



South Hunsley Partnership Assessment Statement

Autumn 2020

Purpose

Within our Primary Schools, assessment is a continuous process which is integral to teaching and learning. Assessment is seen as the process of seeking and interpreting evidence for use by learners and their teachers to decide where learners are in their learning, where they need to go and how best to get there.

Aims

Assessments within our schools have a number of aims. These include:-

- Supporting teachers in providing rich-open-ended learning activities that are well matched to the pupils' starting points and that allow pupils to extend their skills and develop their thinking.
- Ensuring that pupils make identifiable progress in lessons, against specific learning objectives and success criteria, enabled by quality, constructive feedback and marking, collaborative peer discussion and self-assessment.
- Helping children understand what they need to do next to improve their work.
- Ensuring those leading learning in a classroom are able to evaluate and plan further teaching.
- Providing regular information for parents that enables them to support their child's learning
- Providing school leaders and governors with information that allows them to make judgments about the effectiveness of the school.

Within Partnership schools, a common system of assessment has been developed. This allows schools to:-

- Moderate assessment judgements between schools more easily.
- Ensure consistent information is passed to South Hunsley School upon transition to secondary education.

The system agreed forms part of the assessment policy of the participating schools however does not replace school's own systems of marking and summative assessment.



Formative assessments

Regular, formative assessments are vital in order to monitor learning, inform teaching and help children to understand the next steps in their learning. Within our schools, regular formative assessments are recorded using the online assessment tool, Classtrack. Pupils are assessed against a range of age related objectives for Reading, Writing and Maths. These objectives are directly linked to the heightened expectations of the National Curriculum 2014. When judging a pupil's attainment against an objective, the following colour coding is used:-

	Not understood
	Showing some understanding
	Secure
	Exceeding
	Not taught

The ongoing use of this system allows teachers to build an accurate picture of a child's performance and address any gaps in their learning.

Though most pupils will be assessed against their year group's programme of study, it is recognised that children some children perform at a level either significantly higher or lower than their age related expectations. In these circumstances, schools may assess a pupil against a more appropriate age related curriculum.

Tracking Pupil Progress

In order to track pupil and cohort progress, pupils are periodically awarded a 'best fit level' which relates to their age related curriculum. This is done using the following six point scale:-

Working below end of year expectations		Working towards end of year expectations		Working at end of year expectations	Working above end of year expectations	
Beginning	Beginning+	Developing	Developing +	Secure	Secure +	For a child to be assessed
B	B+	D	D+	S	S+	



Elloughton Primary School: Policies, Procedures, Codes & Guidance

Pupil learning is chiefly focussed on the criteria for the band but with significant support from the teacher or TA's. There may be minimal elements of the previous band still to gain complete confidence in.	Pupil learning is fully focussed on the criteria for the band. Children may require support or more repetition of objectives to secure their understanding.	Confidence in all of the criteria for the band.	Pupils demonstrate mastery of skills	in the next band they MUST at least be being taught the objectives from the next year group.
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In order to show which year group curriculum a child is working within, the year group is included with the above coding. A child who is therefore 'Developing +' within a Year 4 curriculum would be described as working at D4+.

In order to support schools in forming a 'best fit' level, data is periodically taken from Classtrack and the percentage of objectives met used to determine a provisional level. This can then be refined using the teachers' knowledge of the children.

Judging progress

A pupil can be said to be making good progress if each year they meet the expected standard for their year group (S) or progress further to work above their age related expectations (S+).

A group can be said to be making good progress if the percentage that are meeting or exceeding the expected standard for their age group increases each year.

For some pupils with specific learning needs and for whom the age related curriculum is inappropriate, good progress will be determined by an analysis of their progress within the programme of study within which they are working.



Adoption, Approval, Sign Off

Signed	
On behalf of	Headteacher
Date	Autumn 2020

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