

Wood End – Assessment Statement 2017

The new National Curriculum has been statutory since September 2014. Summer 2016 was the first year when statutory assessment did not use levels. The new National Curriculum is premised on the concept of mastery – something which every child can aspire to and every teacher should promote. It is about deep, secure learning for all, with extension of able students rather than acceleration. Effective assessment will clearly show how secure pupils are in their learning and prompt the teacher into planning the most appropriate next steps in learning.

The overriding principle of good assessment is that it should be clearly tied to its intended purpose. There are three main forms of assessment: in-school formative assessment which is used by teachers to evaluate pupils' knowledge and understanding on a day-to-day basis and to tailor teaching accordingly; in-school summative assessment which enables schools to evaluate how much a pupils has learned at the end of a teaching period; and nationally standardised summative assessment which is used by the Government to hold schools to account. Good formative assessment ranges from the probing question put to a pupil as they think something through; quick recap questions at the opening of a lesson; scrutiny of the natural work of pupils; right through to formal tests.

As a schools we promote these key Assessment Principles:

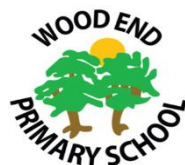
- Accurate assessment is the key to effective teaching
- Assessment is fair and honest
- Assessment is ambitious and appropriate
- Assessment is consistent
- Assessment outcomes provide meaningful and understandable information

We view assessment as the starting point for pupils' learning. Continuous assessments are used by teachers to develop the next steps in pupils' learning. Pupils then have an ongoing dialogue about their 'targets'. Verbal and written feedback is used including pupil self-assessment and peer assessment of pieces of work with work being planned against age related expectations and the ability of children.

School is able to demonstrate good evidence of pupils progress over time through the work in pupils' books. However, we do need to demonstrate how children's achievement is being recorded and monitored. The school are using Cornerstones Assessment as an online tool to record and measure pupils' progress and assessment outcomes. Work is moderated within school and across the North Warwickshire and Staffordshire Hub of the Community Academies Trust on a regular basis.

Our aim is to give reliable information about how each child, and their class, is performing. To enable this we:

- Use Cornerstones Assessment for tracking that is meaningful as pupils work towards age-related expectations in the new curriculum.
- Provide information that is easily understood and transferable
- Differentiate attainment between pupils of different abilities giving early recognition of pupils who are falling behind and those who are excelling
- Ensure assessment is closely linked to improving the quality of teaching and learning
- Produce recordable measures which can demonstrate progress over time



- Make comparisons against expected standards

Cornerstones Assessment – recording assessments and establishing progress

Cornerstones assessment is based on age related expectations. Attainment is measured in years and months. Expected progress equates to 12 months.

For each age and stage there are moderation grids where age related expectations from the National Curriculum have been broken down into termly attainment targets.

Supporting materials e.g coverage grids and summative tests also complement the system.

Age Related Expectation		Termly Year Group Expectations
Years	Months	
5	10	Autumn Y1
6	2	Spring Y1
6	6	Summer Y1
6	10	Autumn Y2
7	2	Spring Y2
7	6	Summer Y2
7	10	Autumn Y3
8	2	Spring Y3
8	6	Summer Y3
8	10	Autumn Y4
9	2	Spring Y4
9	6	Summer Y4
9	10	Autumn Y5
10	2	Spring Y5
10	6	Summer Y5
10	10	Autumn Y6
11	2	Spring Y6
11	6	Summer Y6

At the end of each term, staff are asked to complete their tracking grids to show pupils attainment. The orange boxes represent the age related expectations for their year group.

Year 6

Tracking Grids

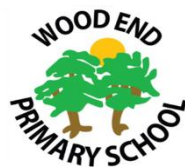
Teacher Assessments.

Teacher:

Class:

Date:

AGE		SUMMER TERM (Y5)		AUTUMN TERM		SPRING TERM		SUMMER TERM		% ARE end of year target
		Reading		Reading		Reading		Reading		
		Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	
Year 6	11:10									
	11:6									
	11:2									
	10:10									
Year 5	10:6									
	10:2									
	9:10									
Year 4	9:6									
	9:2									
	8:10									
Year 3	8:6									
	8:2									
	7:10									
Record Pupil Premium in red				NB: In brackets record KS1 outcome of children				Record SEN children		



To assess their pupils, teachers will use the moderation grids for their year group. They will focus on their 4 benchmark pupils and then make judgments for the remainder of the class. These judgments are then verified by senior leaders.

Once the judgments have been verified staff then input the data into the online tracking system that generates class and whole school level data.

You are currently editing teacher assessments for Reading in Year 3, Summer term for current Year 3 pupils. [Change?](#)

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Name	Teachers	Year of assessment	Previous term	Teacher assessment (Age-related expectation)
		2017	8 years, 2 months	(No score)
		2017	8 years, 2 months	
		2017	8 years, 6 months	15 years, 4 months 15 years, 6 months 15 years, 8 months
		2017	8 years, 6 months	15 years, 10 months 16 years, 0 months
		2017	8 years, 2 months	16 years, 2 months 16 years, 4 months
		2017	8 years, 2 months	16 years, 6 months 16 years, 8 months
		2017	7 years, 2 months	(No score)
		2017	7 years, 2 months	(No score)
		2017	8 years, 10 months	(No score)
		2017	8 years, 10 months	(No score)

Assessments from the information input by class teachers will then generate percentages of pupils working at age related expectations. This data is easily manipulated to generate data for groups of pupils.

Year group	Number of pupils	Spring 2016	Summer 2016	Autumn 2016	Spring 2017	Summer 2017	Months above/below	Target A.R.E.	Target months above/below <small>Teacher set</small>	Year 2 target months above/below <small>(Year 2, Summer term) School set</small>	Year 6 target months above/below <small>(Year 2, Summer term) School set</small>	Latest term's progress	Current year's progress
Year 6	30	<div><div></div> 33% (10)</div> <div><div></div> 3% (1)</div> <div><div></div> 30% (9)</div> <div><div></div> 13% (4)</div> <div><div></div> 17% (5)</div> <div><div></div> 57% (17)</div> <div><div></div> 10% (3)</div> <div>Group average: 9 years, 2 months</div> <div>National expectation: 10 years, 2 months</div>	<div><div></div> 37% (11)</div> <div><div></div> 3% (1)</div> <div><div></div> 33% (10)</div> <div><div></div> 7% (2)</div> <div><div></div> 13% (4)</div> <div><div></div> 13% (4)</div> <div><div></div> 60% (18)</div> <div><div></div> 3% (1)</div> <div>Group average: 9 years, 8 months</div> <div>National expectation: 10 years, 6 months</div>	<div><div></div> 37% (11)</div> <div><div></div> 0% (0)</div> <div><div></div> 37% (11)</div> <div><div></div> 10% (3)</div> <div><div></div> 10% (3)</div> <div><div></div> 17% (5)</div> <div><div></div> 63% (19)</div> <div>Group average: 9 years, 10 months</div> <div>National expectation: 10 years, 10 months</div>	<div><div></div> 53% (16)</div> <div><div></div> 0% (0)</div> <div><div></div> 53% (16)</div> <div><div></div> 7% (2)</div> <div><div></div> 20% (6)</div> <div><div></div> 27% (8)</div> <div><div></div> 47% (14)</div> <div>Group average: -8 months</div> <div>National expectation: 11 years, 2 months</div>				<div><div></div> 90% (27)</div> <div><div></div> 53% (16)</div> <div><div></div> 37% (11)</div> <div><div></div> 37% (11)</div> <div><div></div> 10% (3)</div> <div>Group average: +7 months</div>	<div><div></div> 87% (26)</div> <div><div></div> 40% (12)</div> <div><div></div> 47% (14)</div> <div><div></div> 47% (14)</div> <div><div></div> 10% (3)</div> <div>Group average: +11 months</div>			

