

Assessment in Parrett and Axe CEVA Primary School Checklist/Policy

Our approach to assessment

- Assessment is integral to high quality teaching and learning. It helps us to ensure that teaching is appropriate and that learners are making at least expected progress
- All of the staff team regularly discuss our approach to assessment
- All of the staff team accept that they are responsible for assessment in their classrooms

Our method of assessment

- Assessment serves many purposes, but the main purpose in our school is to help teachers, parents and pupils plan next steps in learning
- We use formative assessment to check knowledge, skills and understanding and to identify gaps and misconceptions through effective question and answer sessions
- Through working with other schools and using external tests and assessments, we compare our performance with that of other schools.
- We assess pupils against assessment criteria, which are short, discrete, qualitative and concrete descriptions of what a pupil is expected to know and be able to do
- Assessment criteria are derived from the school curriculum, which is composed of the National Curriculum and our own curriculum plan which can be found on our school website. The staff team continue to translate our curriculum into discrete, descriptive statements of attainment known as assessment criteria
- Assessment criteria for periodic assessment are arranged into a hierarchy, setting out what children are normally expected to have mastered by the end of each year. We need to remember that children's progress will often not fit into school years and children may well be working above their school year. It is vital that we value the progress of children with special needs as much as any other group.
- The achievement of each pupil is assessed against all the relevant criteria at appropriate times of the school year. Informal assessment will continue continually and we conduct formal assessments against the year's criteria at the end of each term. It is going to take time to decide how many criteria from each year's expectations will normally be met in each term in each subject. It is very difficult to make predictions from the outcomes of these assessments to the results in national Key Stage 2 tests and predictions may not be reliable if schools are using a range of approaches and different performance standards.
- Each pupil is assessed as either: **Emerging, Developing or Secure** relevant to each criterion contained in our expectations for that year.
- Where a pupil is assessed as exceeding the relevant criteria in a subject for that year they may also be assessed against mastery criteria in that subject for that year. For these pupils we provide more challenging work

that enables them to apply their knowledge through a wide range of learning opportunities

- Assessment judgements are recorded and backed by a body of evidence created using observations, records of work and formal testing
- Assessment judgements will be moderated by colleagues in school and by colleagues in other schools to make sure that our assessments are fair, reliable and valid.

Our use of assessment

- Teachers use the outcomes of assessments to summarise and analyse attainment and progress for their pupils and classes
- Teachers use this data to plan the learning for every pupil to ensure they meet or exceed expectations. Teachers and subject leaders analyse the data across the school to ensure that pupils identified as vulnerable or at particular risk in this school are making appropriate progress and that all pupils are suitably stretched
- The information from assessment is communicated to parents and pupils on a termly basis. Parents and pupils receive summaries of what has been achieved and indications of what they need to do next
- We celebrate all achievements across a broad and balanced curriculum, including sport, art and performance, behaviour, and social and emotional development

Notes and commentary on the above checklist

The most natural choice of hierarchy for criteria is by school year (certainly the curriculum is organised into years and terms for planned delivery). However, children's progress does not fit neatly into school years, so we have chosen the language of a hierarchy of expectations to avoid misunderstandings. Children may be working above or below their school year and we must ensure we value the progress of children with special needs as much as any other group. The potential use of P scales is important to ensure appropriate challenge and progression for pupils with SEND.

Our school may conduct formal assessments more than once a year and informal assessment will take place continually. A formal assessment at the end of each term, against the year's criteria, is our usual pattern. It will take time before we fully develop a sense of how many criteria from each year's expectations will normally be met in the autumn, spring and summer terms, and this will vary by subject. Consequently it will also be hard to use this framework by itself for prioritising intervention in the first few years of use.

For some years to come, it will be hard to make predictions from outcomes of these assessments to the results in KS2 tests. Such data may emerge over time, although there are question marks over how reliable predictions may be if different schools are using incompatible approaches and applying differing standards of performance and therefore cannot pool data to form large samples.

There is a need to record a pupil's attainment against each applicable assessment criterion. The criteria themselves can be combined to provide the qualitative statement of a pupil's achievements, although we may need a quantitative summary.

The Beaminster Pyramid of schools has chosen a three phase judgement of Emerging, Developing and Secure. Where a child has exceeded a specific criterion, we may also assess them against mastery criteria for their year.

These recorded judgements may be translated into numbers, which can then be analysed and used for prioritising. At this stage, it is not possible to say what proportions will be cause for concern or celebration at a particular time of the year - although we aim for any child to succeed in meeting all applicable criteria by the end of each academic year.

The method of 'fitting' a student to a criterion must be consistent to draw comparisons between groups. The exact form of moderation will vary in our school from subject to subject. The majority of moderation will be internal but we will undertake a proportion of external moderation each year, working with partner schools and the Local Authority. We are aware that it is good practice to invite external agencies with no connection to our school to verify practice from time to time.