



## **Dordon Primary School – Assessment Policy 2018**

The current National Curriculum has been statutory since September 2014. Summer 2016 was the first year when statutory assessment did not use levels. The new National Curriculum is premised on the concept of mastery – something which every child can aspire to and every teacher should promote. It is about deep, secure learning for all, with extension of able students rather than acceleration. Effective assessment will clearly show how secure pupils are in their learning and prompt the teacher into planning the most appropriate next steps in learning.

The overriding principle of good assessment is that it should be clearly tied to its intended purpose. There are three main forms of assessment: in-school formative assessment which is used by teachers to evaluate pupils' knowledge and understanding on a day-to-day basis and to tailor teaching accordingly; in-school summative assessment which enables schools to evaluate how much a pupils has learned at the end of a teaching period; and nationally standardised summative assessment which is used by the Government to hold schools to account. 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.

As a school we promote these key Assessment Principles:

- Accurate assessment is the key to effective teaching
- Assessment is fair and transparent
- Assessment is ambitious and appropriate
- Assessment is consistent
- Assessment outcomes provide meaningful and understandable information

We view assessment as the starting point for pupils' learning. Continuous assessments are used by teachers to develop the next steps in pupils' learning. Pupils then have an ongoing dialogue about their 'targets'. Verbal and written feedback is used including pupil self-assessment and peer assessment of pieces of work with work being planned against age related expectations and the ability of children.

School is able to demonstrate good evidence of pupils' progress over time through the work in pupils' books. However, we do need to demonstrate how children's achievement is being recorded and monitored. The school are using Cornerstones Assessment as an online tool to record and measure pupils' progress and assessment outcomes.

Our aim is to give reliable information about how each child, and their class, is performing. To enable this we:

- Use Cornerstones Assessment for tracking that is meaningful as pupils work towards age-related expectations in the new curriculum.
- Provide information that is easily understood and transferable
- Differentiate attainment between pupils of different abilities giving early recognition of pupils who are falling behind and those who are excelling
- Ensure assessment is closely linked to improving the quality of teaching and learning
- Produce recordable measures which can demonstrate progress over time
- Make comparisons against expected standards



## **Cornerstones Assessment – recording assessments and establishing progress**

Cornerstones assessment is based on age related expectations. Attainment is measured in years and months. Expected progress equates to 12 months.

For each age and stage there are moderation grids where age related expectations from the National Curriculum have been broken down into termly attainment targets.

Supporting materials e.g coverage grids and summative tests also complement the system.

Age Related Expectation		Termly Year Group Expectations
Years	Months	
5	10	Autumn Y1
6	2	Spring Y1
6	6	Summer Y1
6	10	Autumn Y2
7	2	Spring Y2
7	6	Summer Y2
7	10	Autumn Y3
8	2	Spring Y3
8	6	Summer Y3
8	10	Autumn Y4
9	2	Spring Y4
9	6	Summer Y4
9	10	Autumn Y5
10	2	Spring Y5
10	6	Summer Y5
10	10	Autumn Y6
11	2	Spring Y6
11	6	Summer Y6

### **What progress looks like at Dordon**

Expected progress is 12 months therefore our termly markers are:

End of Autumn term – 4 months

End of Spring term – 8 months

End of Summer term – 12 months

Good progress for a year group equates to the following:

80% of pupils making expected progress

20% of pupils making better than expected progress

Outstanding progress is:

90% making expected progress and 30% making better than expected progress

Assessments are completed at the end of each term in school. To assess their pupils, teachers will use the moderation grids for their year group. They will focus on their 4 benchmark pupils and then make judgments for the remainder of the class. These judgments are then verified by senior leaders. The judgments are then entered into the online tracking system.

Assessments from the information input by class teachers will then generate percentages of pupils working at age related expectations. This data is easily manipulated to generate data for groups of pupils and identify specific pupils who are not making expected progress.

### **Progress Meetings**

Every half term, senior leaders meet with teachers to discuss the progress of pupils in their class. The children who are the subject of discussions have been highlighted through data analysis, work scrutiny or class teacher's ongoing formative assessments. Pupils are discussed individually and support is identified. Teachers complete an accelerated progress sheet with specific targets to help secure more rapid progress.

### **Moderation**

To ensure assessments are accurate, staff at Dordon moderate within school, with schools within the Community Academies Trust North Warwickshire Hub and schools within our local consortium. Staff in Reception, Year 2 and Year 6 all attend agreement trialling meetings with Warwickshire local authority to ensure their judgements against the national Teacher Assessment Frameworks are accurate.