



July 2016

Assessment

In our school, assessment is a regular feature of our practice and is linked to age-related expectations. We use assessment data to improve teaching and to identify pupils at risk of falling behind or those requiring opportunities to be stretched. Internal and external moderation are both used to ensure accuracy and consistency in our judgements. We formally report to parents on how their children are progressing twice a year through parents' evenings and with an end-of-year written report. We informally report to parents on a day-to-day basis.

These are the key areas.

Speaking and Listening, Reading, Writing and Maths: continuous teacher assessment, supported by the school's assessment criteria, refreshed pupil targets and termly moderation with staff from other year groups to ensure consistent and accurate judgements. Informed levelled judgements, underpinned by rigorous pupil progress meetings, will be made in the Autumn, Spring and Summer terms. These will be based on accurate teacher assessments of a pupil's progress and the use of formal tests, where appropriate.

Computing: currently, progress in ICT is tracked using the school's assessment criteria and levelled judgements are made at the end of the school year. Computing assessments are to be developed in accordance with the demands of the new Computing curriculum, throughout the year.

Science: pre-teaching checks on knowledge of topic or theme to be taught, followed by teacher assessment and tests on acquired knowledge and skills at

the end of a block of learning. Informed levelled judgements will be made in the Autumn, Spring and Summer terms, based on accurate teacher assessments of a pupil's progress and use of formal tests, where appropriate.

Non-core curriculum subjects: pre-teaching checks on knowledge of topic or theme to be taught, followed by teacher assessment and tests on acquired knowledge and skills at the end of a block of learning, wherever appropriate.

All levelled judgements will be entered on FROG, which is the school's tracking system. FROG can then be used to identify achievement at age-related expectations and generate reports on the progress of individuals, groups and classes. Having used Tapestry during 2015-2016, EYFS will enter levelled judgements onto a new, more refined system, called EExAAT).

Continuous teacher assessment and termly levelling will inform the next learning steps for both individuals and small groups of pupils.

The quality and effectiveness of assessments our staff make will be underpinned by the requirements of the school's Feedback Policy.

Once any new performance indicators are published i.e. Interim Frameworks, we will work to embed these within the school's assessment practice.