 2014 – second half	Arrange O-Track training for members of the Senior Leadership Team (SLT)
Autumn term 2014 – second half	Arrange Class Track training for members of the Senior Leadership Team (SLT)
Spring term 2015 – first half	Further training for staff on assessment materials.
Spring term 2015 – first half	O-Track and Class Track training for all staff
Spring term 2015 – first half	Base lining against the new curriculum – whole school
Spring term 2015 second half	School fully moved onto the new assessment scheme.