



Assessment Policy

Governor Review Date	Spring 2017
Review Frequency	Every 2 years
Date for Next Review	Spring 2019
Head Teacher Approval	
Governor Approval	

Introduction

At Caedmon Primary School, assessment is an integral part of the teaching and learning process. This ensures that pupils are challenged and continually make progress.

Aims and Objectives

This policy sets out the systems used for assessment, marking and feedback at Caedmon Primary School. It is designed to ensure that there is a consistency of approach and to maximise learning.

Assessment

Target Setting

At the start of each academic year, each pupil is set a target for reading, writing and mathematics. If a pupil is working at ARE (Age Related Expectations), a target of 3 points will be set. If a pupil is working below ARE, a target of 4 points will be set. All targets are individual and will be realistic, taking into account the development of the pupil.

Assessment Types

Assessment at Caedmon Primary School is both summative (assessment of learning) and formative (assessment for learning).

Summative Assessment

EYFS

Summative assessment is used three times per year in EYFS. These are known as the assessment periods.

Pupils are assessed against the Development Matters document to ensure that progress has been made.

KS1 and KS2

Summative assessment is used six times per year for pupils in KS1 and KS2. These are known as the assessment periods.

During assessment periods, pupils are assessed across the core areas: reading, writing and mathematics.

Reading is assessed against the school's reading assessment criteria. These are supported by RWI assessments and formal tests e.g. CGP.

Writing is assessed against the school's writing assessment criteria.

Mathematics is assessed against the school's mathematics assessment criteria. This is supported by the use of mathematics tests created by the subject leader and additional tests.

At the end of each assessment period, scores are submitted onto SIMS. The results of this are continually analysed by class teachers, subject leaders and the SLT to identify need.

Caedmon's assessment system consists of a number followed by a symbol or letter (-, =, + or M). All pupils are tracked using this system for reading, writing, mathematics and science.

Number	Symbol						
<ul style="list-style-type: none"> The number refers to the year group curriculum the pupil is accessing. It is expected that the vast majority of pupils will be accessing the curriculum relevant to the year group that they are in. In some cases, the number will differ from the year group the pupil is in. This means that to meet their individual needs, they are being taught the curriculum relevant to that particular year group. 	<ul style="list-style-type: none"> The symbol that follows the number refers to the pupil's knowledge of the curriculum they are being taught. The following percentages are used to determine the symbol. <ul style="list-style-type: none"> - (working within year group expectations) = (achieved 50%+ of the assessment criteria) + (achieved 85%+ of the assessment criteria) M (achieved all of the assessment criteria, working at greater depth) As they acquire knowledge and expertise, it is envisaged that each term they will move from: <table border="1" data-bbox="715 1111 1501 1178"> <thead> <tr> <th>Term 1</th> <th>Term 2</th> <th>Term 3</th> </tr> </thead> <tbody> <tr> <td>-</td> <td>=</td> <td>+</td> </tr> </tbody> </table> It is expected that by the end of the academic year, the majority of pupils will be at a +. If the pupil achieves a = at the end of the academic year, they are behind age related expectations. If the pupil achieves a - at the end of the academic year, they are significantly behind age related expectations. Some pupils will have acquired a deep knowledge and understanding of the curriculum. These pupils are judged to be working at greater depth and will achieve a M. 	Term 1	Term 2	Term 3	-	=	+
Term 1	Term 2	Term 3					
-	=	+					

The grid below highlights the expected progression in KS1 and KS2.

KS2	YEAR 6	6+/6M	Y6 SUMMER
		6=	Y6 SPRING
		6-	Y6 AUTUMN
	YEAR 5	5+/5M	Y5 SUMMER
		5=	Y5 SPRING
		5-	Y5 AUTUMN
	YEAR 4	4+/4M	Y4 SUMMER
		4=	Y4 SPRING
		4-	Y4 AUTUMN
		3+/3M	Y3 SUMMER

KS1	YEAR 3	3=	Y3 SPRING
		3-	Y3 AUTUMN
	YEAR 2	2+/2M	Y2 SUMMER
		2=	Y2 SPRING
		2-	Y2 AUTUMN
	YEAR 1	1+/1M	Y1 SUMMER
1=		Y1 SPRING	
1-		Y1 AUTUMN	

The grid below highlights the expected progression in EYFS.

EYFS	ELG+	1-	Y1 AUTUMN
	ELG	R+	Reception Exit/Y1 Entry
	ELG-	R=	
	40-60+	R-	
	40-60=		Reception Entry
	40-60-		
	30-50+		
	30-50=		Nursery Entry
	30-50-		
	22-36+		
	22-36=		
	22-36-		
	16-26+		
	16-26=		
	16-26-		
	8-20+		
8-20=			
8-20-			
0-11+			

Foundation

Pupils' are assessed in foundation subjects using the grades listed below.

Grade		
<ul style="list-style-type: none"> The following grades are used for foundation subjects (wider curriculum). <ul style="list-style-type: none"> Above (pupils who are exceptional in the subject) At On-track Working Towards On-track At the end of the academic year, all pupils are expected to be working at the expected standard. As pupils acquire knowledge, it is envisaged each term they will move from: 		
Term 1	Term 2	Term 3
On-track	At	At
Working Towards	On-track	
<ul style="list-style-type: none"> If a pupils is on-track at the end of the academic year, they are below age-related expectations. 		

Pupil Progress Meetings

At the end of each assessment period, a meeting is held with the team leader and class teachers to discuss progress towards targets. During this meeting, successes will be highlighted and targeted additional support put in place to ensure that pupils achieve the targets set.

Formative Assessment

All teachers use assessment for learning techniques continually throughout their lessons to:

- identify where pupils are in their learning at any given time;
- provide appropriate support for pupils; and
- challenge all pupils.

Staff use quality questioning and ensure pupils are actively involved throughout sessions.

Marking and Feedback

Feedback and marking are an integral process of AFL and Formative assessment. As a result, systems and practices have been established and embedded across school, to ensure effective, consistent practice, differentiated according to the abilities of the children.

All staff are expected to follow the Marking and Feedback Policy.

Every care has been taken in the compilation of this policy and the information provided is correct at the time of publication.

Any policies that have been referred to in this policy are available on the school website (www.caedmonprimaryschool.co.uk) or are available upon request from the school office. Written information that is normally provided by the school can be provided in alternative forms.