

### The principles that underpin our assessment system are that:

- Every child can achieve. Teachers at Cholsey have the mind-set, 'What do I need to do next to enable a child in my class to achieve?'
- The new 2014 National Curriculum objectives will be used to establish the expectations for all children.
- Children will be expected to make age appropriate progress.
- Teachers are experts at assessment - assessment will be effectively used to ensure that the correct scaffolding is built into lessons to ensure that all children achieve.

### Changes to the Curriculum:

The old and new curricula have different content. Many of the objectives in the old curriculum have shifted to lower year groups. In the new, more rigorous curriculum, this means that it is not possible to show an exact correlation between a level that was the outcome of the old National Curriculum assessment and the requirements new National Curriculum. This means a shift in thinking and in the way in which we assess children's outcomes.

The school has welcomed the changes in the National Curriculum and see it as an exciting opportunity to review our assessment and reporting systems to create a more holistic approach that makes sense to parents. We are very clear that whatever assessment tool we use, it needs to be robust and track pupils' progress across the school and not just at the end of a Key Stage.

### Assessment without levels

Following the introduction of a new National Curriculum framework from September 2014, the government also removed level descriptors.

### The rationale for the removal of levels:

*"Despite being intended only for use in statutory national assessments, too frequently levels also came to be used for in-school assessment between key stages in order to monitor whether pupils were on track to achieve expected levels at the end of key stages. This distorted the purpose of in-school assessment, particularly day-to-day formative assessment. The Commission believes that this has had a profoundly negative impact on teaching. Too often levels became viewed as thresholds and teaching became focused on getting pupils across the next threshold instead of ensuring they were secure in the knowledge and understanding defined in the programmes of study. Depth and breadth of understanding were sometimes sacrificed in favour of pace. Levels also used a 'best fit' model, which meant that a pupil could have serious gaps in their knowledge and understanding, but still be placed within the level. This meant it wasn't always clear exactly which areas of the curriculum the child was secure in and where the gaps were."* Commission on Assessment without Levels

The government's policy of removing level descriptors from the National Curriculum comes from the desire to free schools from an imposed measure of pupil progress. In their place, from September 2014, *"it will be for schools to decide how they assess pupils' progress"*.

With levels removed and the focus on raising the achievement of every pupil, Chelsey's governors, leaders and teachers have chosen a new way to measure pupil attainment and progress. This is in line with all five schools in our local academy trust, OPEN.

## How do we assess children? – See also Appendix 1

### Target Tracker

Alongside our OPEN colleagues, we use a new online assessment tool called Target Tracker. Target Tracker enables us to assess children both formatively and summatively (see below).

1 in 4 schools nationally use Target Tracker and it provides us with a highly effective way of measuring attainment and progress of our children from EYFS to the end of Key Stage 2.

### Formative Assessment

Formative Assessment happens continually throughout learning. It gives pupils and teachers a chance to improve as the lesson goes on.

Evidence has shown that learners learn best when they understand clearly what and why they are trying to learn (the learning intentions) and what is expected of them (the success criteria).

#### **On-going (formative) assessment involves:**

- Feedback by the class teacher throughout each lesson, through questioning, observation and dialogue.
- Children knowing what they are being asked to learn and, more importantly, why.
- Success Criteria being discussed and agreed with or formulated by the children during each lesson; work is then assessed against the success criteria.
- Three-way feedback - pupil, peer, teacher - with clearly identified next steps – this can be written or verbal feedback.
- Regular pupils' work scrutiny.

### Marking and Feedback

Feedback may be verbal or written and our Marking Codes (**Appendix 2**) are used to ensure consistency across the school. The purpose of teachers' comments is to move the learning forward, clarify any misconceptions, and give the children the opportunity to close the gap through a short specific task to address their learning needs. Children are encouraged to give written feedback on their own understanding and confidence about the task they have just completed. They may also be asked to comment on the strategies they have used or to explain their thinking.

We use the formative elements on Target Tracker to assess children on an ongoing basis against the specific objectives of the national curriculum for their age band.

## Summative Assessment

### Tracking progress over time - Steps

We use Target Tracker to track pupils' progress over time, against age-related expectations in each core subject area.

We also assess the way pupils apply their learning. This is known as **Mastery**, showing that age-related objectives have been achieved and the child is working at a deeper level of understanding and application.

The “**Steps**” scale starts in EYFS with age banding and then progresses on to Band 1 in Year 1 and continues to Band 6 (in Year 6) Within each band, there are 6 steps (beginning, beginning+, working within, working within + and secure, secure +). As a school we are aiming to ensure that as many children as possible are *secure* in their age band by the end of each academic year.

*The expectation is that children make around 6 steps progress in 12 months.*

### More able children

Rather than moving onto the next year’s curriculum, these children will work on ‘mastering’ their knowledge through the 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 their achievement and progress. They are likely to be assessed at **secure+** in their current year group at the end of the year.

### Our new measures:

In order to be ‘secondary ready’ children need to meet the required end of Key Stage 2 expectations. To achieve this, we will need to enable them to reach the expectations at the end of each of all the other years. We use the National Curriculum objectives to assess outcomes for children at the end of each curriculum year. **There are 6 bands for each year group:**

<b>band</b>	<b>Age-related?</b>
<i>beginning</i>	<i>Below age-related expectations</i>
<i>beginning +</i>	<i>Just below age-related expectations</i>
<i>within</i>	<i>Just within age-related expectations</i>
<i>within +</i>	<i>Just at age-related expectations</i>
<i>secure</i>	<i>Upper age-related expectations</i>
<i>secure +</i>	<i>Above age-related expectations</i>

Depending on how many of the expected year group objectives they have achieved, they will be classified as being in one of these bands and therefore either **below, at** or **exceeding** age related expectations.

For example:

- A child who has achieved all the objectives set out for Year 3 for English (and no further) would be said to be **secure** at the end of Year 3 expectation for English.
- A child achieving approximately half of the mathematics objectives for Year 5 would be classed as **working within** the Year 5 expectation for maths.
- A child achieving only a few reading objectives for Year 1 would be classed as **beginning to** achieve the Year 1 expectation.

## Early Years Foundation Stage (EYFS)

Children in EYFS will continue to be assessed against the Prime and Specific areas of learning in the EYFS profile.

Assessments will be based on observation of daily activities and events. At the end of the year for each Early Learning Goal, teachers will judge whether a child is meeting the level of development expected at the end of the Foundation year:

- Emerging, not yet reached the expected level of development
- Expected, where children are expected to be at this stage
- Exceeding, beyond the expected level of development for their age

At the end of KS1 and KS2 pupils will be given a **raw score (the actual number of marks they get)**, **alongside their scaled score and whether they have reached the national average.**

## Reporting to Parents

We will continue to report progress in written reports to parents during the summer term. In time, we hope to be able to give parents access to Target Tracker so they can review progress more frequently.

Discussions at parent/teacher consultation meetings in the autumn and spring terms will be based on the assessment system in place for each age group.

## Summative Assessment

### DfE – statutory assessments:

- Foundation – Baseline (on entry to the Foundation), EYFS profile (on leaving Foundation]
- Year 1 (and 2) - Phonics Check (end of year 1)
- Year 2 and 6 - end of Key Stage assessments (see Appendix 2)

### Other assessments:

- EYFS- Y6, Termly data check-points, all key curriculum areas
- Y1 – 5 annual progress tests (English and Maths)

## **Appendix 1 – Overview of Statutory Assessments**

### **Foundation (age 4-5)**

- Your child’s teacher will use a combination of the EYFS profile and the new baseline assessment to measure your child’s progress during their year in Foundation.

#### **Baseline:**

- The baseline assessment will result in a score that forms part of your child’s baseline profile. By having a good understanding of your child’s abilities when they start school, your child’s teacher will be able to measure their progress
- The baseline assessment is face-to-face with a mixture of tasks and observational checklists.

#### **EYFS Profile:**

- The EYFS profile assessment is carried out in the final term of Foundation.
- The main purpose of the EYFS profile is to provide a reliable, valid and accurate assessment of individual children at the end of the EYFS.

#### **EYFS profile data is used to:**

- inform parents about their child’s development against the early learning goals (ELGs) and the characteristics of their learning.
- help Year 1 teachers to plan an effective, responsive and appropriate curriculum that will meet the needs of your child.

### **Phonics Screening Check, Year 1**

- The Phonics Screening Check demonstrates how well your child can use the phonics skills they’ve learned up to the end of Year 1, and to identify students who need extra phonics help.
- The checks consist of **40 words and non-words** that your child will be asked to read one-on-one with a teacher. Non-words (or nonsense words, or pseudo words) are a collection of letters that will follow phonics rules your child has been taught, but don’t mean anything.
- The 40 words and non-words are divided into two sections – one with simple word structures of three or four letters, and one with more complex word structures of five or six letters.
- Your child will be scored against a national standard, and the main result will be whether or not they fall below, within or above this standard
- Children who do not meet the required standard in Year 1 will be re-checked in Year 2.

### **KS1 (Year 2)**

#### **Reading**

- The reading test is comprised of **two components**; one integrated reading and answer booklet and one separate reading booklet with an associated reading answer booklet. Children will have access to all components but teachers can stop the child at any stage of the test that they feel is appropriate for that particular child. The total testing time is approximately 60 minutes.

#### **Grammar, Punctuation and Spelling**

Children will sit two papers:

- Paper 1 Spelling, 20 questions / 20 marks
- Paper 2, Grammar, Punctuation and Vocabulary questions (approx. 20 mins) 20 marks

## KS1 Maths

There will be two papers:

	Description	Number of marks	Approximate timing of paper
<b>Paper 1</b>	Arithmetic	15	15 minutes
<b>Paper 2</b>	Mathematical fluency, solving problems and reasoning	35	35 minutes, with a break, if necessary

As in previous years, writing will be teacher assessed.

## KS2 (end Yr6)

### Reading

This test consists of a reading answer booklet and a separate reading booklet.

- Pupils will have a total of 1 hour to read the 3 texts in the reading booklet and complete the questions at their own pace. They can approach the test as they choose: e.g. working through one text and answering the questions before moving on to the next.
- The least-demanding text will come first with the following texts increasing in level of difficulty.

### Grammar, punctuation and spelling test

- The grammar, punctuation and spelling test will consist of two parts: a **grammar and punctuation paper** requiring short answers, lasting 45 minutes, and an **aural spelling test of 20 words**, lasting around 15 minutes. (70 marks in total)

### Writing

- No formal test, on-going teacher assessment

## Maths

There will be three papers in maths:

- Paper 1: **arithmetic**, (number, calculations and fractions, decimals and percentages) 30 minutes (30 marks)
- Papers 2 and 3: **mathematical fluency, solving problems and reasoning**, 40 minutes per paper (80 marks in total)
- Paper 1 will consist of fixed response questions, where children have to give the correct answer to calculations, including long multiplication and division. Each question will have a grid to encourage working out, questions will be context free.
- Papers 2 and 3 will assess children's ability to apply mathematics to problems and to reason, they will involve a number of question types, contextualised and context free, including:
  - Multiple choice
  - True or false
  - Constrained questions, e.g. giving the answer to a calculation, drawing a shape or completing a table or chart
  - Less constrained questions, where children will have to explain their approach for solving a problem

## Appendix 2

### Cholsey School Marking Code:

*The following codes are used by adults to show how the work has been completed and who has marked it.*

LO	Learning Objective
SC	Success Criteria
I	Independent Work
VF	Verbal Feedback given directly
GG	Guided work (in group)
SA	Self assessed
PA	Peer assessed (marked by friend)
EXT	Extension work
HP	House Point earned.

Pink highlighting is used to show where success criteria have been met or exceeded and green to show where improvement is required.

*The following codes are used to indicate corrections/next steps that need to be completed by the children:*

#### English codes:

SP	Spelling mistake
P	Punctuation mistake/ missing
//	Start new paragraph here
G	Grammar mistake
T	Target / Next steps
?	Something does not make sense

#### Maths – Additional Guidance

There are no additional marking codes but use of pink and green highlighting should be apparent and focus on moving children forward during the lesson. Comments made by children should be in a contrasting colour and responded to by the teacher.