

### 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 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.

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

#### Target Tracker

We use an online assessment tool called Target Tracker which 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. We value peer and self-assessment as part of this process and find that peer assessment benefits both the giver and receiver.
- 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 are currently working on. They may also be asked to comment on the strategies they have used or to explain their thinking. We aim to give feedback as quickly as possible, ideally within the lesson.

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.

## In-year testing

Where appropriate, we use a variety of different tests to help us understand whether or not children are on track and whether they have gained a secure understanding of what they have covered in class. Results from tests can be useful to highlight where additional support is needed.

## Summative Assessment

### Personal Development

As we believe in a holistic approach to learning, children's well-being and personal development is central to our understanding of how children develop and progress whilst in our care. To that end, we monitor and track each child's personal development in four key areas: Relationships, Self-Development, Emotions & Behaviour and Attitudes to Learning. This allows us to provide nurture and support where needed and provides greater clarity around academic performance.

### Tracking academic 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.

### 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.

## Children with Special Educational Needs (see SEND policy)

For those children who have special educational needs, we use a range of evidence to determine the age band in which they are predominantly working and set appropriate targets accordingly. Gaps in knowledge and understanding can then be addressed and supported.

### End of Year Expectations:

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. **On Target Tracker, there are 6 bands for each year group:**

<i>band</i>	<i>Age-related (at end of year)?</i>
<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

## Reporting to Parents

We will continue to report progress in written reports to parents during the summer term.

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 national statutory assessments (see Appendix 1)

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

### **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 **Development Matters** to measure your child’s progress during their year in Foundation.
- The main purpose of the Development Matters assessments is to provide a reliable, valid and accurate assessment of individual children throughout EYFS.

### **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 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**

- Children will sit two papers:
    - one integrated reading and answer booklet – taking approximately 30 minutes
    - one separate reading booklet with an associated reading answer booklet taking approximately 40 minutes.
- 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.

### **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
Paper 1	Arithmetic	25	20 minutes
Paper 2	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. There are 50 marks in total.
- 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 (40 marks)
- Papers 2 and 3: **mathematical fluency, solving problems and reasoning**, 40 minutes per paper (70 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

## **Scaled Scores:**

Scaled scores are used to report national curriculum test outcomes.

Scaled scores help test results to be reported consistently from one year to the next. National curriculum tests are developed each year to the same specification. However, because the questions are different, the difficulty of tests may vary slightly each year. Scaled scores maintain their meaning over time so that 2 pupils achieving the same scaled score in different years will have demonstrated a similar level of attainment.

A pupil's scaled score is based on their raw score. The raw score is the total number of marks a pupil receives in a test, based on the number of questions they answer correctly. The pupil's raw score is translated into a scaled score using a conversion table. A scaled score of 100 will always represent the expected standard on the KS1 & 2 tests.

## **Cholsey School Marking Code**

We believe that marking and feedback should be given directly in the lesson to have maximum impact on learning and progress.

***The following codes can be used, where appropriate, to show how the work has been completed and who has marked it.***

### **Generic marking codes:**

TP – Talk partner work

GP – guided practice (adult led learning)

VF - Verbal Feedback given directly

### **Adult feedback (Maths and Literacy):**

When giving written feedback to a child in their book, the adult must pink bubble to identify where the child has met the objectives for the lesson or where they met any elements of the success criteria. Green bubbles should be used to identified misconceptions or errors that the child should then work on. It is this ‘bubbling’ that differentiates adult marking from the child’s self-assessment.

### **Child marking (Maths and Literacy):**

When marking their own work, the child should do so in pink or green. Any corrections made should be evident in green pen. If there is evidence of green bubbling or the code VF, then it is clear that the child is responding to a misconception identified by the teacher. If there is no evidence of adult feedback (bubbling or VF), then the assumption can be made that the child has identified and corrected their own error or misconception independently.

### **Journalling (Maths and Literacy):**

Purple pens should be used for all journalling. Journalling should take the form of explaining choices and thinking, justifying methods chosen, reasoning to explore, etc. Using key words such as ‘because...’ helps the children to give deeper explanations of their thinking.

### **Maths:**

Any work produced in books should include fluency, reasoning and problem solving and should be identifiable in the books – this can be through the use of sub-headings or as a ‘do it’, ‘twist it, ‘solve it’ task grid.

## **Literacy:**

The following should be used consistently within phases and across the school to ensure consistency:

- To identify a spelling error, the children should underline the word in green with a ruler and then write the correct spelling themselves. In KS1, correct spellings should be written below the piece of writing. In KS2, correct spellings should either be written in the margin or above the original word. If an adult is identifying an incorrect spelling then it should be bubbled in green. It is imperative that the children be given the opportunity to identify and correct their own spelling and therefore evidence of adult marking for spelling should be minimal.
- // should be used for a new paragraph. This can be done either by an adult or a child.
- In Literacy books, the cold, warm and hot tasks should be clearly titled and underlined, along with the date. Any other work produced in books should have clear underlined titles that show the content of the learning taking place – this can take the form of learning objectives or headings.