

Assessment Statement

Assessment in the new National Curriculum

Introduction

We believe that effective assessment is at the heart of teaching and learning; it provides information to guide and improve teaching and learning, ensuring that our teaching is appropriate and that all children are making at least expected progress. By giving children regular feedback on their learning they are given the opportunity to demonstrate and review their progress and understand what it is that they need to do better.

Assessment feedback inspires greater effort and a belief that, through hard work and practice, more can be achieved. We use assessment to celebrate all achievements across a broad and balanced curriculum, including sport, art and performance, behaviour and social and emotional development. We give parents termly written and verbal reports on their child's progress and attainment through a structured conversation. Parents and children receive rich, qualitative profiles of what has been achieved and indications of what they need to do next. This ensures teachers, children and parents are all working together to raise standards for all our children.

We use an assessment tool which assesses pupils against short, discrete, qualitative and concrete descriptions of what a pupil is expected to know and be able to do at appropriate times of the school year. Each pupil is assessed as either 'Emerging', 'Expected' or 'Exceeding' each relevant criterion contained in our expectations for that year. We aim to develop an assessment system that also assesses characteristics of learning; how children learn (through problem solving, communication, motivation, creative thinking and reasoning) as well as academic achievement.

This Assessment Statement needs to be read in conjunction with our Assessment, Marking and Feedback and Teaching and Learning policies.

Aims and objectives

The aims and objectives of assessment in our schools are:

- to enable children to demonstrate what they know, understand and can do in their work;
- to help children understand how well they are doing and what they need to do next to improve their work;
- to allow teachers and children to plan next steps in learning that accurately reflects the needs of each child;
- to raise expectations of children, staff and parents in an effort to achieve the highest possible standard for each child;
- to provide regular information for parents that enables them to support their child's learning;
- to provide school leaders and governors with information that allows them to make judgements about the effectiveness of the school; in particular, our teaching standards and how to improve
- to allow us to work with other schools and use external tests and assessments to compare our performance with that of other schools

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. We acknowledge that there are two distinct types of assessment used by our schools. These are:

- **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 judgements based on grades and ranks and with public accountability.

Therefore we use the following formal assessment procedures to measure outcomes against all schools nationally for 2015-2016:

- On entry to EYFS – Early Excellence Baseline Assessment (EExBa)
- 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 the Expected standard, Emerging or Exceeding the standard in reading, writing, mathematics and speaking and listening. The % of pupils achieving the Expected standard in science. This will be based

on teacher assessment informed by externally-set tests in grammar, punctuation and spelling, maths and reading

- End of KS2
 - % of pupils achieving the Expected standard in reading, writing, mathematics, science and grammar, punctuation and spelling. Writing and science scores will be based on teacher assessment
 - Average progress made by pupils in reading, writing and mathematics from KS1
 - Average score of pupils
 - % of pupils who achieve a high score in all areas

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
- ensure all pupils meet or exceed expectations
- guide and support the teacher as they use the outcomes of assessments to summarise and analyse attainment and progress for their pupils and classes
- 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. In our schools we use a range of 'Hot' and 'Cold' tasks, videos and discussion with children and portfolios of work measured against a national benchmark
- 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 judgements 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
- Make standards and Learning Objectives and Success Criteria 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
- Incorporate methods of eliciting evidence of children's learning throughout their planning and teaching

Impact on learning and the learner

The pupil will:

- Know what to do to improve
- Have frequent opportunities to review their work, self-assess, discuss and set future targets
- 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 judgement 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
- Maintain a progress assessment folder for all children
- 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