

**Camblesforth Community Primary School**



Assessment Procedures and Practice

November 2013

## Formative Assessment – The process



### On-going Formative Assessment (Assessment for Learning)

We consider thorough assessment procedures an essential means of informing planning which enable children to understand what they need to do in order to make progress. We achieve this by:-

- Ensuring that work is marked by the teacher at the end of each day in order to ensure that subsequent planning is matched to individual needs.
- Feeding back to pupils promptly, either verbally or in writing, as is appropriate to age and individual need.
- Providing regular opportunities for pupils to respond to written feedback
- Informing pupils of the learning objectives (WALTs- *We are learning to*) and success criteria (remember to) at the beginning of each lesson.
- Providing regular opportunities to review learning against the success criteria throughout the lesson
- Using questioning effectively throughout the lesson in order to assess, and deepen pupil understanding
- The use of observations, of a focused and interactive nature, by both teachers and teaching assistants, in order to assess pupils' developing understanding.
- Involving the children in peer and self-assessment by setting pupil targets and success criteria which help them to assess their own progress, and the progress of their peers, within lessons and over longer periods of time.
- Using planned assessment against learning objectives in medium/short term planning.
- The use of displays which celebrate achievement and progress
- Sampling pupils' work
- Carrying out diagnostic assessments e.g. using assessment grids or analysis of tests to identify the gaps in learning.
- Consistent application of the marking and feedback policy

## Foundation Subjects & Assessment-

Subject Co-ordinators are responsible for overall assessment procedures based on their subject and national expectations. Throughout the academic year subject co-ordinators lead staff meetings updating staff on the most relevant assessment procedures and practice.

## Formative Assessment in the classroom

The following information is kept in class planning files as an 'aide memoire' for teachers.

### Planning

Is there planned time for pupils to talk through their learning?

Is there planned peer evaluation?

### Learning Objectives

#### (Progress Related)

- Need to be differentiated, appropriate and challenging
- Need to be the root of marking

### Pupil Voice vs Teacher Talk

- Are there opportunities for children to talk through their ideas before working?
- Pupil leadership - reduce teacher talk to child led activities and learning
- Is there an 80:20 balance of pupil:teacher led learning

### Feedback to pupils in lessons

- Does your feedback in lessons help the children to progress further at that instance?
- Is the effective use of mini-plenaries included?

### Self and Peer Evaluations - (Self-esteem)

- Are pupils reflecting on and questioning their own learning?
- Can children identify the success criteria in their work?

### Improving and upleveling

- Next steps and challenge makes the marking meaningful.
- Needs to demonstrate pupils level, targets and achievement
- Do pupils have opportunities to respond to marking and feedback?
- Do pupils have opportunities to improve their work?

## Expectations of Assessment Data

Pupils achievement is tracked within school, using the 'EAZ MAG' electronic assessment program.

All data is analysed in relation to the national expectations for attainment and progress. The school adopts an aspirational model, and aims for pupil achievement to exceed national expectation in order to secure good or outstanding attainment and progress across the school.

## The National Expectations

### Attainment

#### Early Years Foundation Stage

Pupils in EYFS are assessed against the 'development matters' statements. These are as follows:

1. Indicates a child who is at the emerging level at the end of the EYFS (emerging)
2. Indicates a child who is at the expected level at the end of the EYFS. (expected)
3. Indicates a child who is at the exceeding level at the end of the EYFS. (exceeding)

#### Key Stage 1:

Age related expectations at the end of KS1 are for pupils to achieve Level 2b (15 points)

#### Key Stage 2 :

Age related expectation at the end of KS2 are for pupils to achieve Level 4b (27 points)

## Camblesforth Primary School's In Year Progression Expectations -

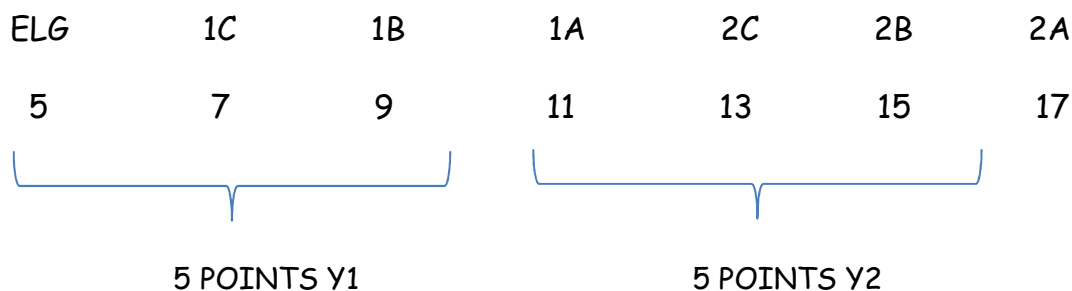
### Year 1 and 2

At Camblesforth we aim for all pupils to make in KS1 to make at least 5.5 points progress each year.

- Less than 5 points progress – inadequate/ below expectation
- 5 points progress - satisfactory/expected
- 5.1 – 5.5 points progress - good/ exceeding expectation
- 5.5+ points progress - outstanding

We aim for pupils to make 11 points progress over the two years in which they are in Key Stage One, in order to ensure that progress is good or outstanding.

APS Progress Judgements – KS1				
	Inadequate	Satisfactory	Good	Outstanding
Whole Year	Less than 5	5	5 – 5.5	5.5 or more



## KS2

At Camblesforth we aim for all pupils in KS2 to make at least 4 point progress

Less than 3 points progress - inadequate/ below expectation

3 points progress - satisfactory/expected

3.1 - 4. points progress - good/ exceeding expectation

4+ outstanding progress

APS Progress Judgements – KS2				
	Inadequate	Satisfactory	Good	Outstanding
Whole Year	Less than 3	3 – 3.5	3.6-4	More than 4

## “Expected progress” for English and maths from the end of Key Stage One to the end of Key Stage two

Pupils are expected to make at least two levels progress (12 points) over the four years in which they are in Key Stage two. This progress is measured by comparing their end of Year six results with their end of year two results. This is considered to be satisfactory progress.



## Summative assessments

### Timetable of Summative Assessments for Maths and English

	Aut 1	Aut 2	Spr 1	Spr 2	Sum 1	Sum 2
F2	On entry assessments against DM	Assessments against DM	Assessments against DM	Assessments against DM	Assessments against DM	Assessments against FSP Data sent to LA
Y1	APP assessments (baseline assessments) Sandwell test	APP Assessments Phonics assessments	APP Assessments	APP phonics Sandwell test	APP phonics	APP Phonics Sandwell
Y2	APP assessments Sandwell test	Optional tests (more able) APP assessments Phonics assessments	APP	APP Phonics Sandwell Wigan maths Sandwell test	APP phonics	Statutory assessments Wigan maths sandwell
Y3	APP assessments	Optional tests Sandwell (lower ability)	APP	APP Wigan maths Sandwell test (LAPS)	APP	Optional sats APP
Y4	APP assessments	Optional tests (Sandwell SEN)	APP	APP Wigan maths Sandwell test (SEN) Phonics SEN	APP	Optional sats APP
Y5	APP assessments	Optional tests (Sandwell SEN)	APP	APP phonics (SEN) Wigan maths Sandwell test (SEN)	APP	Optionals sats APP
Y6	APP assessments	Previous SATs papers	APP Previous sats papers	APP Previous SATs papers	Previous Sats papers	SATS

In addition to the above, the Wigan maths test is used to assess pupil progress on a fortnightly basis.

## The summative assessment process

### Assessing Pupil Progress materials (teacher assessment)

The school uses a class version of the APP grids for maths and English to plan, and assess, learning on a daily basis.

At the end of each half term, information from these grids is collated for each pupil in order to make a level judgement.

Teachers are responsible for making the initial judgements. Subject leaders collect samples of pupil work from each class in order to moderate the judgements and ensure consistency across the school.

In the Summer Term, test materials are marked by a teacher in a similar year group. This is usually the teacher who will receive the pupils in September. If a pupil is to be taught by the same teacher for more than one year, other arrangements will be made at the discretion of the headteacher.

Moderation staff meetings are held in the summer term. Whenever possible, these are conducted with colleagues from schools within the local cluster.

Class teachers are responsible for putting the levels onto the EAZ mag assessment program each half term.

### Pupil Progress Meetings

Pupil progress meetings are held after the Autumn optional tests and at the end of the Spring and Summer Terms.

Discussion focus on the following issues:

- The Average Point Score (APS) of the class
- The average point score progress of the class
- The progress and attainment of individual pupils
- The number of pupils in KS2 who are on target to achieve at least two levels progress.
- The progress and attainment of specific groups
  - SEN (incl. SA, SA+ and pupils with a statement)
  - Gifted and Talented
  - Pupil Premium children
- Any specific intervention that has worked or is in need of further development

Following the discussion -

- The SMT and class teacher decide upon an action plan to deal with any concerns or issues raised during the above discussions.
- A time frame is then agreed in which to carry out actions to improve all groups' progression and attainment.



## Analysis of Data

The headteacher and assessment coordinator analyse all school data in order to ensure that:

- Consistently high standards of teaching and learning are in place across the school
- Pupils who are not making expected progress are quickly identified in order for targeted support to be put in place
- To ensure that all groups of pupils are meeting expected levels of attainment
- To ensure that school performance is at least inline with national trends
- To identify areas for improvement
- To ensure that school systems and processes are meeting the needs of all pupils
- To ensure that governors are given an accurate picture of achievement in school
- To present accurate and appropriate information to inspectors and advisors

The following information is analysed by the headteacher and assessment co-ordinator:

- Raise Online (summative assessment in relation to national expectations and trends over time)
- Fischer Family Trust information (particularly used for target setting in Key Stage Two and subsequent analysis of progress)
- EAZ mag program (in school data and trends over time for present pupils in all three key stages)