



## Assessment Policy

At Blackfell we have reviewed our assessment and reporting arrangements in order to create a more holistic approach that makes sense to children, families and staff.

We are now assessing the children against the new curriculum framework which tracks and monitors children's progress across the school. Assessment against the new framework involves objectives that have been shifted to lower year groups therefore the expectations of what children can achieve at the end of each year has been raised.

Here is an overview of what our 'Assessment without Levels' involves.

### What is assessment?

We use the term **attainment** when referring to children's level of achievement e.g. a test score.

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

Each school is required to use 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.

The tracking, monitoring and evaluation of a child's progress and attainment inform curriculum planning and next steps in learning.

We believe that every child can achieve at our school and be the very best they can be. We support and challenge children at all levels.

We expect the vast majority of children to make a year's progress in a twelve month period. We set this target against the National Curriculum objectives. We aim for the vast majority of children will have an advanced understanding of learning in each subject.

All teachers use assessment effectively every day, to ensure the correct scaffolding is built into lessons to ensure that all children achieve at an appropriate level and to an appropriate depth.

### Stages of learning in each class Years 1 to 6

We use the same terminology in each year group.

The stages in learning are:

<b>Terminology</b>	<b>What does it mean?</b>	<b>When is it expected?</b>
<b>Not working within year group</b>  <b>Code 'N'</b>	Yet to be secure in end of year expectations for age group	e.g. a child may be assessed in year 3 at the end of the summer term as year 2 developing+ therefore is not working within their current year expectations
<b>Developing</b>	Secure in some end of year expectation	At the end of the autumn term in the child's current year group
<b>Developing +</b>	Secure in most end of year expectation	At the end of the spring term in the child's current year group
<b>Secure</b>	Secure in almost all the end of year expectations and can apply their knowledge and skills	At the end of the summer term in the child's current year group
<b>Secure +</b>	Secure in all the end of year expectations and can confidently apply their knowledge and skills independently	A child has an advanced understanding of the programmes of study for the year group
<b>Advanced</b>	A child has an advanced understanding of year expectations and some beyond the year group objectives and can confidently apply	A child has an advanced understanding of the programmes of study for the year group and beyond

	their knowledge and skills independently	
<b>Greater depth</b>	A child has a deep, advanced understanding of beyond the year group objectives and can confidently apply their knowledge and skills independently	A child has a deep understanding of the programmes of study for the year group and beyond

### What does this mean?

A child who is working at the age related expectations will be '**developing**' by the end of the autumn term in their age group, '**developing+**' by the end of the spring term and '**secure**' by the end of the year group objectives.

A child who is '**secure+**' at the end of the summer term in their age group will be secure in all the end of year expectations and can confidently apply their knowledge and skills independently. A child assessed as '**advanced**' understanding has an advanced understanding of year expectations and some beyond the year group objectives. They can confidently apply their knowledge and skills independently at an advanced understanding of the programmes of study for their year group. There will be a very small minority of children (exceptionally gifted and talented) working at '**greater depth**' understanding demonstrating a deep understanding and mastery of end of year objectives and beyond confidently applying their knowledge and skills independently.

### Example Year 4 End of the summer term:

Example	Assessment	Term outcome
Child A	4 Greater depth	Exceptionally gifted and talented Advanced/ Mastery standard level of understanding at expected

		standard and above for age group and beyond
Child B	4 Advanced	Advanced/ Mastery standard level of understanding of expected standard for age group
Child C	4 Secure +	Above expected standard for year group
Child D	4 Secure	Secure/At year group expected standard
Child E	4 Developing +	Just below secure expected standard for age group
Child F	4 Developing	Below with some secure expected standard
Child G	N 3 Secure	Below expected standard not working within age group
Child H	N 3 Secure+	Below expected standard not working within age group

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

### **Tracking of children's progress**

We track and record children's progress against each objective within their year group's national curriculum. Year groups termly plans are on our school website under 'curriculum 2017/18'.

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

- Questioning, observation and dialogue
- Children having a good understanding what they are asked to learn and why
- Use of success criteria discussed and formulated
- Assessment of work against success criteria by children, teachers or both
- Identified next steps in learning - verbal or written and responded to make improvements
- Regular work scrutiny by senior, middle and subject leaders or whole school staff
- End of unit/term assessments to assess progress over time

- Regular pupil progress meetings to identify underachievement and plan/implement interventions to get children back on track
- Children's work in books demonstrate progress and frequent monitoring ensure teachers are providing the best possible learning opportunities and outcomes
- Clear differentiation ensuring that tasks match children's abilities and provides high challenge for all

#### How do we test?

<b>Year group</b>	<b>Statutory testing</b>	<b>School tests</b>
<b>Nursery</b>		Baseline on entry assessment through observation/tasks
<b>Reception</b>	End of year against Early Learning Goals	Baseline on entry assessment through observation/tasks
<b>Year 1</b>	Phonics screening in summer term	On going observation/tasks End of term assessment/tests
<b>Year 2</b>	End of year SATs tests Reading, writing, Grammar, Spelling and Punctuation and Maths	End of term assessment/tests
<b>Year 3</b>	None	End of term assessment/tests
<b>Year 4</b>	None	End of term assessment/tests
<b>Year 5</b>	None	End of term assessment/tests
<b>Year 6</b>	End of year SATs tests Reading, writing, Grammar, Spelling and Punctuation and Maths and Science	End of term assessment/tests

From 2016 in order for year 6 to be 'secondary ready', a child needs to be 'secure' at the end of Year 6. Year 6 children will take revised Statutory Assessment Tests (SATs) in May each year.

The government introduced a points system for SATs scores in 2016 with the national standard to be 100. Further details are available on the Dfe website.

### **Early Years**

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

Assessments will be judged 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- meeting expected level of development

Exceeding- beyond the expected level of development for their age

Termly progress is tracked identifying statements from Development Matters.

### **More Able Children**

For children who have securely met their end of year objectives and exceeded to above year groups, they will be assessed as exceeding (**advanced+**) or mastering the objectives for their age group and beyond. Rather than moving on to the next year's curriculum, these children will work on mastering their knowledge through 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 the 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 secure year group expectations. We do have an assessment and monitoring tracking system that supports challenges and monitors their progress.

### **Children who are falling behind**

Any child who is working at the age related expectation is given personalised learning opportunities and targets to help them reach their potential. We have secure, robust intervention systems that address misunderstanding 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, interventions across the school and quality first teaching help children make accelerated progress and catch up to their peers.

### **How we report to parent/carers**

We ensure that we keep parent/carers fully informed about their child's achievement and progress.

#### **Autumn term**

Meet the teacher sessions (September)

Review children's books/work

Curriculum overviews

Personalised termly targets

Parent/Carer consultations (October)

#### **Spring term**

Curriculum overviews

Mid year report (March)

Personalised termly targets

Parent/Carer consultations (March)

Review children's books/work

#### **Summer term**

Curriculum overviews

Personalised termly targets

Parent/Carer consultations/drop in sessions (July)

Review children's books/work

End of Year report (July)

In addition there are many workshops to attend and meetings can be arranged as appropriate where concerns and worries have arisen at any point in the school year.

Reviewed September 2017