

Montpelier's Statement of our Principles for Assessment

- Learning Together, Achieving Success -

Introduction

Schools in England implement their own assessment processes which have replaced the system of National Curriculum levels that were in place for over twenty years. The old and new curriculums have different content. Many of the objectives in the old curriculum have shifted to lower year groups in the new, more rigorous curriculum. This means it is not possible to have an exact correlation between a level that was an outcome of the old National Curriculum assessments and outcomes for the new National Curriculum. This necessarily means a change in the way we assess how well pupils are achieving. As there is now no national system of assessment, individual schools are devising their own method of assessing learning. At Montpelier we have been working to develop a set of detailed assessment criteria for the National curriculum that teachers can use to assess pupil's understanding and determine the appropriate next steps in their learning.

Key Principles

The National Curriculum objectives will be used as the expectations for all pupils. Teachers are experts at assessment and this ongoing assessment for learning will be effectively used to plan appropriate lessons that aspire for all pupils to make expected progress and for any gaps in their learning to be identified and addressed.

The National Curriculum sets out what is to be taught within each year group or phase, Years 3 & 4 and Years 5 & 6) and is comprised of 'Age Related' attainment steps or objectives. During the Key Stage 1 (KS1) and Key Stage 2 (KS2) stages of attainment, children will progress through the objectives and become **secure** within the objectives for each year in turn to **meet the expected standard**. This may not necessarily be when they are in that year group (it may be later on in their schooling but not before they have reached that year group). Pupils will now **not be expected** to be taught beyond their age group. This means that more able pupils will need to demonstrate their abilities and understanding by applying what they know in more complex and multi-layered questions, known **as working at a greater depth** within the expected standard (it is also referred to as 'mastery'). However, children **working below** their chronological age can be assessed using the previous phase e.g. a child in Year 3 might be working at the level of a typical Year 2 child. They would then be tracked through these phases. We would then say they are 'working at the level of a typical Year 2 child'. Children's progress and attainment will be tracked through these age related statements using Reach O Track, our chosen tracking system.

The criteria we have developed across the curriculum will be useful for teachers to use in a formative way, and hence teachers may refer to these frequently throughout the year. We believe that teacher assessment, based on a wide range of good quality learning experiences, is an effective way to track progress.

During the year there will also be a need to 'measure' attainment, (a summative assessment) where we reflect on the 'big picture' of where a child is in their learning journey. We will be adopting the language **working at a greater depth, working at, working towards/ within and below the expected level for that year group**. We will discuss the percentage of key objectives achieved and whether pupils are on track to be working at a greater depth / working at/ working towards and below the expected level for that year.

We believe assessment is integral to high quality teaching and learning. The main purpose of assessment in our school is to help teachers, parents and children plan their next steps in learning. It helps us to ensure that our teaching is appropriate and that learners are making expected progress. We give our pupils regular feedback on their learning, both through marking and verbal feedback, so that they understand what they are doing well and what it is they need to do better. This allows us to base our lesson plans on a detailed knowledge of each pupil. We provide parents with regular reports on their child's progress so that teachers, pupils and parents are all working together to raise standards for all our children.

The aims of assessment in our school are to:

- Help the teacher to evaluate provision of the curriculum and the way in which it is taught to promote deep level learning.
- Identify the needs of each individual child in order to raise their achievement.
- Plan the future learning of each pupil through reviewing, adapting learning and evaluating.
- Provide feedback to the pupils that includes information on individual achievement and next steps through the use of success criteria.
- Enable children to take responsibility for their learning and to involve them in assessing their own progress.
- Provide information for parents, governors and outside bodies as well as evidence for moderators.
- Facilitate continuity and progression between year groups and classes.

We are strongly committed to ensure that assessment is:

- At the heart of teaching and learning.
- Fair and inclusive of all abilities.
- Accurate and reliable: judgements are moderated by experienced professionals to ensure their accuracy and this occurs regularly within year groups, across year groups and as a whole school.
- Focussed on providing meaningful and understandable information for all.
- Appropriate: it draws on a wide range of evidence to provide a complete picture of pupils' achievements.
- Ambitious: it places achievement in context against nationally standardised criteria and expected standards.

At Montpelier we use a range of assessments processes:

Diagnostic Assessment

This identifies pupils strengths and weaknesses within all or specific areas of learning.

Evaluative Assessment

Evaluative assessment makes judgements about the effectiveness of learning and teaching.

Formative Assessment: Assessment for Learning

This is the ongoing assessment carried out by teachers both formally and informally during a unit of work. It informs the planning process of the next steps to learning. Assessment for Learning is based on the principle that pupils will improve most if they understand the aim of their learning, where they are in relation to this aim and how they can achieve the aim (or close the gap in their knowledge). It is not an add-on or a project; it is central to effective teaching and learning.

Our formative assessment cycle begins when children commence a new unit of learning. Using the teachers prior knowledge from previous assessments and specific elicitation task in mathematics, (known to the children as 'cold maths') teachers will be able to accurately direct the learning requirements for pupils through carefully planned learning opportunities. At the end of the unit of work, children will undertake tasks which will review/assess the learning achieved. This will be directly related to the age related objectives.

We feel that effective assessment for learning practices will involve:

- Sharing learning objectives so children know what they are learning in a language suitable to their age.
- Identify success criteria which will make the children effective, independent learners.
- Monitoring children's application during learning through observations.
- Promotion of discussion in a variety of individual, paired, trios and group situations.
- Identifying the understanding of the children through rich questioning.
- Providing oral feedback; informing the children throughout the lesson of their progress and feedback on future learning.
- Providing detailed marking with next step comments so children are aware how to improve future learning.
- Giving opportunities for peer assessment where children assess their own work.
- Giving opportunities for children to assess their own work.
- Tracking effective monitoring of pupil progress to help with the allocation of staff and resources.
- Holding Pupil Progress Meetings where class teachers meet formally with members of the Senior Leadership Team to discuss the progress of each child in their class, on a termly basis.

Summative Assessment: Assessment of Learning

This measures pupil performance and achievement at a particular stage. It is more associated with judgements based on national standardised criteria, expected standards and national testing. Summative teacher assessments against the national curriculum objectives are made at the end of each term. These assessments are based on the children's daily achievements alongside their performance in termly tests (Pira and Puma tests).

Our statutory/formal assessment procedures are as follows:

EYFS

As pupils enter the school, they will undertake a short reception baseline. This will sit within the assessments that teachers make of children during reception. Assessment takes the form of observations throughout the year against the Early Learning Goals. The school compares the percentage of pupils achieving a 'Good Level of Development' to national outcomes.

Phonic Screening Test at the end of Year 1 and Year 2

The school measures the percentage of pupils achieving the required screening check and compares to national outcomes.

End of Key Stage 1

A teacher assessment at the end of Key Stage 1 in mathematics, reading and writing, informed by pupils' scores in externally-set but internally-marked tests is made (writing will be partly informed by the grammar, punctuation and spelling test). KS1 national curriculum test outcomes will no longer be reported using levels. Scaled scores will be used instead. For the KS1 tests a scaled score of 100 will always represent the 'expected standard'. A pupil's scaled score will be based on their raw score. The raw score is the total number of marks a pupil receives in a test, based on the number of questions they answered correctly. The pupil's raw score will be translated into a scaled score using a conversion table.

A set of KS1 national curriculum tests, to inform teacher assessment, replaces the previous tests and tasks.

The tests consist of:

- English reading Paper 1: combined reading prompt and answer booklet.
- English reading Paper 2: reading booklet and reading answer booklet.
- Mathematics Paper 1: arithmetic.
- Mathematics Paper 2: fluency, problem-solving and reasoning.

Teacher assessment of science will continue. The school compares the percentage of pupils achieving the expected standard in these areas against schools nationally.

End of Key Stage 2

All children in the final year of this Key Stage are assessed by the National Curriculum tests for reading, mathematics and spelling, punctuation & grammar. From 2016, KS2 national curriculum test outcomes will no longer be reported using levels. Scaled scores will be used instead. There will only be one set of tests for each subject. The tests will include a small number of questions designed to assess the most able pupils, so separate tests (such as the previous level 6 tests) are no longer required. The mental mathematics test has been replaced with an arithmetic test.

The KS2 tests consist of:

- English reading: reading booklet and associated answer booklet.
- English grammar, punctuation and spelling Paper 1: short answer questions.
- English grammar, punctuation and spelling Paper 2: spelling.
- Mathematics Paper 1: arithmetic.
- Mathematics Paper 2: fluency, problem-solving and reasoning.
- Mathematics Paper 3: fluency, problem-solving and reasoning.

In addition, teachers submit teacher assessment in writing, speaking & listening and science.

The school compares the percentage of pupils achieving the expected standard in reading; writing; grammar, punctuation & spelling; and mathematics to schools nationally.

Our use of summative assessment

- Teachers use the outcomes of our assessments to summarise and analyse pupil attainment and progress of all children.
- Teachers use this data to plan the learning for every pupil and we strive to ensure they meet or exceed expectations. Teachers and leaders analyse the data across the school to ensure that pupils identified as vulnerable or at particular risk are making appropriate progress and that all pupils are suitably challenged.
- The information from assessment is communicated to parents and pupils during Parent-Teacher Consultation Evenings and in the annual written report. We provide detailed information about a child's strengths and areas for development.
- We also use the outcomes of assessment to check and support our teaching standards and help us to improve.
- Through working with other schools, and using external tests and assessments, we will compare our performance with that of other schools.

We celebrate all achievements across a broad and balanced curriculum, including sport, art & performance, behaviour and social & emotional development.

The Expected Standard for Teacher Assessment at the end of Key Stage 1

Reading	Writing	Mathematics
<p>The pupil can:</p> <ul style="list-style-type: none"> • read accurately most words of two or more syllables • read most words containing common suffixes* • read most common exception words.* <p>In age-appropriate books, the pupil can:</p> <ul style="list-style-type: none"> • read words accurately and fluently without overt sounding and blending, e.g. at over 90 words per minute • sound out most unfamiliar words accurately, without undue hesitation. <p>In a familiar book that they can already read accurately and fluently, the pupil can:</p> <ul style="list-style-type: none"> • check it makes sense to them • answer questions and make some inferences on the basis of what is being said and done. 	<p>The pupil can after discussion with the teacher:</p> <ul style="list-style-type: none"> • write simple, coherent narratives about personal experiences and those of others (real or fictional) • write about real events, recording these simply and clearly • demarcate most sentences in their writing with capital letters and full stops, and use question marks correctly when required • use present and past tense mostly correctly and consistently • use co-ordination (e.g. or / and / but) and some subordination (e.g. when / if / that / because) to join clauses • segment spoken words into phonemes and represent these by graphemes, spelling many of these words correctly and making phonically-plausible attempts at others • spell many common exception words* • form capital letters and digits of the correct size, orientation and relationship to one another and to lower-case letters • use spacing between words that reflects the size of the letters. 	<p>The pupil can:</p> <ul style="list-style-type: none"> • partition two-digit numbers into different combinations of tens and ones. This may include using apparatus (e.g. 23 is the same as 2 tens and 3 ones, which is the same as 1 ten and 13 ones) • add 2 two-digit numbers within 100 (e.g. $48 + 35$) and can demonstrate their method using concrete apparatus or pictorial representations • use estimation to check that their answers to a calculation are reasonable (e.g. knowing that $48 + 35$ will be less than 100) • subtract mentally a two-digit number from another two-digit number when there is no regrouping required (e.g. $74 - 33$) Continued on the next page Page 9 of 10 • recognise the inverse relationships between addition and subtraction and use this to check calculations and work out missing number problems (e.g. $\Delta - 14 = 28$) • recall and use multiplication and division facts for the 2, 5 and 10 multiplication tables to solve simple problems, demonstrating an understanding of commutativity as necessary (e.g. knowing they can make 7 groups of 5 from 35 blocks and writing $35 \div 5 = 7$; sharing 40 cherries between 10 people and writing $40 \div 10 = 4$; stating the total value of six 5p coins) • identify $\frac{1}{3}$, $\frac{1}{4}$, $\frac{1}{2}$, $\frac{2}{4}$, $\frac{3}{4}$ and knows that all parts must be equal parts of the whole. <ul style="list-style-type: none"> • use different coins to make the same amount (e.g. use coins to make 50p in different ways; work out how many £2 coins are needed to exchange for a £20 note) • read scales in divisions of ones, twos, fives and tens in a practical situation where all numbers on the scale are given (e.g. pupil reads the temperature on a thermometer or measures capacities using a measuring jug) • read the time on the clock to the nearest 15 minutes • describe properties of 2-D and 3-D shapes (e.g. the pupil describes a triangle: it has 3 sides, 3 vertices and 1 line of symmetry; the pupil describes a pyramid: it has 8 edges, 5 faces, 4 of which are triangles and one is a square)

The Expected Standard for Teacher Assessment at the end of Key Stage 2

Reading	Writing	Mathematics
<p>The pupil can:</p> <ul style="list-style-type: none"> • read age-appropriate books with confidence and fluency (including whole novels) • read aloud with intonation that shows understanding • work out the meaning of words from the context • explain and discuss their understanding of what they have read, drawing inferences and justifying these with evidence • predict what might happen from details stated and implied <ul style="list-style-type: none"> • retrieve information from non-fiction • summarise main ideas, identifying key details and using quotations for illustration • evaluate how authors use language, including figurative language, considering the impact on the reader • make comparisons within and across books 	<p>The pupil can:</p> <ul style="list-style-type: none"> • write effectively for a range of purposes and audiences, selecting language that shows good awareness of the reader (e.g. the use of the first person in a diary; direct address in instructions and persuasive writing) • in narratives, describe settings, characters and atmosphere <ul style="list-style-type: none"> • integrate dialogue in narratives to convey character and advance the action • select vocabulary and grammatical structures that reflect what the writing requires, doing this mostly appropriately (e.g. using contracted forms in dialogues in narrative; using passive verbs to affect how information is presented; using modal verbs to suggest degrees of possibility) <ul style="list-style-type: none"> • use a range of devices to build cohesion (e.g. conjunctions, adverbials of time and place, pronouns, synonyms) within and across paragraphs • use verb tenses consistently and correctly throughout their writing <ul style="list-style-type: none"> • use the range of punctuation taught at key stage 2 mostly correctly^ (e.g. inverted commas and other punctuation to indicate direct speech) • spell correctly most words from the year 5 / year 6 spelling list,* and use a dictionary to check the spelling of uncommon or more ambitious vocabulary • maintain legibility in joined handwriting when writing at speed. 2 	<p>The pupil can:</p> <ul style="list-style-type: none"> • demonstrate an understanding of place value, including large numbers and decimals (e.g. what is the value of the '7' in 276,541?; find the difference between the largest and smallest whole numbers that can be made from using three digits; $8.09 = 8 + 9 / ?$; $28.13 = 28 + \blacklozenge + 0.03$) • calculate mentally, using efficient strategies such as manipulating expressions using commutative and distributive properties to simplify the calculation (e.g. $53 - 82 + 47 = 53 + 47 - 82 = 100 - 82 = 18$; $20 \times 7 \times 5 = 20 \times 5 \times 7 = 100 \times 7 = 700$; $53 \div 7 + 3 \div 7 = (53 + 3) \div 7 = 56 \div 7 = 8$) • use formal methods to solve multi-step problems (e.g. find the change from £20 for three items that cost £1.24, £7.92 and £2.55; a roll of material is 6m long: how much is left when 5 pieces of 1.15m are cut from the roll?; a bottle of drink is 1.5 litres, how many cups of 175ml can be filled from the bottle, and how much drink is left?) • recognise the relationship between fractions, decimals and percentages and can express them as equivalent quantities (e.g. one piece of cake that has been cut into 5 equal slices can be expressed as $1/5$ or 0.2 or 20% of the whole cake) • calculate using fractions, decimals or percentages (e.g. knowing that 7 divided by 21 is the same as $7/21$ and that this is equal to $1/3$; 15% of 60; $11/2 + 3/4$; $7/9$ of 108; 0.8×70) • substitute values into a simple formula to solve problems (e.g. perimeter of a rectangle or area of a triangle) • calculate with measures (e.g. calculate length of a bus journey given start and end times; convert 0.05km into m and then into cm) <ul style="list-style-type: none"> • use mathematical reasoning to find missing angles (e.g. the missing angle in an isosceles triangle when one of the angles is given; the missing angle in a more complex diagram using knowledge about angles at a point and vertically opposite angles).

Assessing against the new expected standards:

When we assess how pupils are achieving, we will **summarise** this by using one of four statements. A pupil may be:

1. Working below the expected range of attainment (for example, if a pupil is working on the expectations of a year group below the one for their chronological age): this will be known as '**operating below Age Related Expectations**' (ARE);
2. Working within/ working towards the expected range of attainment for his/her age (for example, if a pupil is in Year 3, they are working within that attainment band: this will be known as '**operating within ARE/ operating towards the expected standard**';
3. Working at the expected range of attainment for the end of that curriculum year group: this will be known as '**operating at ARE**' (nationally this is where pupils are expected to be at the end of an academic year);
4. Working across the expected range of attainment (for example, if a pupil has met the expectations of their chronological year group and is now adding more breadth and depth to their knowledge: this will be known as '**operating at a greater depth**';

Under the old assessment system, pupils who were 'beyond' might have moved into the next national curriculum level. The expectation now is that pupils who are in the beyond bracket will add more depth and breadth to their knowledge and be provided with more opportunities to develop their 'using and applying' skills. This phase of their learning is referred to as Depth and Mastery.

How we come to these judgements:

When staff are assessing pupils against the new curriculum objectives, our tracking system will judge (according to the number of objectives achieved) whether a pupil is at ARE within a year group range of objectives.

Montpelier Primary School - Summary of Assessment Terminology

	Autumn	Spring	Summer
ARE	Pupil's record shows they have begun attaining objectives in a year band Approximately 33% of objectives achieved	Pupil's record shows they have begun attaining many of the objectives in a year band Approximately 34 – 66% of objectives achieved	Pupil's record shows they have begun attaining the greater majority of the objectives in a year band Approximately 67 - 100% of objectives achieved
	The pupil would be achieving the expected attainment for their age	The pupil would be achieving the expected attainment for their age	The pupil would be achieving the expected attainment for their age
	The pupil would be making EXPECTED progress for that point within the year (prior attainment would inform this judgment)	The pupil would be making EXPECTED progress for that point within the year (prior attainment would inform this judgment)	The pupil would be making EXPECTED progress for that point within the year (prior attainment would inform this judgment)
Greater Depth	If a pupil is at greater depth during Autumn Terms 1 and 2 they would be Operating across ARE (adding more depth and breadth to their learning across the objectives for their chronological age) Pupil's record shows they have begun attaining many of the objectives in a year band and are adding more depth and breadth to their learning across the objectives for their chronological age	If a pupil is at greater depth during Spring Terms 1 and 2 they would be Operating across ARE (adding more depth and breadth to their learning across the objectives for their chronological age) Pupil's records shows they begun attaining the greater majority of the objectives in a year band and are adding more depth and breadth to their learning across the objectives for their chronological age	If a pupil is at greater depth during Summer Terms 1 and 2 they would be Operating across ARE (adding more depth and breadth to their learning across the objectives for their chronological age) Pupil's records shows they have attained all of the objectives in a year band and are adding more depth and breadth to their learning across the objectives for their chronological age
	<ul style="list-style-type: none"> The pupil would be achieving above the expected attainment for their age 	<ul style="list-style-type: none"> The pupil would be achieving above the expected attainment for their age 	<ul style="list-style-type: none"> The pupil would be achieving above the expected attainment for their age
	<ul style="list-style-type: none"> The pupil could be making EXPECTED or ABOVE EXPECTED progress (prior attainment would inform this judgment) 	<ul style="list-style-type: none"> The pupil could be making EXPECTED or ABOVE EXPECTED progress (prior attainment would inform this judgment) 	<ul style="list-style-type: none"> The pupil could be making EXPECTED or ABOVE EXPECTED progress (prior attainment would inform this judgment)
Working Towards/ Working within	If a pupil is working towards/ working within during Autumn Terms 1 and 2 they would be Operating within ARE (but not quite at the expected rate to achieve the ARE by the end of the academic year) Pupil's record shows they have just begun attaining a few objectives in a year band	If a pupil is working towards/ working within during Spring Terms 1 and 2 they would be Operating within ARE (but not quite at the expected rate to achieve the ARE by the end of the academic year)	If a pupil is working towards/ working within during Summer Terms 1 and 2 they would still be Operating within ARE/ working towards age related expectation but below the expected rate to achieve the ARE by the end of the academic year and would also be at risk of being below ARE in the next academic year
	<ul style="list-style-type: none"> The pupil would be achieving below the expected attainment for their age 	<ul style="list-style-type: none"> The pupil would be achieving below the expected attainment for their age 	<ul style="list-style-type: none"> The pupil would be achieving below the expected attainment for their age
	<ul style="list-style-type: none"> The pupil would be making EXPECTED or BELOW EXPECTED progress for that point within the year (prior attainment would inform this judgment) 	<ul style="list-style-type: none"> The pupil would be making EXPECTED or BELOW EXPECTED progress for that point within the year (prior attainment would inform this judgment) 	<ul style="list-style-type: none"> The pupil would be making EXPECTED or BELOW EXPECTED progress for that point within the year (prior attainment would inform this judgment)

Parent/Teacher Consultations:

During parent/teacher consultations the school will provide:

- A summary of how well a child has settled into their new year group;
- A summary of a child's personal and academic strengths and successes;
- Formative next steps in their learning and development that are individual to the child in order for them to make progress within the age-related expectation for their year group as appropriate;
- An indication of whether a child is working below, within, at or across age-related expectations;
- An indication of how well a child is attaining against the Age Related Expectations for their chronological year group;
- An indication of how well a child is progressing. For example, whether they are making significantly below expected, below expected, expected, above expected or significantly above expected progress over time;
- Whether a child is receiving any additional support in their learning;
- There will be an opportunity to look at the learning in their books and experience their classroom environment.