

Guide to Assessment of Pupils Learning at Grangefield

Assessment structure

For all subjects, assessment 'data' is collated at the end of the summer term. The staff are asked to assess the children using all their evidence that they have gathered over the year and input it into O-Track (our assessment system) which then helps feed our reports to parents.

The teachers form a judgement (% of end of year expectations attained) as to whether a child is:

Beginning, Developing, Secure or Deeper Learning (with application being shown across all subjects). These groupings were decided as an outcome from meeting with local cluster schools and O-track.

Each subject and year group follow the same parameters to ensure consistency. Teachers plan for opportunities to enable pupils to achieve deeper learning by including open ended tasks and 'matching' tasks with challenge in different ways so that it does not put a ceiling on any pupils learning. Each classroom has challenge zones and areas where the children can develop their own learning.

Assessment Pedagogy

This judgement is formed through a collation of the child's progress against the skills taught in the Programme of Study from the National Curriculum. We use a variety of methods – observation, independent tasks with clear success criteria, tests and our marking to form these judgements. We use the Rising Stars assessment materials throughout the year to help our children be familiar with a more formal style of assessment so that Key Stage Tests are not a surprise.

Age Related Expectations have been formed for all subjects. In English, Maths and Science these expectations are stuck in each child's book and ticked/highlighted as they are achieved – this enables the children to take ownership over their own learning and aid their self/peer assessment. For other subjects, teachers use the expectations in their planning, formulation of success criteria, marking and recording of the child's work which enables a 'best-fit' judgement to be made at the required time. 3 ticks are needed for each skill to show that the child is secure in that area.

Marking enables teachers to react to the children's needs and informs their planning and groupings for the next sessions. We work hard to ensure that work given is matched to the child's need to enable them to progress and gain mastery of all skills.

Assessment Expectations

We expect children to progress through the Age Related Expectations at a rate which is appropriate to them, giving their starting point. In an ideal world, we would like all children to be at least secure at the end of each year group but this is not realistic; each child learns at different rates and different times therefore we track within year groups as well as across the phase (EYFS, Y1/Y2, Y3/Y4, Y5/Y6) and from Key Stage to Key Stage.

We hold pupil progress meeting three times a year with SMT, class teachers and TA's as we believe a team approach is the best way in maintaining standards across the school. Governors are informed through curriculum committee meetings and relevant headlines at full governing meetings. Parents are informed of progress and encouraged to support their child's learning at home in parent's evenings and through curriculum newsletters.

Moderation meetings with key stages, whole school and local cluster schools are planned at regular intervals throughout the year to ensure consistency, accuracy, validity and reliable judgements to be maintained.