

Assessment at Crossflatts



Primary School

Why do we assess?

- To make sure the children are learning and making progress in their different subjects.
- To find and fill any gaps in understanding.
- To help us to plan what to teach next.

How do we assess?

- By looking at children's work and through marking.
- By observing the children and asking them questions.
- By giving the children tests at the end of the school year.
- By assessing against the end of year expectations for their year group.

When do we assess?

- In every lesson to see what the children have learned and what they need to learn next.
- At the end of every term to make sure the children are making progress.
- At the end of the school year to see if the children have met the end of year expectations.

What will replace the old 'levels'?

Children will be assessed against the End of Year Expectations for their year group.

Depending on whether they have achieved most of the expectations or not, they will be referred to as:

Emerging	Working towards the End of Year Expectations.
Expected	Achieving the End of Year Expectations.
Exceeding	Achieving above the End of Year Expectations.
Exceeding +	Achieving well above the End of Year Expectations.



What are Stepping Stones?

- Stepping Stones will show the children what they need to work on throughout the school year.
- They will help parents to support their children by showing what the end of year expectations are.
- All of the End of Year Expectations are taken from The National Curriculum.
- There are different Pathways of Stepping Stones for Reading,
 Writing and Maths.
- The stones can be achieved and ticked off in any order.
- To achieve a stone, children must be able to do the skill and also apply it by themselves in their work.
- Each child will have a copy of their Pathways at school as well as a copy at home.



How will the Pathways work?

Pathway 1 includes the end of year expectations for Year 1. This is what we would expect Year 1 children to achieve by the end of the school year.

Pathway 2 includes the end of year expectations for Year 2,
Pathway 3 for Year 3 and so on.

Children will have to achieve the majority of the objectives on each Pathway before they can move on to the next one.

The new National Curriculum encourages teachers to stretch children by broadening and deepening their learning rather than moving them up to the next year's work. Therefore, children will not move on to the next Pathway (once they have achieved all of the objectives) until they are in that particular year group. Rather, they will practise, apply and master the skills independently and in a variety of ways. For example, a child in Year 4 cannot work on Pathway 5.

Your child may be given a copy of previous years' Pathways if they need further consolidation of these skills before moving on to the current year's Pathway.

How will we identify children who are 'Exceeding' the end of year expectations?

Exceeding

This is above the expected standard for depth of application and understanding.

Good application of learning.

Beginning to apply understanding in more complex situations.

Writing EXAMPLE for 'exceeding'

A child learns how to write a letter and has achieved this objective.

A week later, they are asked to write a letter and they write a very different and improved letter, including a slightly different structure - they have decided to use paragraphs and a style of writing similar to the work that we did on complaints last term. Also, they include the use of richer adjectives to add detail (a skill we have worked on in the last few weeks).

Maths EXAMPLE for 'exceeding'

A child learns some number facts to ten.

A week later, when working on number facts, the child can recall the facts fluently and when introduced to the concept of flipping or reversing the facts, grasps this and uses it to write out a string of 'new' facts in the classroom's number corner independently.

When asked a challenging problem about the facts, combining these new number facts with some work on addition, they can solve it independently.

The child is using these facts in different orders to solve problems. $% \left\{ 1,2,\ldots,n\right\}$

The child is combining and enhancing their work based on applying their knowledge from across the subject.

Exceeding +

This is $\ensuremath{\mathsf{well}}$ above the expected standard for depth of application and understanding.

Very good application of learning.

 $\begin{array}{ll} \textbf{Consistently} \text{ applies understanding creatively} \\ \text{in more intricate situations.} \end{array}$

Writing EXAMPLE for 'exceeding +'

 $\ensuremath{\mathtt{A}}$ child learns how to write a letter and has achieved this objective.

A day later, the child comes to school with a letter they have written. They have written a letter to the BBC to ask why their favourite TV show was replaced by Wimbledon. Even though they enjoy tennis, it is certainly not as good as what they wanted to watch.

The letter combines a wide range of learning concepts from across the year. This child is combining their learning in creative contexts and independently developing their own learning.

Maths EXAMPLE for 'exceeding +'

A child learns some number facts to ten.

Before the lesson has finished, the child is teaching their partner backward number facts using number blocks.

After the weekend, the child comes to school with an idea - they have been discussing the number facts with Teddy at home and found that if you reverse the facts, they answer the questions on missing numbers we did last week.

The child is independently using these facts and combining them with other facts to solve problems.

The child is combining their learning in creative contexts and independently developing their own learning.

1) Assessment must be at the heart of teaching and promote learning.

We will ensure that:

- Assessment provides pupils with opportunities to own their learning and to find out how to improve.
- Children take charge of their learning through self and peer assessment.
- Assessment provides evidence that guides teaching and learning; it is essential
 to planning and can reshape lessons or future lessons in response to children's
 needs
- Assessment provides parents, through 'Parents' Evenings' and reports, with the information required to support their children's needs.

2) Assessment must help to close the learning gap between current and expected learning.

We will ensure that:

- Class teachers take responsibility for analysing the outcomes of their assessments and act upon this knowledge accordingly.
- Teachers will be confident in using the whole school tracking system to identify those making below expected progress, accelerated progress and to plan interventions where needed.
- Following prior assessment, lessons should be planned and differentiated to stretch the understanding of all pupils.

Crossflatts' Assessment
Philosophy

3) Assessment must be meaningful, manageable and well managed.

Assessment

Assessment 'The Crossflatts Way'

4) Assessment must raise aspiration and encourage pupils to work hard.

We will ensure that:

- Assessment judgements will be moderated within school as well as within the local cluster.
- Assessment of learning (Rising Stars, Try it Tuesdays) is common across year groups and designed by the class teacher to be inclusive of all abilities.
- There is a smart and consistent approach to marking and feedback ensuring that the pupils have to think deeply in response to comments.
- The marking policy is explicitly followed for the benefit of both teachers and pupils.
- Senior managers and leaders will monitor the results of assessments through rigorous whole school tracking systems allowing judgements to be made about the effectiveness of the school.

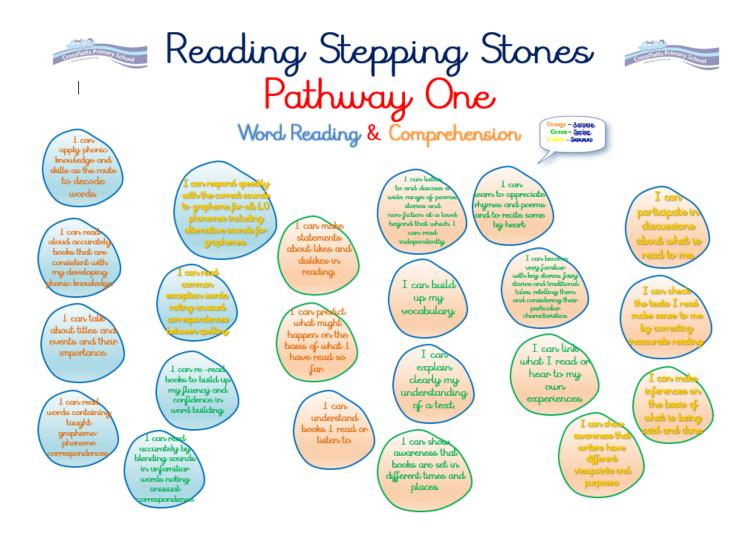
We will ensure that:

- Learners understand clearly what they are trying to achieve and want to achieve
 it.
- End of year targets are challenging and at the upper end of achievable.
- End of year expectations are clearly presented to the children using our Stepping Stone documentation. These will be found in the front of the children's learning journals and maths books.
- Assessments will be project based to ensure that we test the depth and breadth
 of the children's understanding.
- 'Assessment for Learning' written feedback will inspire greater effort and a belief that, through hard work and practise, more can be achieved. Children will be given the time that they need to respond to marking and use it to act on their next steps.

Everyone should now have received their copies of the Stepping Stones. If you have not received copy for your child, please see your child's class teacher.

Examples of Stepping Stone Pathways

Year 1 Reading:



Year 2 Maths:



Maths Stepping Stones Pathway Two Number



I can read and write numbers to 100 in digits and words

1 can count

in 10s from

any number -

backwards

and forwards

can count

in steps of

2. 3. 4. 5

and 10.

the place value of each digit in number (tens and ones).

L can use place value and number lacts to solve problems

I can recognise () as a place value holder.

I can identila and represent numbers in different ways

I can estimate a number based on its position e.g. an arrow on a Ö to 10 or a 0 - 100 number line

and understand a variety of addition and subtraction language.

I cary solve problems involving addition & subtraction using practical equipment to help me with numbers quantities and measures, ny using mental strategies and written method

> subtract number using practical equipment to help me and also in my head.

I can round any two-digit number to the nearest 10.

I can use

the less than

more than and

equals symbols

in number

sentences

L can show that addition can be done in any order:

> I can understand that subtraction cannot be done in any order.

> > I can use and apply the inverse to solve missing number problema

recall and use multiplication facts for the 2, 5 and 10 times

recognise simple equivalent fractions e.g. 2/L is the same as a

1 can find V3, V4, 2/4 and 3/4 of a length, shape, set of objects or

> recognise, nam and write the Fractions V2, V3, V4. 2/4 and

I can apply my knowledge of doubles and halves of numbers to 20.

can recall and use division facts for the 2.5 and 10 times tables

I can us division and equals symbols to calculate mathematical problema

> show that division of 2 numbers cannot be done in any

I can show that multiplication of two numbers can he done in any

problems involved multiplication and division within a variety of contexts using: practical equipment, arrays, repeated addition, mental methods, multiplication and division facts that 🌶

I can compare and order numbers from 100-500.

> I can recognise odd and even numbers up to 100.



Mathe Stepping Stones Pathway Two Shape, Space and Measures



I can identify and describe the properties of 2-D shapes using the language sides and vertices

I can identify and describe the properties of 3-D shapes using the language edges. vertices and faces.

> identify 3-D shape laces as 2-D shapes:

can identify vertical lines of symmetry in 2-D shapes.

I can use the mathematical vocabulary todescribe position

L can use mathematical vocabulary to describe direction and movement such as quarter, half and three-quarter turns clockwise, anticlockwise, straight, left and right

> I can complete sequences of shapes, including those in different orientations

I can compare and sort common 2-D shapes according to their properties

recognise quarter turns as right angles

> I can and use the appropriate equipment to measure length, mass, temperature and сарасіць

I can choose

the correct units of

measurement for

length, mass,

temperature and

capacity

I know the relationship between units of measure for length, mass and capacity, e.g. 100cm- Im.

> I can compare and describe mass o weight using words such as heavy, light, heaver than, lighter

understand, compare and sequence intervals of time such as seconds, minutes. hours, days, weeks, months, years,

Loan solve addition and subtraction money problems in the same unit of money

> find different combinations of coins that equal the same amount of money

> > I can recognise and alodmyz sau for pounds and pence

I can apply my knowledge to order and compare lengths, mass, volume or capacity using greater than > and less than <

I can tell quarter past and quarter to times on a clock face

> L can tell and write times to 5 minutes

can interpret and construct pictograms, tally chartes block diagrams and simple

I can ask and answer questions involving counting the number of objects in each category, totalling given categories and omparing given categories

Year 4 Reading:



Reading Stepping Stones Pathway Four



Reading - Reading Like a Reader. Reading Like a Writer

I can apply my growing knowledge of root words, prefixes and suffixes to read about and understand the eaning of new words

I can continu to read and discuss an increasingly wide range of fiction, poetry, plays, noniction and reference ooks or textbook

books that are structured in different ways, including traditional stories nyths and legends

> I can check that the text makes sense to me, and re-read to clarify meaning

> > I can use

contents pages

and indexes to

locate

information.

I can understan

the meaning of new

words I meet in

the meanings

I can prepa poems and plays read aloud and to perform, showing understanding through intonation, tone and volume so that the neaning is clear to an audience.

can retell familiar stores

including myths legende and traditional stories

modern fiction, fiction from

our literary heritage, and

books from other cultures

and traditions

1 can retrieve record and present information from liction and nonliction texts

and discuss a wider range of poetry by

I can

discuss the writer

viewpoint, and his

use of words and

phrases, commenting

on the effect they

have on the reade

I can participate in a discussion about books which have been read to me. and those I have read myself

1 can identify and discuss themes and conventions in and across a wide range of my reading:

inferences such a inferring characters feelings, thoughts and motives from their actions, and can explain why

I can

predict what

might happen

from details

stated and

implied

I can ask questions to improve my understanding

> main ideas draw from more than one paragraph, identifying key details that support the main

I can use quote and refer to the text to support my answer.

I can read unfamiliar words that don't always follow the spelling

context, and use a dictionary to check

structure and

presentation contribut

to meaning (the greeting

in letters, a diary

written in the first

person or the use of

numbering or headings)

and evaluate an authors use of language, including figurative language and its impact on the

can read for a range of purposes and understand that a writer's motive and conteat can influence meaning

Year 6 Writing:



Writing Stepping Stones Pathway Six Transcription. Handwriting. Composition. Vocabulary. Grammar and Punctuation



colon to

introduce a lis

and a semi

I can use a

variety of

sentence

structures.

I can use a strategies

can distinguis homophones and other words often confused (there

to spell the Year5/6 words

I can proo read for spelling and punctuation

> I can u use the first four letters to find a word in e dictionari

I can convert verbs to noune using a suffice

can evaluate my own and others writings gramman vocabulary and punctuation whilst proposing changes.

I can choose th handwriting that is best suited for a specific task

gibly, fluertly with increasing speed by choosing the writing implement best suited for the task

I can spell words with silent letters accurately (knight, psalr solemn)

I can plan redraft and evaluate my own writing.

select the appropriate form and use similar writing as models for my own

I can choose the appropriate form and register for the audience and purpose of the writings

> grammar and vocabulary choices to change and enhance meaning for

I can use a variety of organisational and presentational the text type

to emphasise

relationships

between complex

L carv sustainv an

develop ideas

I can use a

range of

sentence starters

to create specific

logically in narrativ

I can effective organise paragraphs with evidence of linking and

and atmosphere and use dialogue effectively in my

I can use the passive voice to information.

> Orange - Autumn Green - Spring

> > Yellow - Summer

colons or dashes to mark boundaries between main

I can use expanded not phrases to conve complicated information

recognise vocabulary and structures that are appropriate for formal speech and writing. ncluding subjuncti

can use relative clauses (embedded clauses) with who, which, where, when, whose, that or a

1 can silmmanise a text to show the key information.

recognise synonyme and antonyms:

I can use modal verbs or adverbs to indicate degrees of possibility.

I can use hyphens accurately