

Montpelier's Statement of our Principles for Assessment

- Learning Together, Achieving Success -

Introduction

Schools in England are devising and implementing new assessment processes which are replacing the system of National Curriculum levels that have been 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 this new 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 new 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. Pupils will progress through these steps as they achieve more of the National Curriculum objectives. During the Key Stage 1 (KS1) and Key Stage 2 (KS2) stages of attainment, children will **emerge, develop** and then become **secure** within the objectives for each year in turn. 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 School Pupil Tracker Online (SPTO), 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 **mastering, working at, 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 / within 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 Montpellier 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

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

The new 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 speaking and listening and 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:</p> <p>Write a narrative about their own and others' experiences (real and fictional), after discussion with the teacher:</p> <ul style="list-style-type: none"> • demarcating most sentences with capital letters and full stops and with some use of question marks and exclamation marks • using sentences with different forms in their writing (statements, questions, exclamations and commands) • using some expanded noun phrases to describe and specify • using present and past tense mostly correctly and consistently • using co-ordination (or/and/but) and some subordination (when/if/that/because) • segmenting spoken words into phonemes and representing these by graphemes, spelling many correctly • spelling many common exception words • spelling some words with contracted forms • adding suffixes to spell some words correctly in their writing e.g. -ment, -ness, -ful, -less, -ly • using the diagonal and horizontal strokes needed to join letters in some of their writing • writing capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters • using 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 • 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) • 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 • identify $\frac{1}{2}$, $\frac{1}{4}$, $\frac{1}{2}$ and $\frac{3}{4}$ and knows that all parts must be equal parts of the whole • use different coins to make the same amount (e.g. pupil uses coins to make 50p in different ways) • 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 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 • retrieve information from non-fiction text • 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> <p>Write for a range of purposes and audiences (including writing a short story):</p> <ul style="list-style-type: none"> • creating atmosphere and integrating dialogue to convey character and advance the action • selecting vocabulary and grammatical structures that reflect the level of formality required mostly correctly • using a range of cohesive devices, including adverbials, within and across sentences and paragraphs • using passive and modal verbs mostly appropriately • using a wide range of clause structures, sometimes varying their position within the sentence • using adverbs, preposition phrases and expanded noun phrases effectively to add detail, qualification and precision • using inverted commas, commas for clarity, and punctuation for parenthesis mostly correctly, and making some correct use of semi-colons, dashes, colons and hyphens • spelling most words correctly, including common exception words (Years 5 and 6) • maintaining legibility, fluency and speed in handwriting through choosing whether or not to join specific letters 	<p>The pupil can:</p> <ul style="list-style-type: none"> • demonstrate an understanding of place value, including large numbers and decimals • calculate mentally using efficient strategies, such as manipulating expressions using commutative and distributive properties to simplify the calculation • 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) • 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 $\frac{1}{5}$ or 0.2 or 20% of the whole cake) • calculate using fractions, decimals or percentages • 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 0.05 km into m and then into cm. • use mathematical reasoning to find missing angles (e.g. the missing angle in an isosceles triangle when one of the angles is given)

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 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**';
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 across ARE**';

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 SPTO tracking system will judge (according to the number of objectives achieved) whether a pupil is either 'Emerging', 'Developing' or 'Secure' within a year group range of objectives.

Emerging	Developing	Secure
Pupil's record shows they have begun attaining objectives in a year band	Pupil's record shows they have begun attaining many of the objectives in a year band	Pupil's record shows they have begun attaining the greater majority of the objectives in a year band
0 – 33% of objectives achieved	34 – 66% of objectives achieved	67 - 100% of objectives achieved
Pupils would be expected to be 'emerging' during the Autumn Terms (Term 1 and 2)	Pupils would be expected to be 'developing' during the Spring Terms (Term 3 and 4)	Pupils would be expected to be 'secure' during the Summer Terms (Term 5 and 6)

Half way through the school year, we would aim for a child to have achieved about 50% of the objectives for that year group – they would be '**Developing**'. They would therefore be **operating at Age Related Expectations (ARE)**. If they had achieved 25% of the objectives, they would be '**Emerging**' and therefore **operating within ARE** – within the year group objectives but not progressing at the expected rate to achieve Age Related Expectations by the end of the year. If they had achieved 90% of the objectives, they would be '**Secure**' and **operating across ARE** and would therefore be challenged to demonstrate the application of their skills and knowledge in different ways. If a child had not achieved any of the objectives, they would be **operating below ARE**. If a child was still in the '**Developing**' stage towards the end of a year they would then be assessed as **operating within ARE** because they would not be on track to achieve the Age Related Expectations by the end of that year. The table overleaf summarising this information.

Montpelier Primary School - Summary of Assessment Terminology

Terminology	Emerging	Developing	Secure
	Pupil's record shows they have begun attaining objectives in a year band	Pupil's record shows they have begun attaining many of the objectives in a year band	Pupil's record shows they have begun attaining the greater majority of the objectives in a year band
	0 – 33% of objectives achieved	34 – 66% of objectives achieved	67 - 100% of objectives achieved
The table below indicates the expected attainment and progress for a child entering a year group at the Age Related Expectation (ARE) for that chronological year group. All pupils are expected to make three steps of progress during an academic year – a pupil entering at ARE would progress from <i>emerging</i> to <i>secure</i> . If a child enters the year group below ARE the attainment judgment will remain the same but the progress judgment will alter. These pupils would be assessed on progress from their prior level of attainment.			
	Autumn	Spring	Summer
	Pupils would be expected to be 'emerging' during the Autumn Terms (Term 1 and 2)	Pupils would be expected to be 'developing' during the Spring Terms (Term 3 and 4)	Pupils would be expected to be 'secure' during the Summer Terms (Term 5 and 6)
Emerging	<ul style="list-style-type: none"> If a pupil is Emerging during Autumn Terms 1 and 2 they would be Operating <u>at</u> ARE 	<ul style="list-style-type: none"> If a pupil is Emerging during Spring Terms 1 and 2 they would be Operating <u>within</u> ARE (but not quite at the expected rate to achieve the ARE by the end of the academic year) 	<ul style="list-style-type: none"> If a pupil is Emerging during Summer Terms 1 and 2 they would still be Operating <u>within</u> ARE but significantly 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 the expected attainment for their age The pupil would be making EXPECTED progress for that point within the year 	<ul style="list-style-type: none"> The pupil would be achieving below the expected attainment for their age The pupil would be making BELOW EXPECTED progress for that point within the year 	<ul style="list-style-type: none"> The pupil would be achieving significantly below the expected attainment for their age The pupil would be making SIGNIFICANTLY BELOW EXPECTED progress for that point within the year
Developing	<ul style="list-style-type: none"> If a pupil is Developing during Autumn Terms 1 and 2 they would be Operating <u>across</u> ARE (adding more depth and breadth to their learning across the objectives for their chronological age) 	<ul style="list-style-type: none"> If a pupil is Developing during Spring Terms 1 and 2 they would be Operating <u>at</u> ARE 	<ul style="list-style-type: none"> If a pupil is Developing during Summer Terms 1 and 2 they would be Operating <u>within</u> ARE (but not quite at the expected rate to achieve the ARE by the end of the academic year)
	<ul style="list-style-type: none"> The pupil would be achieving above the expected attainment for their age The pupil could be making EXPECTED or ABOVE EXPECTED progress (prior attainment would inform this judgment) 	<ul style="list-style-type: none"> The pupil would be achieving the expected attainment for their age The pupil would be making EXPECTED progress for that point within the year 	<ul style="list-style-type: none"> The pupil would be achieving below the expected attainment for their age The pupil would be making BELOW EXPECTED progress for that point within the year
Secure	<ul style="list-style-type: none"> If a pupil is Secure during Autumn Terms 1 and 2 they would be Operating <u>across</u> ARE (adding more depth and breadth to their learning across the objectives for their chronological age) 	<ul style="list-style-type: none"> If a pupil is Secure during Spring Terms 1 and 2 they would be Operating <u>across</u> ARE (adding more depth and breadth to their learning across the objectives for their chronological age) 	<ul style="list-style-type: none"> If a pupil is Secure during Summer Terms 1 and 2 they would be Operating <u>at</u> ARE but at a greater level of Mastery if they were secure in either one or both of the autumn and spring terms
	<ul style="list-style-type: none"> The pupil would be achieving significantly above the expected attainment for their age The pupil could be making EXPECTED, ABOVE EXPECTED or SIGNIFICANTLY ABOVE EXPECTED progress over time (prior attainment would need to be considered) 	<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 the expected attainment for their age

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.