

## Barnes Primary School – Assessment Policy

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### 1. Ofsted assessment foci

- Ofsted emphasize the importance of regular assessment and high aspirations against ‘age related expectations’
- They also stress the importance of clear reporting to parents in ways which help them understand how their children are doing in relation to national standards
- School inspectors will look more at the range of pupils’ work, including pupils’ workbooks, to cross check progress (‘triangulating’ this with lesson observations and discussions with pupils)
- They expect school leaders to be using assessment data to improve teaching and to identify pupils at risk of falling behind. They also expect teachers to modify their approach in light of the information provided by assessment. They will look to see if there are opportunities to stretch higher attaining pupils by deepening their understanding
- Assessment should be related to the school curriculum and what is taught in the curriculum should be shared with parents
- Internal and external moderation are critical to accuracy in assessment. Teachers should be supported to make consistent judgements and to use assessment data collectively

- Governors should have assured themselves of the rigour of the process
- Progress in English and mathematics should draw on evidence from other subject areas, where relevant.

## **2. Our principles for assessment of the new primary curriculum**

- At our school assessment means continually evaluating children's knowledge, skills and understanding, establishing what children can do and what their next learning steps should be. Assessment is at the heart of the learning process. It provides valuable evidence to guide and improve teaching and learning. Alongside this it offers an opportunity for children to demonstrate and review their progress. It is an integral part of our relentlessly ambitious, high expectations culture.

We are committed to:

- Seeking and interpreting evidence for use by children and their teachers to decide where learners currently are in their learning, where they need to go next and how best to get there.
- Using assessment, day-to-day, in the classroom to raise children's achievement and their aspirations. We believe 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 (or close the gap in their knowledge).
- Providing children with clear, precise and easily comprehensible feedback, in oral and written form, that will have a positive impact on their learning. We will always expect children to engage with this feedback and frequently we will ask them to respond to it. The quality and value of teachers' feedback will be evaluated by how much of an impact it has on pupils' future progress.
- Involving children at all times in an ongoing self-improvement process and assisting them to understand that the continual quest to improve oneself is a crucial life skill. Assessment feedback should inspire ever greater effort and a belief that, through commitment, hard work and practice more can be achieved.
- The regular review of what has been learnt by children being built into our lesson structure and our programmes of study. This will involve teachers building in quality reflection and review time.
- Assessment drawing upon a wide range of evidence that establishes a full picture of what a child can do.
- Continually tracking the performance of children and using this information in four ways
  - to ensure that all children are suitably challenged
  - to provide additional challenge for those who are ready for this

- to provide additional learning support for those who are currently finding learning more difficult
  - to ensure that every child really does matter and nobody is ever overlooked.
- Giving reliable, meaningful and regular information to parents about how their child is performing and how our school is performing. At all times this information will be clear, transparent and easily understood. It will be communicated in a format that parents can understand and it should assist them in supporting their child's future learning.
  - Avoiding any tendency to judge, label or categorise children, but instead showing a never ending commitment to the notion that all children can and will succeed. For this reason we will not use self-fulfilling terminology like '*more able*' and '*less able*'. In all we do and say we will communicate the message to children that they can and will succeed.
  - The regular moderation of assessment judgements by professionals, working within and beyond our school, being used as a mechanism for refining the accuracy of those judgements.
  - Avoiding the tendency to continually test children, as we know that testing itself does not improve children's performance.
  - Assessment providing information that is of value and justifies the time teachers spend on it.

### **3. Our principles for providing feedback to pupils**

- There are two readily identified fallacies – views commonly held by teachers:
  - people learn more when they receive praise
  - people need continued praise to establish and maintain feelings of self-worth
 We will not confuse praise with the process of providing feedback!
- Feedback refers to the process of securing information to enable change through adjustment, or calibration of effort, in order to bring a person closer to a well-defined goal.
- Teachers should aim to increase the amount of information feedback.
- Feedback should be continual, ongoing: drip-drip-drip! The most effective feedback is oral, at the point of learning, so teachers should constantly be providing feedback within lessons.
- Pupils want feedback that provides the information they need to achieve their goals – where to next? How to get there?

- Feedback works when the goal is known and accurately, precisely defined through realistic assessment.
- A good deal of feedback that teachers provide (seemingly valuable and sensible from their viewpoint) is not received, understood, or acted upon by the learner. The process of providing and receiving feedback should be a dynamic one: teachers should provide pupils with opportunities to act on feedback.
- Pupils want to know how to improve their work so that they can do better next time. Pupils tend to be 'future focused'.
- Often what a teacher intends as helpful critical feedback turns to personal ego evaluation in the eyes of the receiver. It is important to focus on how feedback is received, not just how it is given.
- Within the classroom social comparison is rife: pupils continually compare themselves with their peers. They have a tendency to categorise themselves and others, formulating unhelpful and restrictive beliefs, and even self-fulfilling prophecies (*I'll never be good at maths; He is always going to be the best speller!*) Teachers need to be aware of this (actively challenging it!), setting up a culture where pupils are not competing with others, but with themselves, trying to improve on their previous personal best.
- Teachers need to show pupils the various ways they will be successful, or tell them how they know they will have been successful.
- Pupils need to be told, regularly, that experiencing difficulty is a perfectly normal and expected part of the learning process. All the great thinkers in the world were 'stuck' at some point!
- Humans are motivated by perceivable and closable learning gaps (but turned off by learning chasms!).
- Teachers need to provide ample, quality time for pupils to consider written feedback and review what they have learnt and what they need to do to secure further improvements. This should be referred to across the school as '**reflection and review**' time (see Appendix 4)
- Different types of feedback work better depending on the individual's phase of learning – corrective feedback is suited for novices, process feedback is needed as the learner becomes proficient and elaborated conceptual feedback becomes effective with highly competent learners
- **Highlighting quality and significant achievement:** Quality work that meets the learning intention and shows progress should be highlighted using a highlighter pen. In this way pupils can develop an understanding about

quality. Parents can also see the significant steps their son/daughter has made

- since the last time they saw books
- over the course of the academic year

#### 4. Different types of assessment

- **Day-to-day assessment for learning:** this is formative assessment - an integral part of teaching and learning: the interactions between learners and teachers within lessons that shape the next steps for improvement. This is continual and ongoing, with assessments informing future lesson planning
- **Periodic review: a profile of pupils' learning using key performance indicators.** This helps teachers to track pupils' progress, outside of lessons, by using precise criteria to discover the standards they are reaching and what needs to be planned for next to secure further improvement.
- **Transitional assessment – this is the use of summative (or summary) tests and tasks** that formally recognise pupil achievement and is shared with pupils and their parents. This is usually conducted towards the end of a term.

#### 5. Tracking pupil performance – pupil progress

The school is firmly committed to ensuring that all pupils make very good progress from their respective starting points when they join the school. Their performance is tracked - or followed, carefully - throughout their time here. The purpose of tracking pupil performance is to:

- monitor academic standards
- ensure that teachers always know the point that a pupil has reached in her learning
- use this information to plan future learning opportunities that are pitched at an appropriate level of challenge
- know which pupils require additional support (and intervene accordingly)
- know which pupils require additional challenge (and provide this)
- be aware of pupils' rates of progress and evaluate the reasons for this.

Most pupils join our school in the nursery or in reception class. Once they have settled, within their first half-term here, on-entry, baseline assessment is undertaken. This is the initial starting point for measuring pupil progress. An accurate baseline against which to measure future progress needs to be established by teachers for those pupils who join the school after the reception year. Every year new pupils join at the start of, or within, an academic year. It is the responsibility of the teacher to quickly ascertain what point these children have reached in their learning. Previous school records can be analysed to ascertain pupils' respective starting points. Subsequently, suitably ambitious pupil performance targets should be set for the academic year.

#### Attainment and achievement

There is an important distinction between these two terms:

**Attainment** refers to the standards a pupil has reached. This is a measure of relative performance against the average performance for a child of a similar age. Attainment is measured in relation to national average standards and is judged in comparison to all schools.

**Achievement** is a relative measure that refers to how much progress a pupil has made from her initial starting point. It refers to the difference between where a pupil started from and where she has reached. Achievement can be measured over different time frames: a term; an academic year; a Key Stage or the whole of a pupil's time at the school.

It is quite possible for:

- a high attaining pupil to have low achievement. This means that an intelligent pupil, who is still performing at high standards, has secured little progress. This pupil is underachieving.
- a low performing pupil to have high achievement. This means that the pupil concerned is still performing below the national performance expectation for her age, but she is making good progress from her starting point: she is doing well and, almost certainly, trying very hard. A small number of pupils with significant learning difficulties may never attain at a high level when compared to their peers, but their achievement might be outstanding.

As a school we aim to create a **high achievement culture** and expect every pupil to reach the highest possible attainment that they are capable of. The mark of an outstanding teacher is that every pupil in her charge surpasses the progress they were expected to make based on past performance.

## 6. Targets and target setting - pupil performance targets

Teachers should try to set provisional performance targets for the class they have taught for a whole academic year at the end of the Summer Term. Subsequently, the new teacher of the class will firm up these targets towards the end of the first half of the Autumn Term, after they have had an opportunity to familiarise themselves with the pupils in their new class. Annual pupil performance targets must be established by the end of the fourth full week of the new academic year. **Targets should be both aspirational and ambitious.** The teacher's level of expectation for all pupils should be very high. **High expectations** have been described as a '*crucial characteristic of virtually all unusually effective schools*'. Extensive research demonstrates clearly that it is a teacher's ambition for a pupil which raises that pupil's expectations and leads to higher standards being achieved. This has also been the case for Barnes Primary School: teachers who have aimed high have secured the most progress. Overall the school has set high expectations and this has resulted in outstanding academic performance.

A working definition of the term '**target**' is:

Expected pupil attainment, based upon their previous performance, **plus significant challenge (aspiration, or bonus).**

The progress pupils have made towards the performance targets set will be one of the topics for discussion in teachers' appraisal review meetings, which will take place early in each academic year. All teaching staff are accountable for the value that is added to each child's learning during the year that they taught that class.

### **7. Tracking pupil performance on the class tracker**

A record of every pupil's academic performance will be kept on the school's **computerised tracking system**. Right at the start of each academic year teachers will be given access to the relevant spreadsheet for their class so they can see how individual pupils have performed since the point when they first joined the school. In this way a picture of a pupil's progress over time, and their rate of progress during a particular year, can be established. The tracker will be used alongside teachers' day-to-day assessments of pupils during September to guide them when they set pupil performance targets.

In addition, trackers will assist school leaders to:

- monitor academic standards
- analyse the performance of individuals and different groups of pupils
- ascertain individuals, groups, classes or cohorts that require additional support
- allocate additional support to pupils in an equitable way, on a needs related basis
- identify which pupils should be given the chance to participate in the school's enrichment classes
- hold informed discussions with parents and carers regarding the progress being made by an individual pupil.

### **8. An overview of new assessment arrangements from September 2015**

- The previous system using Levels is now redundant, as it is not synchronised with the new primary curriculum
- There is a significant and pronounced increase in the expectation for pupil performance in the new primary curriculum. For example, the national performance expectation for a Year 6 in mathematics is above the previous Level 4B expectation and more similar to (even above in places!) a Level 5. A further example relates to the grammar element of writing: pupils are expected at an early age to use and understand some grammatical terminology when discussing their writing. In spelling significantly more is expected of pupils in Key Stage 1 than is the case in the old system (pre September 2014)
- The statutory requirements of the new National Curriculum (in place from September 2014) have been used to create new assessment criteria
- Assessment grids from Nursery to Year 7 for reading, writing, grammar and punctuation and spelling, mathematics and science have been created. These will be the five areas that teachers will report pupil assessments on each term (maintained on an electronic class tracker). Performance in computing will be

reported half way through the Spring Term and at the end of the academic year.

- Pupils from Nursery to Year 6 will be assessed using one common system: value added can therefore be measured from Nursery through to Year 6 and there will be greater commonality and application of the assessment system within our school
- The assessment criteria statements are worded (almost exclusively) as '*I can*' statements
- The assessment grid sheets have been created specifically for assessment purposes, but they will also be useful to teachers at the planning stage
- The term '**Level**' is replaced by the term '**Year**'
- The three '**sub level**' performance grades 'A, B and C' are replaced by the four terms: **emerging** (well below the expectation for the year group), **developing** (slightly below the expectation for the year group), **secure** (at the expectation for the year group) and **mastery** (above the expectation for the year group).
- In order to ensure that pupil assessment information is as precise and specific as possible (and to ensure that parents are offered detailed, helpful information about their child's performance) additional tiers have been created within the Mastery and Emerging categories. In the case of mastery this will show exactly how well a very capable pupil is doing. In the case of emerging this will provide detailed information regarding how far behind a pupil is.
- To refine more precisely exactly how well pupils are performing the two categories at both ends of the performance spectrum are both subdivided into two. Emerging B indicates the lowest possible performance for that particular year group. Emerging A is a higher performance standard within the emerging category.
- Similarly, Mastery A represents the very highest performance within any year group, with Mastery B being the lower of the two Mastery performance standards.
- The previously used term **sub level** is replaced by the term **performance tier** (*which performance sub level? Which performance tier?*)
- In the **Early Years** performance tier names are slightly different. There are only three performance tiers: **emerging** (below the expectation for the year group); **expected** (at the expectation for the year group) and **exceeded** (above the expectation for the year group). This is to ensure that the school is aligned with the nationally used system for assessing nursery and reception aged pupils.
- In reading and in writing the previously used (and popular) Assessing Pupils Progress (APP) criteria have been retained (in slightly amended language) and embedded within the assessment statements. This decision has been taken for two reasons: the statutory criteria for reading and writing in the new curriculum are slightly bland statements; there are no separate year group criteria for Key Stage 2 – statutory requirements are listed under the heading Lower Key Stage 2, or Upper Key Stage 2. There is no need to do this for mathematics, as separate year group criteria exist.
- The National Association of Headteachers (NAHT) have looked closely at the statutory requirements and produced Key Performance Indicators (KPIs).

These are incorporated into our system. The KPIs are the most important criteria; they are the overview statements, the other criteria represent the detail

- **In all subject areas there will be four performance tiers:** emerging (well below national expectations); developing (slightly below national expectations); secure (performing at the year group expectation) and mastery (performing at a high level; beyond the year group expectation). As stated both Emerging and Mastery have been subdivided: Emerging B; Emerging A; Mastery B; Mastery A.

### The performance tiers

**Emerging B:** Less than 25% of the objectives met

**Emerging A:** A minimum of 25% of the objectives met (including some KPIs). If less than 25%, use the previous year's objectives

**Developing:** Approximately 50% of KPIs met, along with broadly 50% of the objectives

**Secure:** Approximately 80% of KPIs and 80% of the objectives met

**Mastery B:** 100% of KPIs met and 100% of objectives met.

**Mastery A:** An outstanding grasp of all the year group objectives, with the ability to apply them with flair and creativity in a wide range of different contexts.

### A pupil can't be assessed 'outside their year group'.

- Our new assessment system **isn't** a continuum. It is a discrete system based upon the underpinning concept of mastery. That means that Year 3 mastery A isn't followed by Year 4 emerging B. Year 4 emerging is **not** a progression from Year 3 mastery. At the start of Year 4 the pupil's baseline performance is Year 3 mastery A. During Year 4 the teacher assesses the pupil on the Year 4 objectives. A pupil **doesn't** have to achieve Year 3 mastery before moving up to Year 4 emerging - as Year 4 emerging isn't a higher performance standard, but a discrete measurement of progress within the Year 4 curriculum.
- This is a different kind of assessment system; it doesn't work like the previous one. To extend the example given further, at the end of the Autumn Term in Year 4 that same pupil who was Year 3 mastery at the end of Year 3 could very well be Year 4 emerging (emerging, at that point in time) within the Year 4 curriculum. To get to mastery suggests considerable ability though, so it is expected that the pupil concerned would be able to reach at least Year 4 secure by the end of Year 4, and hopefully Year 4 mastery.
- Making a judgement about which tier to award is the challenging bit for staff. To help, some objectives are in bold and listed first: these are the Key Performance indicators (KPIs): the criteria that should carry the most weight.
- Any effective assessment system must be manageable, sustainable and realistic. So, as with Assessing Pupils' Progress (APP), it is suggested that, initially, pupils are 'benchmarked' against others. So, in the first instance, it is recommended that 6 pupils are chosen as 'broad representatives' of the

attainment of 6 groups. These groups contain 5 other pupils of a broadly similar ability - they 'sit under them' so to speak and are given the same assessment. This is how staff started with APP, until the time when they felt more confident and familiar with the assessment criteria. The exception to this will be pupils with special educational needs and those who are a long way behind. These pupils will need to be assessed separately.

### **Value added** (a measurement of pupil progress and teacher effectiveness)

#### **Year 1**

**15** points usually represents average performance

**15 points in the emerging category** (only) may not represent average performance

**Above 15 points** represents more than average progress

**The higher the point score above 15 points, the more progress secured**

**18** points represents very strong progress

**21** points represents exceptional progress

#### **Years 2 - 6**

**18** points usually represents average performance

**18 points in the emerging category** (only) may not represent average performance

**Above 18 points** represents more than average progress

**The higher the point score above 18 points, the more progress secured**

**21** points represents very strong progress

**24** points represents exceptional progress

### **ASSESSMENT POINTS EQUIVALENCE**

<b>Early Years</b>		
Below 22 months		0
22-36 months	beginning	3
22-36 months	developing	6
22-36 months	secure	9
30-50 months	beginning	12
30-50 months	developing	15
30-50 months	secure	18
40-60 months	beginning	21
40-60 months	developing	24
40-60 months	secure	27
Reception	Early Learning Goal 1	30
Reception	Early Learning Goal 2	33
Reception	Early Learning Goal 3	36

<b>Key Stage 1</b>		
Year 1	Emerging B	39
Year 1	Emerging A	42
Year 1	Developing	45
Year 1	Secure	48
Year 1	Mastery B	51
Year 1	Mastery A	54
Year 2	Emerging B	57
Year 2	Emerging A	60
Year 2	Developing	63
Year 2	Secure	66
Year 2	Mastery B	69
Year 2	Mastery A	72

<b>Lower Key Stage 2</b>		
Year 3	Emerging B	75
Year 3	Emerging A	78
Year 3	Developing	81
Year 3	Secure	84
Year 3	Mastery B	87
Year 3	Mastery A	90
Year 4	Emerging B	93
Year 4	Emerging A	96
Year 4	Developing	99
Year 4	Secure	102
Year 4	Mastery B	105
Year 4	Mastery A	108

<b>Upper Key Stage 2</b>		
Year 5	Emerging B	111
Year 5	Emerging A	114
Year 5	Developing	117
Year 5	Secure	120
Year 5	Mastery B	123
Year 5	Mastery A	126
Year 6	Emerging B	129
Year 6	Emerging A	132
Year 6	Developing	135
Year 6	Secure	138
Year 6	Mastery B	141
Year 6	Mastery A	144

**Ceiling performance for any year group is mastery level.** For example, for Year 4 the highest performance is Year 4 Mastery A (4MA).

- Class trackers on spreadsheets will be used in the same way as before to calculate value added.
- Average pupil performance will be 18 points. So, for example, a pupil who ended Year 3 as Year 3 secure (84 points) should, if good progress is made reach Year 4 secure (102 points) by the end of Year 4. If that pupil was to be assessed as Year 4 Mastery B (105 points) by the end of Year 4 the pupil's progress would be outstanding (rather than good)

### Progress expectations

<b>Class</b>	<b>Average performance expectation</b>	<b>Points</b>
Reception	Reception Expected: Early Learning Goal 2	33
Year 1	Year 1 Secure	48
Year 2	Year 2 Secure Key Stage 1 Test standardised score of at least 100	66
Year 3	Year 3 Secure	84
Year 4	Year 4 Secure	102
Year 5	Year 5 Secure	120
Year 6	Year 6 Secure Key Stage 2 Test standardised score of at least 100	138

For the vast majority of Key Stage 1 and Key Stage 2 pupils the expectation for average progress over 1 academic year is for pupils to be assessed as secure within that year's assessment criteria

- The average point score for the vast majority of pupils in the class would be 18 points
- It is understood that some lower attaining pupils, especially those with complex learning needs, will make less than 18 points of progress
- In contrast, there will be a small number of very high attaining pupils who will be capable of scoring more than 18 points (a pupil: moving from Year 2 Developing to Year 3 Secure; or moving from Year 2 Secure to Year 3 mastery A; or moving from Year 2 Mastery A to Year 3 Mastery B)
- So overall, for the class as a whole, an average point score of 18 points indicates average teaching performance
- Below 18 points: below average value added by the teacher
- Above 18 points: good value added by the teacher
- Target setting: in our high expectations culture targets should always be ambitious and aspirational. Teachers should set targets that expect all pupils to make at least 18 points of progress; with some pupils having targets of 21 (or even more) points of progress.

Pupil	Year			Y2 Aut	Y2 Spr	Y2 Sum
				Y2 Em. A	Y2 Em. A	Y2 Em. A
A	2	End of Year 1: Emerging A	42	60	60	60
				18 pts	18 pts	18 pts
				Limited progress	Limited progress	Limited progress

Overall: hard to read progress. Being in Y2 doesn't appear to have made a significant difference

Pupil	Year			Y2 Aut	Y2 Spr	Y2 Sum
				Y2 Em. A	Y2 Em. A	Y2 Developing
B	2	End of Year 1: Emerging A	42	60	60	63
				12 pts	12 pts	16 pts
				Limited progress	Limited progress	Strong progress

Overall: Strong progress - pupil has moved up a performance category

Pupil	Year			Y2 Aut	Y2 Spr	Y2 Sum
				Y3 Emerging A	Y3 Emerging A	Y3 Developing
C	3	End of Year 2: Developing	63	78 points	78 points	81 points
				15 pts	15 pts	18 points
				Hard to assess	Hard to assess	Average progress

Overall: Average progress (18 points): pupil remains in the same performance category

Pupil	Year			Y2 Aut	Y2 Spr	Y2 Sum
D	3	End of Year 2: Developing	63	Y3 Emerging A 78 points 15 pts Hard to assess	Y 3 Developing 81 points 18 points Strong progress at this stage	Y3 Secure 84 points 21 points Strong progress

Overall: Strong performance (21 points): pupils has moved to the next performance category

Pupil	Year			Y2 Aut	Y2 Spr	Y2 Sum
E	3	End of Year 2: Developing	63	Y3 Emerging A 78 points 15 pts Hard to assess	Y 3 Developing 81 points 18 points Strong progress at this stage	Y3 Mastery B 87 points 24 points Exceptional progress

Overall: Exceptional performance (24 points): pupils has moved up 2 performance categories

### Perceived challenges

- Adopting and having confidence in a '**best description**' approach (a broad feel for pupil performance). **Teachers should not count up the criteria and find 25%, 50% or 80% of them.** This would be enormously time consuming and is not within the spirit in which the new system has been created
- The fact that expectations have risen (considerably in some cases) and for a pupil who is in year 4 to be assessed as 'Year 4 secure' demands a higher level of performance than the national average for a Year 4 pupil in the pre-September 2014 levels system. For some year groups pupils will be doing very well if they reach the 'Year secure' assessment for the year group they are in. This will all be taken into account when judging teachers' performance
- There are a great many statutory criteria in the new primary curriculum – so there are a great many assessment criteria. In some ways this is helpful (a very detailed picture of what a pupil can and can't do can be obtained); in other ways the sheer number of criteria may feel hard for teachers to decipher and find the '**best description**' performance

### 9. Termly assessments

It is essential that the progress pupils make is closely monitored within a school year, as well as at the end of it. This is because assessments enable a termly analysis of pupil performance data and allow speedy action to take place. So, for example, it is simply too late to provide additional support for a pupil at the end of the Summer Term. An opportunity has been lost and valuable time has been wasted. Key Stage 1 and Key Stage 2 teachers are requested to fill in a performance assessment for each pupil on the class tracker and submit assessments to the Headteacher at the end of each term, as follows:

#### Key Stage 1 & Key Stage 2

Reading	End of Autumn, Spring and Summer Terms
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Writing (including grammar & punctuation)	End of Autumn, Spring and Summer Terms
Spelling	End of Autumn, Spring and Summer Terms
Mathematics	End of Autumn, Spring and Summer Terms
Computing	Half-term: Spring Term; end of Summer Term

For **EYFS** – see section 12

### 10. End of year assessments

Towards the end of the academic year all pupils in Key Stages 1 and 2 undertake summative assessment tests or tasks. In addition, teachers make a teacher assessment judgement of each pupil's performance in reading, writing (including grammar and punctuation), spelling, mathematics, science and computing.

These **summary assessments** are organised as follows:

Year 1	<p>Teacher assessment is used to reach a judgement on pupils' attainment in reading, writing, grammar and punctuation and spelling, mathematics science and computing using the school's assessment system</p> <p>The Phonics Screening Test assesses how secure pupils' phonic knowledge is</p> <p>Previous Key Stage 1 tests may be used to assess the performance of higher attaining pupils in reading, writing and mathematics.</p>
Year 2	<p>Teacher assessment using the school's assessment system. Teachers will 'build a picture of what a pupil can do' using a wide portfolio of evidence.</p> <p>When reporting outcomes to the Local Authority school results the Interim Teaching Assessment framework produced by the government should be used:</p> <ul style="list-style-type: none"> <li>• Working towards the expected standard</li> <li>• Working at the expected standard</li> <li>• Working at a greater depth within the expected standard</li> </ul> <p>At the end of Year 2 pupils will also sit tests in:</p> <ul style="list-style-type: none"> <li>• Reading: 2 papers</li> <li>• English grammar, punctuation and spelling: 3 papers</li> <li>• Mathematics: 2 papers</li> </ul>
Year 3	<p>The Year 3 year-on-year tests: reading, grammar, punctuation and spelling and mathematics. The school uses commercial tests produced by Rising Stars.</p> <p>In addition, there are two writing papers (short and long) with titles that have been agreed by teachers at the school</p> <p>Teacher assessment at year end of performance in reading, writing, grammar</p>

	and punctuation and spelling, mathematics, science and computing using the school's assessment system
Year 4	<p>The Year 4 year-on-year tests: reading, grammar, punctuation and spelling and mathematics. The school uses commercial tests produced by Rising Stars.</p> <p>In addition, there are two writing papers (short and long) with titles that have been agreed by teachers at the school</p> <p>Teacher assessment at year end of performance in reading, writing, grammar and punctuation and spelling, mathematics, science and computing using the school's assessment system</p>
Year 5	<p>The Year 5 year-on-year tests: reading, grammar, punctuation and spelling and mathematics. The school uses commercial tests produced by Rising Stars.</p> <p>In addition, there are two writing papers (short and long) with titles that have been agreed by teachers at the school</p> <p>Teacher assessment at year end of performance in reading, writing, grammar and punctuation and spelling, mathematics, science and computing using the school's assessment system</p>
Year 6	<p>The Key Stage 2 SATs tests: reading, grammar, punctuation and spelling, mathematics</p> <p>In addition, there are two writing papers (short and long) with titles that have been agreed by teachers at the school</p> <p>Teacher assessment at year end of performance in reading, writing, grammar, punctuation and spelling, mathematics, science and computing using the school's assessment system</p> <p>When reporting outcomes to the Local Authority school results the Interim Teaching Assessment framework produced by the government should be used:</p> <ul style="list-style-type: none"> <li>• Working towards the expected standard</li> <li>• Working at the expected standard</li> <li>• Working at a greater depth within the expected standard</li> </ul>

### **Year-on-year tests (Years 3 to 5)**

- These tests will be scheduled each year in June. Scheduling will be staggered to ensure the manageability of the process.
- The test papers will be kept secure so that the pupils do not have an idea of the questions that will come up. This will result in more accurate assessment as no contamination of assessment materials will be possible.
- Classteachers will not administer tests to their own class

- It is extremely important that there is assessment data on **all** pupils. Pupils who are absent for any test during the week will take the test during the following week.
- Pupils in Key Stages 1 & 2 working below test levels designed for their age: a very small number of pupils – normally pupils with an Education Health and Care Plan – will not be working at a sufficiently high enough level to access the tests designed for their age group. These pupils may take a test they are able to access that is designed for younger aged pupils. This arrangement is only possible with the permission of the Headteacher. Pupils with special educational needs must sit an appropriate test and their performance data must be reported
- The assessment information gleaned will be one of the entries on the school's tracker. The performance of different groups will be analysed by the Headteacher as follows:
  - boys/girls
  - pupils on free school meals/pupils not on free school meals
  - pupils who speak English as an additional language/English first language speakers
  - younger pupils born in the summer months/old pupils born in the Autumn or Spring
  - pupils who have arrived at the school late/pupils who joined the school in reception
  - pupils from a particular ethnic group (e.g. Albanian)/all other pupils
  - looked after children and adopted pupils/all other pupils

At the end of the academic year each Key Stage 1 teachers send the Headteacher:

- a teacher assessment based upon the pupil's performance over the course of the academic year.

At the end of the academic year each Key Stage 2 teachers send the Headteacher two assessments:

- the assessment a pupil has attained on a standardised test
- a teacher assessment based upon the pupil's performance over the course of the academic year.

### **11. Average point scores; Raiseonline**

In Key Stage 2 classes these two levels are entered on the tracker for the following academic year. Levels are converted to numerical points and the average of the two scores is used to get the most accurate measure of exactly where a pupil has reached in her learning. The use of average point scores enables school leaders to measure **the value added** in each year of a pupil's education. Average point scores offer a precise and accurate measure of a child's progress.

The value that the school adds between the end of Reception and the end of Key Stage 2 will be reported every year in a comprehensive, data rich document:

**Raiseonline** (Reporting and analysis through school self-evaluation). These reports inform the school's result in nationally published league tables and are central to the Ofsted school inspection process.

## 12. Pupil improvement targets and how review is used to secure improvement (not to be confused with pupil performance targets)

Each term teachers provide children with three or four improvement targets:

- **reading**
- **writing** (including grammar and punctuation)
- **spelling**
- **mathematics**
- **general skills** – this is optional and dependent about the pupil's attitude to learning

These should be reviewed on a termly basis, with new targets being set following the review. Some teachers may give a group of pupils the same improvement target. Others may decide that everyone has individual targets. Pupils need to be aware of exactly what their targets are. As far as possible, pupils should be involved in this review process.

### **Reminding pupils, parents and teachers of a pupil's termly target**

When parents engage with their children's education, achievement levels rise. If there was any doubt, recent research has shown that parental engagement is a decisive factor in determining learner achievement at any age, but the younger the children are the more impact this has. What really matters is that learners feel their parents are paying attention, engaged in the child's learning and care about their performance.

In order to keep parents informed about what their child needs to work on next, and to encourage them to secure improvement, every pupil's targets must be known and accessible. Teachers can choose how to ensure that this is the case, but they might decide to:

- stick target sheets onto the inside of the front cover or the inside of the back cover of pupils' workbooks
- using separate target books
- write targets in pupils' reading journals.

Pupils are given the following message:

*Your job is to put as much effort as you can into reaching your target. Remember: if you practise hard and believe that you can get better you are likely to succeed. If you reach your target your effort will have been worth it because you will have managed to improve your skills.*

Parents are given this message:

- *Your child's targets will be stuck in the inside or back cover of their English, mathematics and science workbooks and sent home once a term*
- *When you look through your child's workbooks please have a look at their targets and consider ways in which you can support your child with his/her learning.*
- *At the end of half-term please return your child's workbooks to school*
- *You are welcome to make a feedback comment in your child's book if you wish*
- *Please speak with your child's classteacher if you are unsure how to support your child with his/her targets.*

To make the pupil improvement targets system a manageable process for teachers, practitioners are asked to discuss and agree a sustainable and consistent approach with colleagues in Key Stage meetings. So, for example, some teachers may wish to provide shared targets for a group of learners, rather than providing very specific individual targets. The purpose of the exercise must not be lost: to assist pupils to focus on areas for improvement that will secure significant personal progress.

### **13. Reporting to parents**

It is of paramount importance that the school provides regular opportunities for parents to keep abreast of the progress their son/daughter is making. Mindful of this the school will follow the practices listed below:

- Years 1 - 6 : sending pupils' English and mathematics books home every half-term holiday (3 times a year)
- In Year 1 – pupils' workbooks home for a weekend in the second half of the Autumn Term, so that there is enough time available for these young learners to put something into their books
- Reception and Nursery – providing ongoing access to parents to the electronic profiles on 2Simple
- In the fortnight prior to sending books home, classteachers in Key Stages 1 and 2 should conduct an in-depth assessment of one piece of English work and one piece of mathematics work. Parents are the audience for the annotated feedback that will be provided. In this written feedback teachers should make reference to the progress the pupil has made and the next improvement steps she needs to take. No numerical assessment should be written on this work.
- Offering termly **parent consultation meetings** soon after pupils' books go home
- Offering additional, informal meetings, by appointment, on the request of parents/carers
- Issuing an annual written school report during the early part of the second half of the Spring Term (Years 1, 3, 4 and 5) Term, or during the second half of the Summer Term (nursery, reception, Years 2 and 6). In this report teachers should stipulate very clearly whether pupils are performing:
  - broadly at the national expectation for their age
  - above the national expectation for their age

- below the national expectation for their age
- well above/well below the national expectation for their age.
- Parents of pupils in Years 1, 3, 4 and 5 will also receive a purely numerical report (no commentary) in the second half of the Summer Term, towards the end of the academic year
- Parents want to know:
  - How well is my child doing?
  - Does the school understand my child?
  - Is my child working as hard as he can?
  - Is my child being adequately supported?
  - What can I do to support my child to improve?

#### **14. Assessment for learning (AfL)**

The features of assessment for learning are at the core of the pedagogic approach that has resulted in very high standards being achieved at our school. More detailed information on AfL appears in our staff handbook in an extensive section that is devoted to our teaching and learning policy. In brief, the key elements of effective AfL are:

- assessment being done with pupils, rather than being done to them
- a clear, specific lesson objective being communicated to pupils
- the use of success criteria as a checklist, or aid memoire, to assist pupils to achieve the learning objective
- the teacher using effective questioning strategies, such as asking a significant number of open ended questions
- participatory learning, with pupils having frequent opportunities to speak and make sense of what they are learning
- 'dialogic talk' - this involves extended pupil talk, with the teacher asking probing, supplementary questions and *'the talk not always returning to the teacher'*. Instead, the pupil voice is prominent and there are opportunities for pupils to comment on the contributions of their peers. In this way the talk is 'more evenly distributed around the classroom'
- self-assessment and peer assessment against the success criteria established
- the teacher providing constant 'drip, drip' feedback on pupils' performance and how individuals can improve. This takes the form of in class oral feedback and diagnostic written feedback that acknowledges success, whilst also pointing out the next steps a pupil needs to take to improve
- mid-session and end of lesson plenaries being used to review what has been learnt and develop pupils' understanding of the learning process and how it is possible for them to improve.

#### **15. The self-improvement process (learning about learning)**

Learning in primary schools should not be exclusively about content. Effective teachers provide children with opportunities to engage in a dialogue about the learning process, or metalearning. They create regular opportunities that help children to understand how they learn new things. Plenary sessions and the final

ten minutes of the school day are good times for this. The following questions can be used to assist children to reflect on the learning process:

- What have we learnt about today?
- What was the most important thing you found out today?
- How many new things did you learn?
- What are the things you have to remember to do if you want to be a good learner?
- What was our learning objective?
- Did we choose the right success criteria?
- Why have we been learning about this?
- What was the most interesting thing you found out?
- Have you learnt anything about the way you learn?
- What helped you to learn?
- Was there anything that made it difficult for you to learn?
- How can you use what you have learnt?
- How could you use what you have learnt in . . . ?
- What are the important words that we have used in this session?
- How will you be able to remember what you have learnt?
- What is the connection between this learning and the work we did in . . . ?
- How can you improve on what you have achieved in this session?
- Was there anything you found hard?
- Did you encounter any problems? How did you overcome them?
- What would happen if . . . ?
- When your mum asks you what you learnt at school today what will you tell her?

### **Pupil conferencing**

Each term classteachers in Years 2 to 6 will be provided with some release time out of class to meet with a selection of individual pupils to engage in a discussion about the progress they have made. This is an opportunity for **periodic review**. The focus of the conversation should be on:

- reviewing targets
- evaluating progress
- listening to the pupil's view
- making it clear what the pupil needs to do to improve
- setting new targets
- jointly agreeing ways of overcoming any obstacles or barriers to a pupil's learning
- the pupil learning more about the self-improvement process

Due to the constraints of teacher cover, it may not be possible for a teacher to meet more than half the class each term. Teachers should choose those pupils who, in their professional judgement, would benefit most from the conferencing process. Years 1 teachers have a day each term to carry out **reading conferences** with children.

## 16. Moderation: establishing consistency in assessments

Greater accuracy and consistency in assessment judgements develops when teachers engage in joint assessment within a moderation framework. The discussion, debate and difference in view that transpire are helpful in establishing consistency in understanding. So, quality time will be scheduled for the following cyclical moderation processes:

- moderation 'trial agreements' within Key Stage meetings
- moderation 'trial agreements' as a regular feature in the school's continuing professional development programme
- cross school moderation 'trial agreements' with local schools within our Locality (cluster of local schools)

## 17. Assessment and the Early Years Foundation Stage (EYFS)

Teachers of pupils in the Early Years Foundation Stage constantly and continually assess the performance of young learners. Separate, more detailed documented guidance, along with robust, ongoing professional development, is available to teachers and leaders of learning working in nursery and reception classes. In brief, the key features of our assessment system are outlined below.

**a) The electronic class tracker** is used for summative assessments which are conducted on a half-termly basis (6 times a year), following an initial baseline assessment at the point of entry to the school. Pupils' progress towards the Early Learning Goals is recorded for each area of learning using the following criteria:

Descriptor	Abbreviation	Description
Beginning	b	Used for the initial baseline assessment only: lower performing at point of entry
Developing	d	Used for the initial baseline assessment only: middle performing at point of entry
Secure	s	Used for the initial baseline assessment only: high performing at point of entry
Emerging1	em1	The Early Learning Goal is not met; the pupil is currently a long way from achieving it
Emerging2	em2	The Early Learning Goal is not met; the pupil is still some way from achieving it
Emerging3	em3	The Early Learning Goal is not met, but the pupil is not far away from achieving it
Expected1	exp1	Met the Early Learning Goal at a low level
Expected2	exp2	Met the Early Learning Goal at a secure level
Expected3	exp3	Met the Early Learning Goal at a high level
Exceeding1	exc1	Exceeded the Early Learning Goal at a low level
Exceeding2	exc2	Exceeded the Early Learning Goal at a secure level
Exceeding3	exc3	Exceeded the Early Learning Goal at a high level

**b) On entry assessment** establishes pupils' starting points. These first,

baseline assessments focus upon attainment in the three **prime areas of learning**:

- communication and language
- physical development
- personal, social and emotional development

In addition, staff-assess the following:

- pencil grip
- name writing
- portrait drawing

#### **Attainment on entry**

<b>Nursery</b>	<b>Reception</b>
Working at age related expectations (ARE): working within 30-50 months, having met all 22-36 month ARE	Working at age related expectations (ARE): working within 40-60 months, having met all 30-50 month ARE
Below ARE: working in some areas of 30-50 months; having not met all the 22-36 month expectations	Below ARE: working in some areas of 40-60 months, having not met all 30-50 month ARE
Well below ARE: not working within any 30-50 month expectations, but within 22-36 month expectations	Well below ARE: not working within any 40-60 month expectations. Working mostly within 30-50 month expectations, and possibly some of 22-36 month expectations.

#### **c) The 2Simple profile**

Pupil observations are recorded on an electronic system called 2Simple. Entries are made based on ongoing observation and assessment in the three prime (see above) and four specific areas of learning, and the three characteristics of effective learning, set out below:

#### **d) Assessment areas**

##### **The specific areas of learning:**

- literacy
- mathematics
- understanding the world
- expressive arts and design

In addition, comments are made about how the pupil demonstrates **characteristics of effective learning**:

- playing and exploring
- active learning
- creating and thinking critically

Assessments will be based primarily on observation of daily activities and events. Practitioners should note in particular the learning which a child demonstrates spontaneously, independently and consistently in a range of contexts. Accurate

assessment will take account of a range of perspectives, including those of the child, parents and other adults who have significant interactions with the child. 2Simple enables parents and carers to engage in their child's learning as the package is web based and can be accessed from anywhere

Parents can contribute to the learning journey through the use of 'postcards'. This creates a partnership loop, with parents and teachers jointly involved in the assessment process.

For each ELG, practitioners must judge whether a child is meeting the level of development expected at the end of the Reception year (expected), exceeding this level (exceeding), or not yet reaching this level (emerging).

**There are 7 areas of learning covering 17 early learning goals (ELGs). In the EYFS national reporting system a child is scored 1 for emerging, 2 for expected, and 3 for exceeded. Therefore the minimum score is 17 points (17 x 1) and the maximum possible score is 51 points (17 x 3).**

Practitioners and EYFS Profile moderators should be aware that the definition of evidence is any material, knowledge of the child, anecdotal incident or result of observation or information from additional sources that supports the overall picture of a child's development. **There is no requirement that it should be formally recorded or documented; the extent to which the practitioner chooses to record information will depend on individual preference.** Paperwork should be kept to the minimum that practitioners require to illustrate, support and recall their knowledge of the child's attainment. (handbook 2014 pg. 12)

The completed EYFS Profile must include a short commentary on each child's skills and abilities in relation to the three key characteristics of effective learning. This will support future curriculum planning and will provide the Year 1 teacher with important information about each child's approach to learning. We have set up a locality moderation termly meeting. In addition to this we are in the process of setting up a google drive containing assessed work samples that have been agreed.

#### **e) Monthly moderation meetings**

- Half-termly internal moderation: regular joint, whole team assessment moderation meetings will take place to ensure consistency in judgements
- External moderation: school leaders will ensure that EYFS teachers have regular opportunities to engage in cross school moderation.

#### **f) Features of good assessment practice in the EYFS**

- All staff are responsible for assessing pupils on an ongoing basis, throughout the year, ensuring that 80% of their assessments relate to findings from observing independent, child initiated activities, with the other 20% taking place in more structured teacher led activities. Over time they build up a picture of what pupils can do.

- All observation assessment information is kept in electronic Pupil Profiles. These contain evidence of pupils' achievements across the seven areas of learning. Parents and carers also contribute to their child's profile via the 'postcard' system.
- In order to ensure accuracy in assessments, exemplification evidence is available to all practitioners. Seven illustrative folders exist – one for each of the areas of learning. These show moderated examples of what a pupil needs to show in order to be judged to have successfully attained a specific scale point. This is being made available on a google drive.
- Once a month Monday moderation meetings are held to ensure accuracy and consistency in assessments. Once again, all members of the EYFS team are involved.
- The tracking of pupil progress and value added enables staff to establish personalized learning plans for individuals as required.

#### **g) A good level of development (GLD)**

Children will be defined as having reached a good level of development at the end of the EYFS if they achieve at least the expected level in:

- the early learning goals in the prime areas of learning (personal, social and emotional development; physical development; and communication and language) and;
- the early learning goals in the specific areas of mathematics and literacy.

As Dame Clare Tickell's review of the EYFS (2011) made clear, the prime areas of learning are essential for children's healthy development. The Government also believes that a good foundation in mathematics and literacy is crucial for later success, particularly in terms of children's readiness for school. We want to encourage schools to strengthen children's knowledge and understanding in all these important areas. However, all areas of learning within the EYFS are important and the GLD measure will be supported by a measure of the average of the cohort's total point score across all the early learning goals in order to also help to promote the attainment of all children across all the early learning goals.

#### **18. Assessing progress in foundation subjects and religious education**

School leaders are committed to teachers working within a manageable and sustainable assessment framework. Therefore, there are no formal expectations of teachers to provide the assessment leader with assessment levels for pupils in:

- Art
- design technology
- French
- geography
- history
- music
- personal, health, citizenship and social education
- physical education
- religious education

There is, however, a clear stipulation that teachers will use effective assessment for learning practices, including self and peer assessment, as a vehicle to enable strong progress and continual self-improvement.

Teachers are also advised to use the skills based learning statements (see the Learning Themes Handbook) and:

- challenge learners to reach the highest possible standards using the effective assessment for learning approaches described above
- always plan future learning with a view to skills progression

## 19. Assessment timeline

Month	Activity
September	Classteachers are given an up-to-date class tracker showing the previous performance of the children in their class
Early October	Pupil performance target are established. The Headteacher is given an electronic version of these
Mid October	Assessment fortnight 1
October half-term	Years 2- 6: pupil workbooks are sent home; EYFS electronic pupil profiles go live, so parents can view them
early November	Parent consultations 1
November	Year 1 pupil workbooks go home
November	Pupil conferencing 1 (earlier, if cover is available)
December	Teacher assessments in reading, writing (including grammar and punctuation), spelling and mathematics are sent, electronically, to the Headteacher
From late January	Teachers in Years 1, 3, 4 and 5 write mid-year reports to parents
February	Performance management mid year reviews
February	Assessment fortnight 2; computing assessments for Years 1 – 6 are completed
February half-term	Years 1- 6: pupil workbooks are sent home; EYFS electronic profile available to parents
March	Parent consultations 2
March	Pupil conferencing 2
Late March	Teacher assessments in reading, writing (including grammar and punctuation), spelling and mathematics are sent, electronically, to the Headteacher
from late April	Teachers in reception, Year 2 and Year 6 begin writing end of year reports
from May to June	Year 2 end of Key Stage 1 SATs
mid May	Year 6, end of Key Stage 2 SATs
late May/early June	End of year written reports for reception, Year 2 and Year 6 completed.
June half-term	Years 1- 6: pupil workbooks are sent home; EYFS electronic profile available to parents
June	Years 3 – 5 Year-on-year summative tests
June	Pupil conferencing 3

Late June	Brief numerical (no commentary) progress reports sent out to parents of Year 1, 3, 4 and 5 pupils
early July	Parent consultations 3
July	End of year teacher assessments and test results in reading, writing (including grammar and punctuation), spelling, mathematics & computing are sent, electronically, to the Headteacher.

## Appendix 1 Glossary of terms used

<b>Term</b>	<b>Definition</b>
<b>achievement</b>	The amount of progress a pupil has made from her starting point at the beginning of the year
<b>assessment for learning</b>	An approach to teaching that maximises the impact of assessment on learner progress
<b>attainment</b>	The standards a pupil has reached (as measured by the national average)
<b>average point scores</b>	The average attainment of a class measured numerically
<b>best description</b>	An approach to assessment that involves forming a broad impression based on looking at evidence of a pupil's performance
<b>class tracker</b>	An electronic spreadsheet containing pupil performance information
<b>e-profile</b>	An electronic program for recording the performance of pupils in the EYFS
<b>formative assessment</b>	Day-to-day assessment. Forming an impression of how well pupils are doing by reflecting on their written and oral performance
<b>good level of development</b>	A term used for pupils at the end of the reception year that refers to them attaining the national standards: the Early Learning Goals
<b>high achievement culture</b>	An ambitious and aspirational organisational approach that aims for every pupil to make high levels of progress
<b>key performance indicators</b>	Significant areas of learning related to the statutory requirements of the 2014 Primary Curriculum
<b>national average</b>	The performance of all pupils in the country averaged out
<b>on entry assessment</b>	The assessment of pupils when they first join the school
<b>parent consultation meetings</b>	A teacher-parent discussion about the attainment and achievement of pupils
<b>peer assessment</b>	pupil assessing each other's work
<b>performance tier</b>	A sub division within a year group assessment
<b>periodic review</b>	Review of attainment & achievement after a period of time
<b>pupil conferencing</b>	A one-to-one meeting between the teacher and a pupil
<b>pupil improvement target</b>	A skill or attribute that the pupil wants to get better at
<b>pupil performance target</b>	The numerical academic attainment assessment the teacher aims to assist the pupil to reach
<b>pupil profile</b>	A picture of the significant achievements of a reception or nursery aged pupil over a year

<b>reading conference</b>	A one-to-one interview with a child about his reading habits
<b>reflection and review time</b>	Teachers building in quality time – often at the start of a lesson – for pupils to read and discuss written/oral feedback; respond in writing to their teachers written comments; consider and evaluate examples of quality work produced by others.
<b>self-assessment</b>	Pupil assessing their own work using specific criteria
<b>summative assessment</b>	A summary of what a child has attained that is completed after a period of time has elapsed (usually a test)
<b>termly assessments</b>	A summary assessment of a child's performance at the end of a term
<b>tracking</b>	Checking on how pupils are doing, identifying need and putting in place support to meet that need
<b>trial agreements</b>	Joint assessment of a pupils' work to develop consistency in practice across a school
<b>value added</b>	A measurement of how much a child has improved over a defined period of time.

## Appendix 2 Peer assessment: guidelines for teachers and rules for children

### Guidelines for teachers

- Both partners should be roughly the same ability, or just one jump ahead or behind, rather than a wide gap.
- The roles of both parties need to be clearly defined.
- Children need to be reminded that the focus of their task is the learning intention.
- The pupil needs time to reflect on and check his or her writing before a response partner sees it.
- The response partner needs time to take in the child's work, so it is best for the author to read the work out first. This also established ownership of the piece.
- The response partner should ask for clarification rather than jump to conclusions.
- The response partner should begin with a positive comment about the work.
- Children need to be trained in the success and improvement process, or whatever is being used, so that they are confident with the steps involved.
- Children must both agree the part to be changed.
- The author should make the marks on his or her work, as a result of the paired discussion.
- The improvement suggestions should be verbal and not written down. The only writing necessary would be the identification of successes and the improvement itself.
- It would be useful to role play response partners in front of the class, showing them the wrong way and the right way to proceed.

### Rules for children

We decided that there are some rules we all needed to keep. When we become marking partners we all agree to . . .

- **respect** our partner's work because they have done their best and so their work should be valued.

- **try and see** how they have tackled the learning intention and only try to improve things that are to do with the learning intention.
- **tell** our partner the good things we see in their work.
- **listen** to our partner's advice because we are trying to help each other do better work.
- **look for** a way to help our partner to achieve the learning intention better by giving them a 'closing the gap' activity to do.
- try to make our suggestions as **clear** as possible.
- try to make our suggestions **positive**.
- get our partner to **talk about** what they have tried to achieve in their work.
- **be fair** to our partner. We will not talk about their work behind their backs because we wouldn't like them to do it to us and it wouldn't be fair.

**Appendix 3 - New summative end of Key Stage performance descriptors  
(published October 2014)**

<b>Key Stage</b>	<b>Subject</b>	<b>Performance descriptor</b>	<b>National curriculum test</b>
Key Stage 1	Reading	<ul style="list-style-type: none"> <li>• Mastery standard</li> <li>• National standard</li> <li>• Working towards national standard</li> <li>• Below national standard</li> </ul>	Externally set test; internally marked to inform overall teacher assessment
Key Stage 1	Writing	<ul style="list-style-type: none"> <li>• Mastery standard</li> <li>• National standard</li> <li>• Working towards national standard</li> <li>• Below national standard</li> </ul>	No writing test. The English grammar, punctuation and spelling test will inform the teacher assessment of writing
Key Stage 1	Mathematics	<ul style="list-style-type: none"> <li>• Mastery standard</li> <li>• National standard</li> <li>• Working towards national standard</li> <li>• Below national standard</li> </ul>	Externally set test; internally marked to inform overall teacher assessment
Key Stage 1	Science	<ul style="list-style-type: none"> <li>• Working at the national standard</li> </ul>	No science test
Key Stage 2	Reading	<ul style="list-style-type: none"> <li>• Working at the national standard</li> </ul>	Externally set test that is externally marked
Key Stage 2	Mathematics	<ul style="list-style-type: none"> <li>• Working at the national standard</li> </ul>	Externally set test that is externally marked
Key Stage 2	Writing	<ul style="list-style-type: none"> <li>• Mastery standard</li> <li>• Above national standard</li> <li>• National standard</li> <li>• Working towards national standard</li> <li>• Below national standard</li> </ul>	<p>No writing test</p> <p>There is a separate English grammar, punctuation and spelling test</p>

#### Appendix 4 – Reflection and Review time

Teachers from Year 2 to Year 6 should build in quality time – often at the start of a lesson – for pupils to read and discuss written/oral feedback; respond in writing to their teachers written comments; consider and evaluate examples of quality work produced by others. Teachers should resist the urge to ‘move on to the next thing’ and instead facilitate deep, meaningful, significant and lasting learning to emerge.

Example: the start of a Key Stage 2 English lesson after the teacher has spent time marking writing and providing written feedback to pupils.

Timing	Activity
Start of the lesson 4 m	<ul style="list-style-type: none"> <li>Pupils’ workbooks are laid out by their seat</li> <li>Pupils read their teacher’s written feedback. They also look at the examples of quality that have been highlighted</li> </ul>
4 m	<ul style="list-style-type: none"> <li>Pupils respond in writing to their teacher’s comments/questions</li> </ul>
4m	<ul style="list-style-type: none"> <li>The spelling errors the teacher has corrected are written out by the pupil at the back of their book/in their spelling log</li> </ul>
3m	<ul style="list-style-type: none"> <li>Pupils read the writing of one of their peers which the teacher has photocopied. They discuss the qualities of this work with a partner</li> </ul>
5m	<ul style="list-style-type: none"> <li>Pupils read the writing of 2 other pupils on their tables, looking at the quality that is highlighted, the teacher’s written feedback and any corrected spellings</li> </ul>
5m	<ul style="list-style-type: none"> <li>The class come back together for whole class teaching</li> <li>The teacher asks individual pupils to read out the high quality sentences they have produced which have been written out (large size, bold, colourful, accompanied by author’s name). Three are read out</li> <li>Pupils discuss the qualities of these sentences with a partner. <i>Which one do they like the most and why? Why has the teacher chosen these as the best sentences? What are the qualities of each of the sentences</i></li> </ul>
5m  30 mins! If it makes a difference it’s worth this investment of time	<ul style="list-style-type: none"> <li>Within a whole class teaching arrangement the teacher makes a couple of specific teaching points (common errors): a commonly misspelt word; a common confusion; the use of non-standard English; a homophone issue . . .</li> </ul>