

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'?

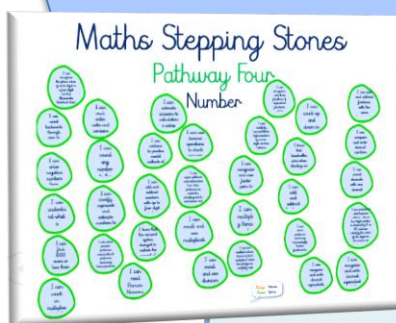
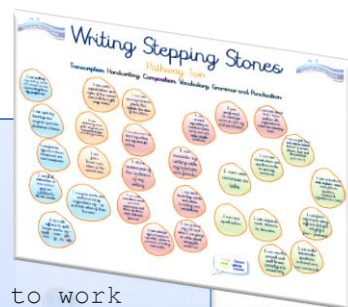
Children will be assessed against the End of Year Expectations for their year group.

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	Exceeding +
<p>This is above the expected standard for depth of application and understanding.</p> <p>Good application of learning.</p> <p>Beginning to apply understanding in more complex situations.</p>	<p>This is well above the expected standard for depth of application and understanding.</p> <p>Very good application of learning.</p> <p>Consistently applies understanding creatively in more intricate situations.</p>
<p>Writing EXAMPLE for 'exceeding'</p> <p>A child learns how to write a letter and has achieved this objective.</p> <p>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).</p>	<p>Writing EXAMPLE for 'exceeding +'</p> <p>A child learns how to write a letter and has achieved this objective.</p> <p>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.</p> <p>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.</p>
<p>Maths EXAMPLE for 'exceeding'</p> <p>A child learns some number facts to ten.</p> <p>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.</p> <p>When asked a challenging problem about the facts, combining these new number facts with some work on addition, they can solve it independently.</p> <p>The child is using these facts in different orders to solve problems.</p> <p>The child is combining and enhancing their work based on applying their knowledge from across the subject.</p>	<p>Maths EXAMPLE for 'exceeding +'</p> <p>A child learns some number facts to ten.</p> <p>Before the lesson has finished, the child is teaching their partner backward number facts using number blocks.</p> <p>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.</p> <p>The child is independently using these facts and combining them with other facts to solve problems.</p> <p>The child is combining their learning in creative contexts and independently developing their own learning.</p>

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**

Assessment 'The Crossflatts Way'

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

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.

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

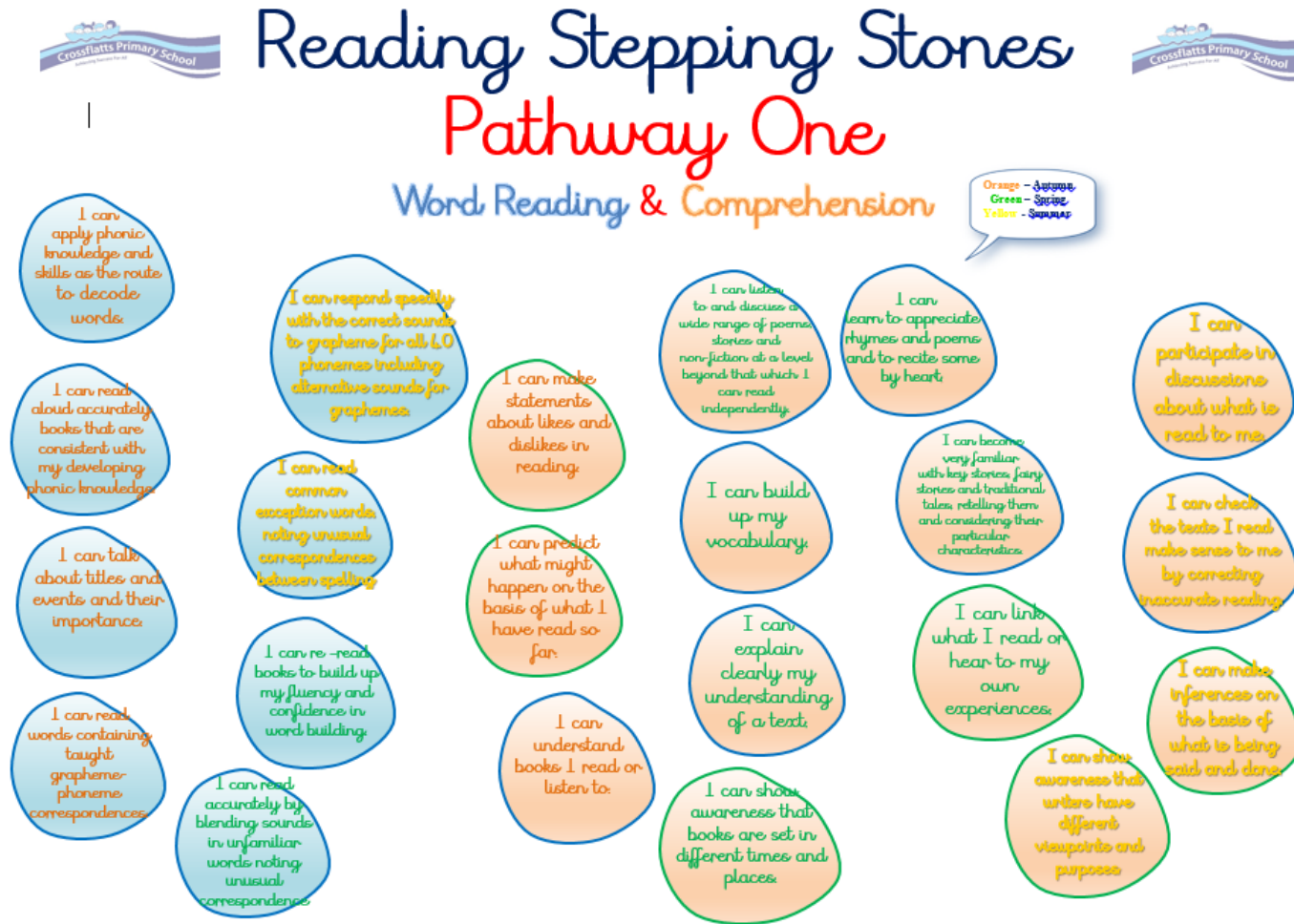
We will ensure that:

- 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:



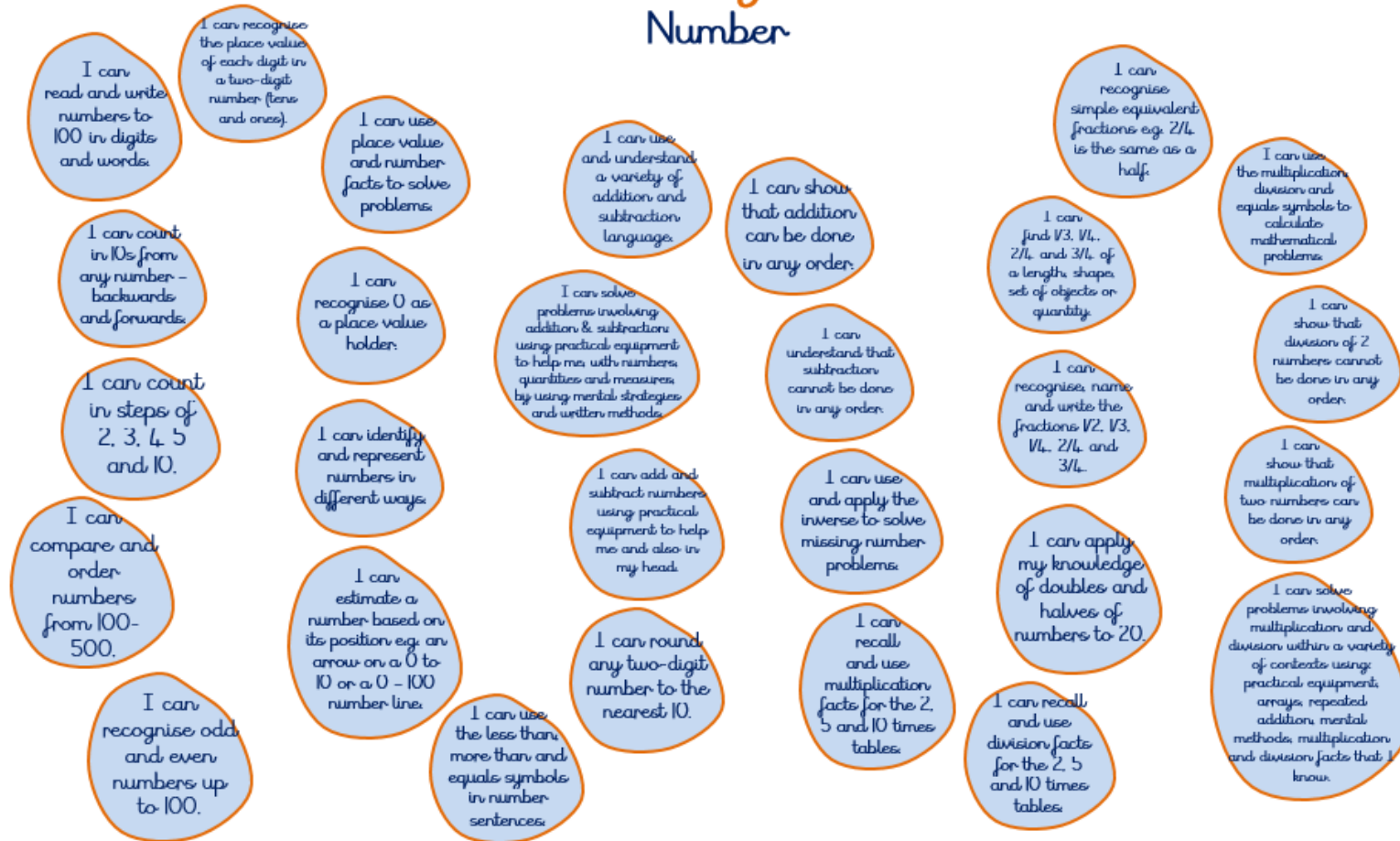
Year 2 Maths:



Maths Stepping Stones

Pathway Two

Number



Maths 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 use the mathematical vocabulary to describe position.

I can recognise quarter turns as right angles.

I can choose the correct units of measurement for length, mass, temperature and capacity.

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

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

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

I 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 choose and use the appropriate equipment to measure length, mass, temperature and capacity.

I can solve addition and subtraction money problems in the same unit of money.

I can tell and write times to 5 minutes.

I can identify 3-D shape faces as 2-D shapes.

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

I know the relationship between units of measure for length, mass and capacity, eg. 100cm = 1m.

I can find different combinations of coins that equal the same amount of money.

I can interpret and construct pictograms, tally charts, block diagrams and simple tables.

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

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

I can compare and describe mass or weight using words such as heavy, light, heavier than, lighter than.

I can recognise and use symbols for pounds and pence.

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

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

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 aloud and understand the meaning of new words.

I can continue to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks.

I can read books that are structured in different ways, including traditional stories, myths and legends.

I can make inferences such as inferring characters' feelings, thoughts and motives from their actions, and can explain why.

I can ask questions to improve my understanding.

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

I can retell familiar stories including myths, legends and traditional stories, modern fiction, fiction from our literary heritages, and books from other cultures and traditions.

I can learn and discuss a wider range of poetry by heart.

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

I can identify and discuss themes and conventions in and across a wide range of my reading.

I can predict what might happen from details stated and implied.

I can summarise the main ideas drawn from more than one paragraph, identifying key details that support the main ideas.

I can use contents pages and indexes to locate information.

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

I can discuss the writer's viewpoint, and his use of words and phrases, commenting on the effect they have on the reader.

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

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

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

I can understand the meaning of new words I meet in context, and use a dictionary to check the meanings.

I can retrieve, record and present information from fiction and non-fiction texts.

I can identify how language, structure and presentation contribute to meaning (the greeting in letters, a diary written in the first person or the use of numbering or headings).

I can discuss and evaluate an author's use of language, including figurative language and its impact on the reader.

Year 6 Writing:



Writing Stepping Stones



Pathway Six

Transcription, Handwriting, Composition, Vocabulary, Grammar and Punctuation

