



Assessment Position Statement 2015 - 2016

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.

During the last academic year we underwent a transition from National Curriculum levels to the tracking of children in relation to 'Age related expectations' (ARE)

Having examined a wide range of assessment tools and models, we implemented the STAT Sheffield materials as it provided a 'good fit' in terms of our school's approach to assessment and ensuring that assessment data could be effectively used to identify gaps in learning.

How Can We Be Sure that Our New Assessment Procedures Are Robust?

During the academic year 2014-2015 we implemented a timetabled change over to the STAT Sheffield system. This included: comprehensive staff training; training on baselining; software training and dedicated sessions for children to explain their new target sheets and end of year expectations.

We also identified the need for Parents' to be introduced to the new curriculum expectations and tracking. We therefore ran two – very well attended- workshops for parents to examine the materials and ask any questions directly to the senior leadership team.

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 from 2016

- **Beginning of EYFS**
 - EYFS baseline - NFER
- **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**
 - Maths: arithmetic paper/mathematical reasoning paper/problem solving paper
 - Reading: one integrated reading and answer booklet/one separate reading booklet with associated answer booklet.
 - SPAG: Spelling, Punctuation & Grammar paper

Each of these tests will be marked **internally** and the results converted into a scaled score with 100 representing the expected standard.

- **End of KS2**
 - English grammar, punctuation and spelling test
 - English reading test
 - Maths test

Each of these tests will be marked **externally** and the results converted into a scaled score with 100 representing the expected standard.

- Writing will continue to be teacher assessed in 2016

Internal tracking (school assessment)

- All year groups will be traced against age related expectations (ARE) using teacher assessment. This will be undertaken by the teacher using evidence in books and their knowledge of the child
- All year groups will undertake termly assessment – summative assessment – for reporting purposes.

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