

Work in books/marking

Books are marked regularly meaning that teachers have a robust understanding of what objectives the children have and have not met. Through the use of questioning when marking, teachers can also make judgements about pupil understanding.

Progress tests/end of KS tests

Twice a year the children will do short reading and maths tests to see how they are getting on. They will also do a piece of independent writing to help measure their progress in writing. In KS1, attainment in phonics is reviewed every term and in KS2 regular multiplication and arithmetic tests are carried out. At the end of KS1 and 2 the children sit more formal summative tests based on the National Curriculum.

KPI Checklists

The Key Performance Indicators are a selection of key objectives that the children should meet to achieve the end of year expectation. These are found in the front of the children's workbooks and act as a broad measure of pupil attainment for teachers and a self assessment tool for children.

WILF slips

For most pieces of work in KS2 and some in KS1 the children complete a 'WILF' slip (What I am Looking For). These break down the objective into success criteria, meaning that teachers can specifically identify areas that need to be addressed. They also give the children the ability to self and peer assess, as well setting their own next steps for learning.

Discussions with pupils/verbal

Teachers and teaching assistants use their discussions with children to help inform their judgements. This might be as simple as listening to a child answer a question in class. If a lesson is verbally based, then this might be used as evidence.

Classroom Monitor

In KS1 and KS2 we input all of our assessment information (based on the examples above) into an online assessment tool called Classroom Monitor. Classroom Monitor breaks down the National Curriculum into a number of objectives for each year group. Teachers base their planning around these objectives and highlight 'met' objectives as they go. This allows us to monitor attainment and progress in a number of ways, as described below.

Individual Levels of Attainment

Each child is given a level within the stage they are working: Beginning, Beginning +, Developing, Developing +, Secure, Exceeding. 'Secure' is the expected attainment level for a child in any particular year group, based on national expectations. Teachers can manually adjust these levels if evidence from above supports their judgment. These levels are shared in the children's end of year reports but are also available mid-year on request.

Progress Scores

Each child also has a numerical score. This shows the progress that they make throughout the year. 3 points of progress per year is the expected amount of progress for each child. This acknowledges that children begin at different starting points and that rates of progress vary over time.

Class, Group and Year Group Progress Scores

The average progress of each class, combined year group and any significant groups (i.e. SEND, EAL etc) are tracked. We also track groups and pupils based on their starting points. This information is used in Pupil Progress meetings to identify pupils falling behind.

Moderation

To ensure that our assessment systems are robust and our judgements are accurate, there are a number of actions that we regularly carry out: SMT (Senior Management Team) book scrutinies, lesson observations, planning with partner teachers, inter-school moderation, intra-school moderation, SIA (School Improvement Advisor) moderation, subject leader moderation, annotated planning and pupil progress meetings.