



St Margaret's C of E Junior School – Assessment After Levels Information

Our assessment principles are straightforward; Assessment is used at St. Margaret's to inform the learning and teaching that goes on in our classrooms every day.

We assess the children in many different ways, here are just a few examples:

Effective Questioning: Our teachers are constantly assessing the learning of our children throughout a lesson. Lessons will regularly begin with a line of enquiry that has been carefully planned to meet age related expectations. From the in depth discussion that follows, teachers are able to shape the rest of the lesson accordingly, adapting groupings, activities and the pace of learning to meet our children's needs.

Effective Feedback: Feedback during the lesson can be seen more as a constant dialogue between the adults and children in our class. We believe that for assessment to be effective, feedback needs to be immediate. Children will also receive written feedback on their work, in the form of our 'Going for Gold' and 'Growing Green' marking scheme. Children are then allowed time at the beginning of the following lesson to respond and reflect on the marking, improving their understanding of their learning in the process.

Elicitation and Application Tasks: We begin every unit of learning with an elicitation task, in which the children use the knowledge they already have to work towards the success criteria. We encourage our children to use thought bubbles in their work, explaining their thinking as well as highlighting any areas that they may be unsure of. We then complete an application task at the end of the unit of learning, in order to compare the progress that has been made.

Summative Assessment Tasks: We are using the Rising Stars Assessment papers as another way of assessing our children. This provides the children with an opportunity to 'show off' their understanding, as well as developing important exam techniques. As a way of encouraging our children to explore the assessments at a deeper level, we allow children to use post-it notes to explain their thinking.

At St. Margaret's we are not only interested in what our children can 'do', but what they 'know'. It is this focus on a deeper understanding of learning which enables assessment to be such a valuable and worthwhile experience.

Our Strategy for assessing children's attainment and progress:

St Margaret's C of E Junior School has developed the following strategy for assessing children's attainment and progress as they move through the school, and ensuring each child is measured against their End Of Year Expectations.

The school's prime tool for storing and analysing formative and summative data remains School Pupil Tracker Online (SPTO). This is accessible to Staff, Governors and Parents through different online portals, giving each stakeholder a different level of access.

However, the data being put into SPTO has changed to take into consideration assessment beyond the old National Curriculum levels. Broadly, this can be grouped as Formative Assessment (ongoing assessment of children's learning as they generate work at school) and Summative Assessment (end of year test data).

Formative Assessment

The school's formative assessment is focused on the acquisition of skills by children as they work through teaching sequences in lesson time. Teachers will have identified particular key objectives in their planning and will assess each child against those objectives at the end of the teaching sequence.

As the children progress through the teaching sequence their class teachers can record how well the children are performing against each objective. It was agreed that this progress would be recorded as:

W Working Towards means the child requires adult support to achieve.

M Mostly Achieved means the child is capable of achieving when reminded.

A Achieved means the child achieves independently and consistently. The concept is both attained and retained.

+ Means the child is exceeding by independently applying across a range of contexts.

By the end of the teaching sequence a final judgement will need to be made using the four codes mentioned above. This will then inform the planning for the next teaching sequence.

Pupil progress meetings are now more important than ever. Rather than the half-termly meetings that we had previously been having it is essential that pupil progress meetings take place at the end of each teaching sequence. The agreement at St Margaret's is that we will meet as year group teams at the end of each teaching sequence to discuss the progress of key groups of children and then, each half term, the previously established pupil progress meetings will take place, led as before by the subject leaders for writing, reading and maths, the SENDCo and Pupil Premium leader.

Half Termly Pupil Progress Meetings will centre around a discussion on each child's objective acquisition – in other words, whether they have grasped the objectives planned for them and highlighting possible strategies where they have not yet secured an (A) or (+) judgement.

Recording Summative Assessment Progress

Although the focus of assessment in our school is recording whether a child has met a key objective or not (and if not, what is being done about it), it is also important for the professionals working with the child –as well as his or her parents- to have an idea of the rate of progress they are making through the school year. To achieve this, SPTO takes the objectives which are recorded as being achieved and calculates whether each child is roughly where they are expected to be (Age related

Expectation – ARE), or behind or ahead. In common with the other Atlantic Coast Co-operative Trust (ACCT) schools, we track termly progress by year group and whether they are performing at a low, mid or high level against the objectives for their year group. For example by the end of the year a year 3 child who is on track should have achieved a year 3 high.

The effectiveness of this strategy for assessing children's progress and attainment will remain a key focus for the school and the ACCT. By working closely together we are able to moderate the judgements we are making and ensure a common understanding.