

The background features a light blue gradient that transitions from a pale, almost white hue at the top to a deeper, medium blue at the bottom. Scattered across this gradient are numerous water droplets of varying sizes and shapes. Some droplets are large and prominent, while others are small and delicate. Each droplet is rendered with realistic shading, showing highlights and shadows that give them a three-dimensional appearance. The overall composition is clean and modern, with a focus on natural, organic forms.

ASSESSMENT

UNDERPINNING PRINCIPLES FOR ASSESSMENT

- 1. Assessment is at the heart of all teaching and learning.**
- 2. Assessment is fair and is inclusive of all abilities.**
- 3. Assessment is honest.**
- 4. Assessment is ambitious and sets high expectations for learners.**
- 5. Assessment is appropriate.**
- 6. Assessment is consistent.**
- 7. Assessment outcomes are clear and understandable.**
- 8. Assessment feedback should inspire greater effort and belief that, through hard work and practice, more can be achieved.**

ASSESSMENT IN SCHOOL

- **Assessment for learning is integral to high quality teaching and learning. It helps us to ensure that our teaching is appropriate and that all learners are making expected progress.**
- **Assessment must help to inform the next steps in learning.**
- **High quality marking and feedback are at the heart of assessment as this informs our teaching.**
- **Marking and feedback should be an on-going dialogue between teachers and pupils.**
- **Marking should be to a clear set of criteria which the children understand so they are able to be part of the assessment process.**
- **The use of teacher, peer and self assessment are all valuable tools to use for assessment alongside questioning and use of more formal tests**

WHERE ARE WE NOW / GOING?

NEW ARRANGEMENTS

- **National curriculum set out as year group expectations for English, maths and science and as Key Stage 1 for other subjects**
- **Expectation that 85% of pupils attain the expectations in English, maths and science by the end of KS1**
- **Teacher assessment remains in KS1**
- **External tests for KS1 in phonics (year 1) reading, writing, maths and SPaG (year 2)**
- **Schools have been asked to develop their own tracking systems to show progress**
- **Value added to be defined as progress between entry into reception and KS2 results**
- **New baseline assessment system to be introduced in 2016 (non statutory in 2015) for start of reception**

WHAT DO WE NEED TO DO?

- **Still use levels in Y2 for this academic year for core subjects.**
- **Assessment will be a work in progress during the spring term and we will be working towards full implementation by the end of the year**
- **Emphasis on regular on-going assessment and high aspirations against the age related expectations.**
- **Clear evidence of progress in pupils' work in all subjects through marking, feedback and pupil's responses.**
- **School needs to develop a tracking system to track progress of all children & identify potential underachievement**
- **Devise a system of assessment which is informative for parents**
- **Devise a system of reporting to parents to help them understand how their children are doing in relation to standard expectations.**

WHAT DO WE NEED TO DO?

- **Know and understand the age related expectations for our own year group in reading, writing, spoken language, maths and all foundation subjects.**
- **Check that we are teaching to the new statutory requirements whilst addressing the needs of all children.**
- **Give regular feedback to pupils and give the pupils time to respond to our comments.**
- **Share the new year group expectations with parents.**

YEAR GROUP EXPECTATIONS

PLANNING SHOULD GIVE MORE SPACE AND FLEXIBILITY
TO DESIGN LESSONS BY FOCUSING ONLY ON THE
ESSENTIAL KNOWLEDGE TO BE TAUGHT IN EACH
SUBJECT.

***REMEMBER PROGRESS NOT
COVERAGE***

TOPIC PLANNING & ASSESSMENT

- Key Assessment Criteria for each subject
- Medium term planning proformas
- **Objectives v key assessment criteria**
- End of unit assessment grids
- Curriculum Co-ordinator Reports
- Data analysis

FOUNDATION SUBJECT ASSESSMENT

The year group expectations can be found at [Public / New Server / Assessment & Target Setting / Assessment Forms](#)

Focus Education 'Key Assessment Criteria', will replace Chris Quigley's Key skills for planning and assessment for foundation subjects.

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focus on 
assessment

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CORE SUBJECT ASSESSMENT AREAS

Assess progress on a termly basis (trackers on G2) against the year group expectations for:

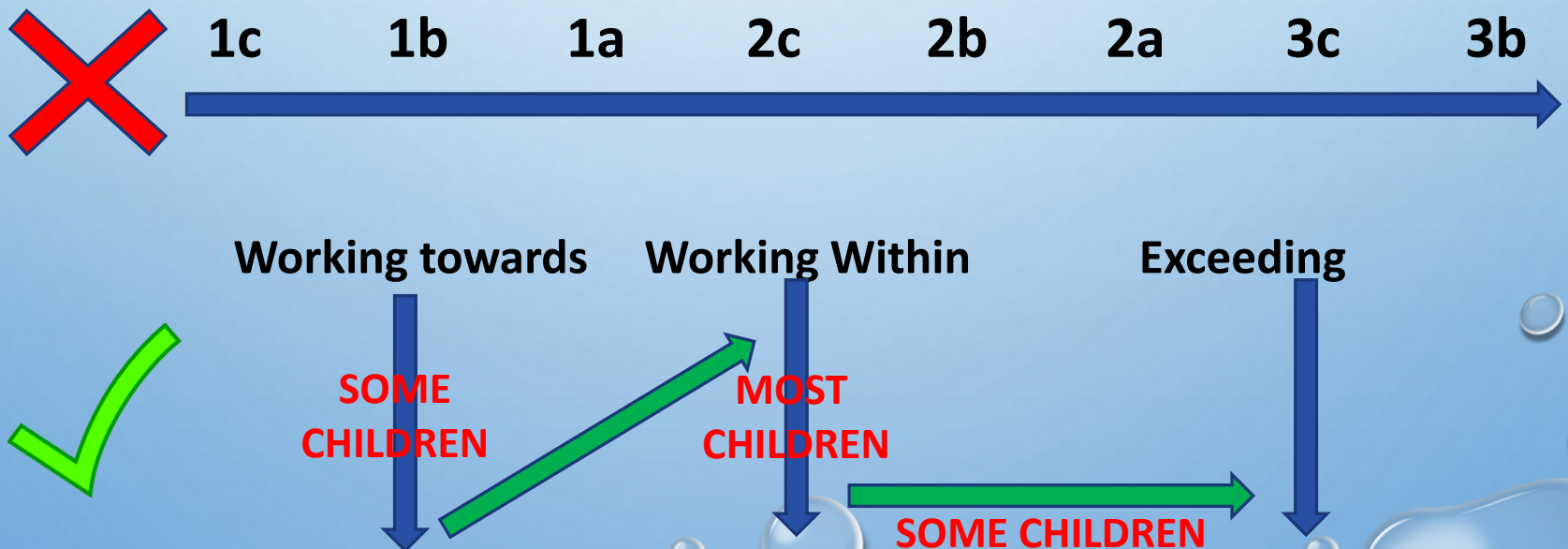
- **Spoken language**
- **Reading: word reading and comprehension**
- **Writing: transcription and composition**
- **Maths: number & place value, calculations, measurement, geometry**

CHANGES TO OUR CORE SUBJECT ASSESSMENT GRIDS

The new assessment system is not [linear](#).

Every child except those who are significantly below expectations (e.g. possibly SEND pupils) are expected to work on the expectations for their year group and may move onto exceeding statements which are indicated on the [new grids](#).

Unless a child is an exceptionally able pupil they will not move onto the next year group's statements.



HOW ARE WE GOING TO TRACK PROGRESS? - ONE POSSIBLE SYSTEM

TW	WWC	WWB	WWA	EX	EX+
Below expectations - unable to access year group expectations	Working within expectations C- meeting 25%-50% of the statements	Working within expectations B- meeting 50%-75% of the statements	Working within expectations A- meeting 75%-100% of the statements	Exceeding Meeting all of the expected statements and 25%-50% of the exceeding statements	Exceeding + Meeting all of the expected statements and 50%+ of the exceeding statements

A digit at the end of the letters when inputting data on G2 will represent the year group. So for year 1&2...

TW1	WWC1	WWB1	WWA1	EX1	EX+1
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TW2	WWC2	WWB2	WWA2	EX2	EX+2
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By using a 6 point system we will be able to track progress across the year at key points like we do for the Early Years Profile