

ASSESSMENT GUIDELINES

Overview

From September 2015 all children in key stage 1 and 2 will follow the 2014 National Curriculum. These objectives will be covered by each year group and there will be no use of 'levels' in any of our reporting or tracking. This document shows the key principles of "life after levels", the evidence which will show achievement and the systems in place to ensure that teaching is being effective.

Key principles

1. Every child should achieve the key concepts and skills for their year group.
2. These concepts and skills should be taught in greater depth.
3. We do not move to the next year's concepts and skills (only a few rare exceptions).
4. Any children below the age expectations should have a clear plan for how to bring them in line.
5. Children should have a deep understanding of concepts rather than "getting the answer right".
6. Every child is capable of anything depending on their effort and how it has been presented to them.
7. The evidence of children gaining the key concepts and skills is wide ranging and only partially based on tests.

Evidence

Conversations, writing, drawings, charts etc all show what children know and understand. It should be evident through this work what children have learned and what has been taught. It is likely that evidence of maths and English will be found in topic work.

Tests can be helpful in checking children's learning but they do not show everything that the child has learned.

It is true that concepts and skills need to be taught so that they can be learned. Where there is little evidence of effective teaching then it is unlikely that learning will have taken place.

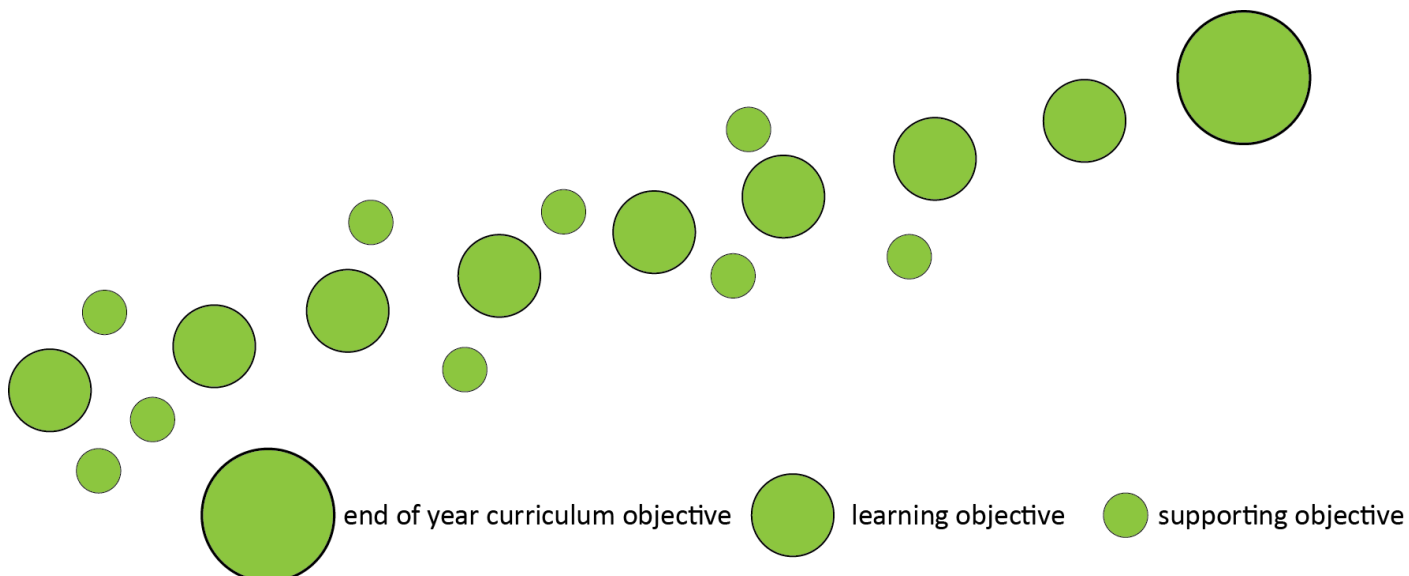
Measuring progress

The school uses Assertive Mentoring grids which have three purposes:

1. They help teachers know what children can do and cannot do. This tells teachers what else needs to be taught.
2. They help teachers keep track of what has been taught so far and still needs covering.
3. They help leaders know what has been taught and how well children are learning.

Almost all children should complete the concepts and skills for their year group. During the year it is rarely appropriate to tick off concepts and skills as fully attained as they should be revisited and mastered throughout the year. Evidence should show the following:

1. Sufficient concepts and skills have been taught by different times during the year.
2. Children have shown competence in the learning objectives towards the end of year group curriculum objectives.
3. Provision is being adapted to ensure that children are meeting the learning objectives.
4. Marking is addressing misconceptions and helping children move towards the end of year expectation.
5. Planning is showing a clear progression towards children achieving the end of year curriculum objective.



In the diagram, the goal is to achieve the curriculum objective but smaller 'bite size' learning objectives should be taught and achieved before achieving the whole curriculum objective. Sometimes children need to achieve some supporting objectives in order to progress further.

Tracking and reporting

The goal of tracking is to know the proportion of children who will achieve the end of year expectation. Teacher assessment informed by evidence should be used to decide who is 'on track'. This proportion will be agreed with each teacher at the beginning of the year (it is likely to be above 85%). At key milestones this proportion should be monitored and any children seeming to fall 'off track' should be discussed urgently so that provision can be adapted or supported.

At Christmas, children should have a / or X in the areas taught.

At Easter, children should have a / in the areas taught and a X in areas that have been revisited a number of times.

At Summer, children should have an X in all areas, in maths all KPIs will be X and other statements at least /.

Grades

By the end of the year it is hoped that children will have achieved 100% of the curriculum objectives. These children would be described as 'secure', for example in Year 4 they would be 'Year 4 secure' or '4S'. (On an Assertive Mentoring grid all statements will be X, in maths all KPIs will be X and other statements at least /)

Some children will have achieved all of the curriculum objectives and are demonstrating a 'mastery' of these objectives in a range of contexts and situations. These children are 'ready' for the next year and would be called 'Year 4 ready for next stage' or 'Y4R'. (On an Assertive Mentoring grid all statements will be X). On SIMS this is recorded as 4M.

Children who seem to be on track during the year are 'developing' or '4D'. (On an Assertive Mentoring grid any areas that have been taught will be / and some will be X). Most children should be at this stage during the year.

Those children who have not achieved the objectives that have been taught are 'emerging' or '4E'. (On an Assertive Mentoring grid any areas that have been taught will be / and some will be .).

(On an Assertive Mentoring grid any areas that have not been taught will be remain empty unless there is evidence to show children's competency).

SEN learning needs

Some children are not expected to achieve the age related end of year expectations. These children may need to reach earlier curriculum objectives or have the year group objectives broken down further into smaller learning objectives or achieve some supporting objectives (see the diagram above).

For children who are significantly behind they should follow a pathway from a composite Assertive Mentoring grid made from suitable objectives the relevant objectives to their needs. This will be part of their individual learning plan.