



Assessment and Tracker Policy

What Is Assessment? Assessment consists of two main areas: summative and formative as they both fulfil different parallel purposes. Summative assessment is snapshot testing which establishes what a child can do at that time. Formative assessment is day to day, on-going assessment, based on how well children fulfil learning intentions, providing feedback and involving children in improving their own learning. If we think of children as plants in the following gardening analogy: summative assessment of plants is the process of measuring them. The measurements might be interesting to compare and analyse, but, in themselves, they do not affect the growth of the plants. Formative assessment, on the other hand, is the garden equivalent of feeding and watering the plants – directly affecting their growth.

Why Do We Assess? Assessment is a powerful way of raising pupils' achievement. It is based on the principle that pupils will improve most if they understand the aim of their learning, where they are in relation to this aim and how they can achieve the aim (close the gap in their knowledge). It is not an add-on or a project; it is central to effective teaching and learning.

How does the assessment system support our curriculum across all subjects? Assessment that is planned and integral to the curriculum is likely to provide the most useful information to teachers about their pupil's performance. The tracker (see below) shows the strengths and gaps in achievement in the Key Performance Indicators in Reading, Writing, including grammar, spelling and handwriting, Maths six weekly.

In topic lessons (Learning Irresistible) peer and self assessment is used for any subject in each unit (6 weekly) Teachers pick up misconceptions using AfL (flexible assessment) in each lesson. Computing has a more detailed assessment due to the fact that it runs through the whole curriculum and is completed each term; PE has a detailed assessment as it is a focus of the children's development and is also completed each term. The other subjects are assessed according to the depth of the children's learning/how they think at the end of each year using accumulated assessment information from the teacher against the key assessment criteria, from other adults and the child. The teacher assessment would show that the children could achieve the Key Indicators but the depth of learning would be looked at across all subjects formatively and the terminology would be used in the end of year reports to parents.

Depth of learning	Typically pupils will:
Basic	Name, describe, follow instructions, complete tasks, recall information, ask basic questions, use, match, report, measure, list, illustrate, quote, label, recognise, tell, repeat, arrange, define, memorize.
Advanced	Construct, relate, separate, infer, identify patterns, organise, classify, modify, predict, interpret, distinguish, use context cues, compare, revise, assess, investigate, develop logical arguments, revise, appraise, critique, explain concepts, formulate, investigate, draw conclusions, hypothesize, cite evidence.
Deep	Design, connect, synthesise, apply concepts, critique, analyse, create, prove.



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- **Formative Assessment** -The teachers and the pupils evaluate the foundation subjects at the end of each term according to which ones have been focused upon as part of the thematic learning in the form of “Pink Posters”.
- At the end of the year all subjects are reported on for parents. The core subjects are reported to parents in the Autumn and Spring term in the form of “Learning Passports” which give information on the progress they are making and their new targets in order to improve their learning.
- **Summative assessment** is made for each subject across the year (in relation to the topics or the blocking of a subject or units of work for a particular subject completed that term) Gaps in learning can then be planned for in the following topic or as a block of time dedicated to it. However this assessment will be based on the professional assessment of the practitioners who work with the children, under the key performance indicators for each subject. This is due to the fact that in our cross curricular creative curriculum a good deal of concepts, concerning knowledge, understanding and skills crosses over into other subjects. We have created our own assessment bearing in mind these “cross over’s” which are much reduced from all of the objectives that are covered in each year group. The reporting internally in school takes the form of the per centages of children working at “emerging, developing and secure with “mastery level/deeper learning” in the subjects .This gives a picture across school.

Why Use the Tracker? To ensure gaps are filled to give solid knowledge in English and maths; to inform future planning; to ensure consistency with children’s books; to use to moderate within year groups; to share learning expectations; to record assessment for learning – find out what your pupils know, what they partly know and what they do not know so that future activities can advance learning; to use at Conferencing so that pupils can talk about their learning and can understand what’s needed more accurately; to give a whole school picture of strengths and weaknesses to work on; to give information on groups and targets to work on; **to ensure a target of 93% are reaching secure development by the end of Yr 6. Each year group has been given the expected points progress to achieve in order to secure our target. Please see the separate “Progress Guide”.**

How? Teach from the year group expectations. Use the carousel/independent lessons and cross curricular lessons to plug the gaps, using the tracker to identify them as well as flexible assessment within the same lesson.

Dip into the previous units to refresh learning at registration time/independent activities or give a taster of the next Unit/objective to see how the children achieve- (pre teaching)

For SEN/Vulnerable children use differentiation following guidance given by Social Inclusion Manager and Assessment Manager

- There is an expectation to add to the tracker every week (Performance Management) which will be monitored for planning meetings.
- The tracker will be moderated every half term in line with the Pupil Progress meetings (progress expectations)



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Ensure that children's targets in front of English, Maths and Topic Books are highlighted to enable children to know what they have to do to make further progress and also use to complete the tracker.

Autumn 1 – Yellow Autumn 2 – Orange. Spring 1 – Green. Summer 1 – Blue Summer 2 – Pink.

Use the relevant unit from the Rising Stars Progress Tests at the end of each section of learning to show formally what the children have learned. Analyses of these tests are to be given to Phase Leaders and Assessment Manager. Use these **as part of** your assessment to complete the tracker and to report at Pupil Progress Meetings/Planning Meetings.

The tracker will be used at every planning meeting, moderation meeting and Pupil Progress Meetings to inform future planning and as a basis for discussion.

Assessment Explained!

System The School uses a 30 point Assessment system, each age band (Foundation Stage) or Year group has three stages within it, Emerging, Developing and Secure. The system begins at 18-26 Emerging (1 point) and goes to Year 6 Secure (30 points).

Children are expected to increase by a minimum of 3 points per year, i.e moving from one age band/year group to the one above across the year. Children and staff will be challenged to make accelerated progress where attainment is lower than the school expects or there are gaps between groups of learners that need narrowing.

The School has set out expectations for each Year Group from Nursery to Year 6 for both the Average Point Score and the percentage at Queen Victoria age expected or better. The target for these is higher increases year on year and is set to be above what Queen Victoria deems to be expected progress and attainment for our children. This aims to be above what is nationally expected and includes our expectations for the more able children to make greater progress. This is shown in the three tables below.

Please note that "Developing" represents the expected standard for the year group in our system.

See Paul Black and Dylan Wiliam Inside The Back Box; Assessment for Learning-Journey to Excellence; What is formative Assessment? – Dylan Wiliam's website.