

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 various sizes and shapes. Some droplets are large and prominent, while others are small and delicate. Each droplet is rendered with a soft, realistic effect, showing highlights and shadows that give them a three-dimensional appearance as if they are floating or resting on a surface.

# 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**

# 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**

# NOT A LADDERS SYSTEM

**Our assessment system is not linear. Every child except those who are significantly below expectations (e.g. possibly pupils with a statement) are expected to work on the expectations for their year group and catch up on any expectations not met in the previous year.**

# 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<br>C- meeting 25%-50% of the statements | Working within expectations<br>B- meeting 50%-75% of the statements | Working within expectations<br>A- meeting 75%-100% of the statements | Exceeding Meeting all of the expected statements and 0%-50% of the exceeding statements | Exceeding + Meeting all of the expected statements and 50%+ of the exceeding statements |

We can record progress using a two digit system; the first digit represents the year group, the second the degree of attainment within the year group expectations. So for year 1&2...

|            |             |             |             |            |             |
|------------|-------------|-------------|-------------|------------|-------------|
| <b>TW1</b> | <b>WWC1</b> | <b>WWB1</b> | <b>WWA1</b> | <b>EX1</b> | <b>EX+1</b> |
|------------|-------------|-------------|-------------|------------|-------------|

|            |             |             |             |            |             |
|------------|-------------|-------------|-------------|------------|-------------|
| <b>TW2</b> | <b>WWC2</b> | <b>WWB2</b> | <b>WWA2</b> | <b>EX2</b> | <b>EX+2</b> |
|------------|-------------|-------------|-------------|------------|-------------|

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

# CORE SUBJECT ASSESSMENT AREAS

**Assess progress against the year group expectations:**

- **Spoken language**
- **Reading: word reading and comprehension**
- **Writing: transcription, composition**
  
- **Number & place value, Calculations**
- **Measurement, Geometry**

# HOW ARE WE GOING TO TRACK PROGRESS?-

|                                 |   |
|---------------------------------|---|
| <b>September</b>                | <b>Reception Baseline Assessment</b>  |
| <b>End of November</b>          | <b>Assess progress against the year group expectations in</b> <ul style="list-style-type: none"><li>• <b>English - spoken language, reading, writing</b></li><li>• <b>Mathematics</b></li><li>• <b>Personal development (B/S/G)</b></li></ul> |
| <b>End of February</b>          | <b>Assess progress against the year group expectations in</b> <ul style="list-style-type: none"><li>• <b>English - spoken language, reading, writing</b></li><li>• <b>Mathematics</b></li><li>• <b>Personal development (B/S/G)</b></li></ul> |
| <b>May (before Spring Bank)</b> | <b>Key Stage 1 tests</b>  |
| <b>June (week1)</b>             | <b>Key Stage teacher assessment data in G2 (levels for 2015)</b><br><b>EYFS profile data in G2 (1,2,3)</b>  |
| <b>June</b>                     | <b>Phonics Testing</b>  |
| <b>June</b>                     | <b>Assess progress against the year group expectations in</b> <ul style="list-style-type: none"><li>• <b>English - spoken language, reading, writing</b></li><li>• <b>Mathematics</b></li><li>• <b>Personal development (B/S/G)</b></li></ul> |
| <b>July</b>                     | <b>Foundation subjects</b><br><b>Transition markbook</b>  |