

How we assess

As a family of schools we believe that assessment is at the heart of teaching and learning. It is vital in measuring students' progress and attainment in all subjects. Our staff regularly discuss progress and attainment with parents, we are committed to making marginal gains through our teaching, and believe that continuous improvement is an integral part of all that we do. This allows us to work towards our mission to **become the best that we can be**.

What is our Rationale?

We endeavour to support all pupils in achieving age-related expectations, making better than expected progress, and raising confidence and self-esteem (Teaching standards 1b, 5c). Assessment sits within our values, as follows:

Focus on family

We ensure assessment is inclusive for students of all abilities, from their unique starting points.

Insist on excellence

We teach and assess the essential knowledge, skills and understanding across the curriculum, we facilitate independent learning and self-reflection, and develop this to a high standard for ALL pupils.

Do good as you go

We prepare pupils for the next stage in their education using a range of planning and assessment tools.

Embrace innovation

We develop resilience and independence so that pupils are motivated and learning is enriched

Seize success

We provide a pathway for progress by setting high expectations for learners, and by provoking a desire to achieve.

Why do we assess, record and report?

- To ensure all pupils have an opportunity to be involved in showing what they know, understand, and what they need to develop (Teaching standard 1a).
- To internally track pupils for attainment and progress (Teaching standard 6b).
- To ensure teacher planning is amended in order that teaching and learning meet the needs of all children (Teaching standard 5d).
- To support the setting of personal and school targets that are based on the highest expectations in line with Age Related Expectations (Teaching Standard 1b).

Who is involved with assessment?

Children – to ensure that children know what they do well and what their next steps for learning are.

Teachers – to inform planning and ensure progress is made.

Parents/Carers – to ensure there is an understanding of their child's learning and how to help them achieve their next steps.

School Leaders/Governors – to ensure strategic decisions are made about how progress can best be made.

External Departments – to ensure accountability for progress and attainment.

How do we assess?

In- School Formative Assessment: Teachers evaluate using classroom assessments to identify strengths and gaps in students' knowledge and understanding on a day-to-day basis, and to tailor teaching accordingly.

'Good formative assessment ranges from the probing question put to a pupil as they think something through; quick recap questions at the opening of a lesson; scrutiny of the natural work of pupils; right through to formal tests.' *Commission Report - pg5*

Growth Attainment Tracker (GAT): Teachers use this tool on an ongoing basis to track pupil's individual progress against key skills in English, Mathematics and Science.

Questioning: Teachers need to ask really great questions that are open, dialogic and challenging. Rather than tell the pupil what to do, great questioning coaches the pupil so that they find the right answer for themselves. Pupils also need to know how to ask great questions of themselves and others to develop their higher order thinking skills. Great teaching is about getting the balance right between knowing when to instruct (tell) and when to coach (question).

Feedback: Continual verbal feedback throughout the lesson from an expert coach (child or adult) is essential. Pupils need to be skilled at self-feedback and feeding back to their peers. Not every piece of work needs marking in depth. Timely gap-task marking needs to be purposeful so that pupils have time to respond through Directed Improvement Review Time (DIRT), remembering that good Feedback Always Improves Learning (FAIL). This will close the gap.

In school summative assessment: Evaluates and informs improvements on how well pupils have learned over a period of time through the following mechanisms:

- Teacher Assessment informed by the GAT, work in children's books and observations.
- Core Subject Assessment (tests)

Standardised Summative Assessment: The following statutory assessments will take place in line with the relevant assessment and reporting arrangements:

- Early Years Foundation Stage Profile - all children in Reception will be teacher assessed on-going throughout the year.
- Year 1 and Year 2 Phonics screening checks (annually in May)
- End of Key Stage 1 SATs to include Year 2 GPS, Reading and Maths tests and on-going writing assessment- all pupils at the end of KS1 (Year 2). The assessment period for testing is May.
- End of Key Stage 2 SATs - all pupils at the end of KS2 (Year 6) are assessed in Reading, Writing, Maths and GPS. The assessment period is one week in May.

Assessment at Early Years Foundation Stage: Baseline checks are carried out on all children entering Nursery and Reception in all seven areas of development. Children receive an assessment in Phonics and Mathematics on entry to school in order for them to be planned for accordingly. Child initiated observations as well as 'Look Listen and Note' observations help create a picture of what a child can do. Children are observed working independently and together indoors and outdoors. Children are assessed in Adult Focused activities against a WALT, where they are encouraged to follow the success criteria to achieve success.