



PRINCIPLES FOR ASSESSMENT



With the introduction of a new National Curriculum from September 2014, the nature of national assessment has undergone a fundamental change. The levelling system, whereby, children were awarded attainment Levels between 1 and 6, with Level 2 the expected level at the end of Key Stage 1 and Level 4 the expectation at the end of Key Stage 2, has now been removed.

End of Key Stage statutory tests and assessments will still be in place however the children's and school's performance will now be judged against end of year expectations. These new judgements will take place from July 2016. Rather than levels though, there will be a score, which will measure children's performance against national expectations and national performance. Our understanding is that a score of 100 will indicate that a child is achieving expectations. A score above will indicate performance above that normally expected for an eleven year old child and conversely a score below will indicate the child has not quite met the expected standard for this age.

Schools have been required to devise their own assessment and reporting systems. At Elm Park Primary School we use the Symphony Assessment System to help teachers assess pupils against age related expectations. For Reading, Writing and Maths, children work towards end of year expectations where the end of year 1 is defined as 1S (Secure) and at the end of Year 2 is 2S, up to Year 6 being grade 6S.

In each year we have graduated bands to measure progress towards end of year expectations. These are described as E (Emerging) and D (Developing) and meeting end of year expectations as S (Secure). The descriptors have been defined by experienced teachers and leaders in Leicestershire Schools and they meet the increased expectations of the new Primary National Curriculum.

A guide to termly expectations:

	Grades					
	Term 1		Term 2		Term 3 (end of year expectations)	
Year 1	1E	1E+	1D	1D+	1S	1S+
Year 2	2E	2E+	2D	2D+	2S	2S+
Year 3	3E	3E+	3D	3D+	3S	3S+
Year 4	4E	4E+	4D	4D+	4S	4S+
Year 5	5E	5E+	5D	5D+	5S	5S+
Year 6	6E	6E+	6D	6D+	6S	6S+

We have always thoroughly tracked and assessed pupil progress. Thorough formative assessment will continue to play an integral part of our teaching and learning process.

Formative [day to day] assessment is undertaken in a variety of ways and includes;

- Pre and post learning assessments
- Use of learning objectives and success criteria
- Feedback from support staff
- Marking feedback in pupil's books
- Discussions with pupils
- Quality questioning in lessons
- Feedback from parents
- AFL techniques e.g. self assessment, peer assessment

Teachers track pupil progress and assess their learning and achievements against the learning objectives undertaken in order for the children to meet their end of year expectations [copies of these expectations are on the website].

The expectation is that all children will annually achieve the year group, age related objectives for their age. We will collect data termly based on teacher assessments, rigorously moderated, to inform the children's progress against the learning objectives and teachers will be able to judge whether a child is:

- on track to meet end of year expectations
- exceeding end of year expectations

If a child is not on track to meet their year group expectations, they will be assessed against the appropriate year group's objectives.

The teachers will ensure the children fully understand a concept or objective before moving the learning on. This will ensure that the children have a deep understanding of the learning and they will master the required skills for their age ranges.

For those children with severe or significant special educational need, the teachers will follow an assessment programme that breaks the key learning skills in to small incremental steps that the children will achieve before moving on to the next step.

As is currently the case we will continue to:

- Monitor and assess pupil progress through our own internal assessment and moderation processes.
- Monitor and assess our pupils' progress through school-to-school moderation with a number of schools locally.
- Use the outcomes of the assessments to summarise and analyse attainment and progress identifying children who are/are not on track to meet end of year expectations.
- Use available assessment data to plan the learning for every pupil in order to ensure they meet or exceed expectations and achieve success in their individual learning journey at Elm Park Primary School.
- Analyse the data across the school to ensure that pupils identified as vulnerable or at particular risk are making appropriate progress, receiving appropriate support and that all pupils are suitably challenged.
- Communicate the outcome of formative assessment to parents by providing opportunities to look at children's books and communicate summative assessments through end of year reports and end of key stage tests.

End of year reports will clearly indicate whether the child has:

- Met age related expectations (secure)
- Exceeded age related expectations (secure +)
- If a child is not deemed secure in their age related objectives, they will be deemed to be emerging or developing.
- Where a child is working well below age related expectations they may be emerging, developing or secure in a younger year group's objectives.

We have termly parent consultations and teachers will share with parents how their child is progressing in relation to the end of year expectations.

For more information please;

- visit the Department for Education website;

<http://www.education.gov.uk/cgi-bin/schools/performance/school.pl?urn=102270>

- see our own assessment policy on this website;