



## Cornerstone Church of England (VA) Primary School



*Building our Community  
with Love, Forgiveness and Hope*

### ASSESSMENT AND STANDARDS POLICY

<b>Reviewed by</b>	School Improvement Committee	<b>Authorised by</b>	School Improvement Committee
<b>Last Review</b>	Autumn 2019	<b>Date</b>	28.11.2019
<b>Next Review</b>	Autumn 2020	<b>Review Cycle</b>	Annually

#### **Principles (Values)**

Staff show **Love** for the pupils through professional commitment to their teaching and the children's learning and progress through their use of Continuous Diagnostic Assessment, and analysis of pupil assessment information. We show **Forgiveness** in the way we encourage children to learn from mistakes, and see Think Pinks as a positive step towards improvement. We have **Hope** through the high expectations we have for every child, that they can all be effectively supported by staff to reach End of Year expectations, and the way we strive for the best for all children.

#### **Assessment**

##### **National Curriculum**

Teachers in Y1-Y6 will track the achievements and progress of all pupils in every subject within the National Curriculum and RE. This will be through the school's Assessment Journeys.

##### **Continuous Diagnostic Assessment**

Continuous Diagnostic Assessment is described in our *Teaching for Learning policy* as:

*Ongoing throughout sessions.*

*Designed to gain insight into learners' thinking & understanding.*

*Diagnose errors, gaps, misconceptions, barriers & address.*

*Learners provide feedback to adults through what they say and do.*

**Pre-assessments** are undertaken in English and Maths prior to a Unit of Learning. This is to initially identify the pitch required to challenge all learners and to identify specific groups for that National Curriculum objective(s).

**Within lessons**, assessment driven adjustments should be made to planning, provision and groupings, so that pupils are given further deliberate practice or moved onto an enrichment challenge as appropriate.

## Assessment Journeys

In Reading, Writing and Maths, the school has developed their own Assessment Journeys. These identify the National Curriculum objectives for each subject in each year. The **NAHT Key Performance Indicators** (KPIs) are identified in red font. The **Hampshire Phase Model** is also identified.

A class of pupils can be filtered by: **gender, SEND, EAL, and Disadvantaged**. It is imperative that class teachers and the headteacher are mindful throughout the year of the achievement and progress of all identified groups of pupils. The Assessment Journeys will also identify pupils who were Working Towards or a Deeper Learner at the end of YR, Y2 and Y4. The teachers will assess the pupils throughout the year and input either a 1, 2 or 3 for each objective for each child.

- Leave the cell blank if the learner does not understand it yet and always needs support / guidance
- **1: Working Towards / Apprentice:** The learner has some understanding and can manage to achieve it some of the time independently
- **2: Mastery of End of Year Expectations:** The learner has mastered the objective at the end of year standard. They know it, understand it, can explain it and demonstrate it through their work. They are independently accurate.
- **3: Deeper Learner:** The learner can use/apply their mastery accurately, fluently, flexibly and effectively in a range of contexts. Evaluating its use and creating new learning and links to current understanding.

For the core subjects, teachers should update their Assessment Journeys most weeks, following the progress their pupils have made towards a few NC objectives. In the foundation subjects, it should only involve teachers making an assessment at the end of each Medium Term Plan.

## Evidence / moderation of Teacher Assessments

The headteacher and subject leaders will carry out **robust internal moderation** of Teacher Assessments. This will involve looking at examples of independent and supported work from across the curriculum and across the academic year. The judgement as to whether a pupil meets a statement is made through **consistent performance** across a **collection of evidence** and not on individual pieces. One example of evidence for a specific NC objective within a pupils' English or Maths book will not be considered sufficient.

This moderation will involve:

- Pupils' books and other work
- Observations and learning walks
- Specific tests / assessments
- Professional dialogue
- Pupil conversations

There will also be **external moderation** of Teacher Assessments. This will take place formally through moderation of end of year YR, Y2 and Y6 (writing), as well as through the national phonics tests in Y1 and Y2.

There will also be **informal external moderation** with colleagues (headteachers, subject leaders and class teachers) from other schools, both locally and across Hampshire.

### **Pupil Achievement Meetings (PAMs)**

PAMs will take place 4 times a year (November, February, April and June) to discuss: Reading, Writing, Maths, Phonics and EYFS. Teachers will assess the pupils' achievement against the **specific National Curriculum objectives**, but also provide an overall Teacher Assessment for each **domain** (Y1-Y6).

Teachers will provide **clear sufficient evidence** (through pupils' work and their ongoing records) to justify their decisions, particularly when assessing at a level 2 or 3. Teachers will identify pupils not on track to make EYE or Higher Attainer by the end of the year (if targeted to do so) and will complete the relevant sections of the PAM Action Plan prior to each meeting.

### **Standards**

All pupils in **YR** are expected to achieve the Early Learning Goal (**ELG**) in Reading, Writing and Number, if they have achieved the Early Learning Goal in the Prime Areas. This will enable them to achieve a Good Level of Development (**GLD**) unless they have a significant SEND need or there is evidence of better than expected progress from Autumn 1 Teacher Assessment.

All pupils in **Y1-Y6** are expected to achieve **End of Year Expectations** (EYE / ARE) in Reading, Writing and Maths. This will mean sufficient evidence to reach 60%-67% (*or 43%-50% for Reading and Writing in Y3 and Y5*) on the Assessment Journeys. For those pupils who are not on track to reach this, teachers are expected to provide alternative and/or additional support to ensure they catch up quickly and keep up with their peers.

All pupils in **Y1-Y6** who have been identified as *Higher Attaining* pupils are expected to go deeper than the EYE (ARE) in Reading, Writing or Maths (whichever of the three subjects they are identified in). This will mean sufficient evidence to reach 78%-85% on the Assessment Journeys (*or 60-67% for Reading and Writing in Y3 and Y5*), with about half of the NC objectives being assessed at a **Deeper Learner** (3).

Pupils who have a significant **SEND** need may not reach EYE but will make at least expected progress from the end point of the previous academic year. Their progress will also be evidenced through **KPI Trackers** from the previous year(s).

The headteacher will provide a **Data Analysis** after each set of PAMs, which will compare the data within year, with the previous year and national data where applicable. The headteacher will also update the **Data Overview** at the end of each academic year to track trends across cohorts and year groups. The **Data Overview** will also track the attainment in internal termly tests for each cohort during their journey through the school.

Both of these documents will be saved in the "Shared Resources – Data" folder to allow all staff to access and make use of this information. These documents will also be shared with governors, the school's LLP and other Local Authority colleagues, colleagues from the Diocese, and other external parties as appropriate.

The school's **Analysing School Performance, Inspection Data Summary Report** and **Perspective** data will be analysed annually by the headteacher and the SLT. This analysis will be shared with the Full Governing Body (FGB).