



## Assessment at Christ Church Primary School

### **Key Principles underpinning Assessment**

These principles underpin our school's Assessment policy on how we will assess all children throughout their school career.

We believe that:

1. Assessment is at the heart of teaching and learning: it provides evidence to guide teaching and learning; the opportunity for pupils to demonstrate and review their progress.
2. Assessment is fair; inclusive of all abilities, purposeful and appropriate to the needs of the children, free from bias towards factors that are not relevant to what the assessment intends to address.
3. Assessment is honest and the outcomes are used in ways that minimise undesirable effects; outcomes are conveyed in an open, honest and transparent way to assist pupils with their learning and the judgements. These judgements are moderated by experienced professionals across the local authority in a shared approach to teaching and learning to ensure their accuracy.
4. Assessment is ambitious, it places achievement in context against nationally standardised criteria and expected standards criteria and expected standards for which schools and school leaders are accountable. It embodies, through objective criteria, a pathway of progress and development, which supports transition, for every child. It sets high expectations for all learners.
5. Assessment is appropriate; any assessment process should be clearly stated; conclusions regarding pupil achievement are valid (to age, task and to the desired feedback information); it should draw on a wide range of evidence to provide a complete picture of student achievement.; it should demand no more procedures or records than are practically required to allow pupils, their parents and teachers to plan future learning.
6. Assessment is consistent; judgements formed according to common principles; results are readily understandable by third parties; results are capable of comparison with other schools, both locally and nationally.
7. Assessment outcomes provide meaningful and understandable information for pupils in developing their learning; helps parents in supporting children with their learning; supports teachers in planning teaching and learning; enable school leaders and governors in planning and allocating resources; track pupil progress and government and agents of government.
8. Assessment feedback should inspire greater effort and a belief that, through hard work and practice, more can be achieved.

## **Assessment in EYFS**

Children will be assessed using a combination of the EYFS profile and the new baseline assessment.

The baseline assessment will result in a score that forms part of a child's baseline profile. By having a good understanding of a child's abilities when they start school, teachers are more able to measure progress. The baseline assessment is conducted face-to-face with a mixture of tasks and observational checklists.

The EYFS profile assessment is carried out throughout the year and final assessments are made in term 6. The main purpose of the EYFS profile is to provide a reliable, valid and accurate assessment of individual children at the end of the EYFS. The EYFS profile data is used to inform parents about their child's development against the early learning goals (ELGs) and the characteristics of their learning and to help year 1 teachers plan an effective, responsive and appropriate curriculum that will meet the needs of every child

## **Years 1-6**

### **Assessment without levels**

Following the introduction of a new National Curriculum framework from September 2014, the government has also decided to remove level descriptors.

At Christ Church Primary School we have developed end of year expectation sheets for each year group. You can view all the end of year expectations on our website by navigating to - [www.christchurchhanhamprimaryschool.co.uk/assessment-and-results/](http://www.christchurchhanhamprimaryschool.co.uk/assessment-and-results/) These have been developed with other schools and the Local Authority. These sheets will be used to record assessments throughout the year for every child by highlighting end of year expectations met. Each child will then be given a grading based on the percentage of expectations met. These grading are given as follow

Code	Grading	% of expectations met
E	Emerging	15 -49%
D	Developing	50%-79%
S	Secure	80% - 100%

Assessments will be entered into our system in 2 different ways:

### **1. Percentage of objectives met**

This will be recorded in our SIMS system as:

1.8 Where 1 is the year group and .8 the percentage of objectives achieved- in this case 80%.

For example, if by the end of year 5 a child had achieved 85% of the year 5 objectives it would be recorded in SIMS as 5.85.

## 2. The year group grade

In terms 2,4 and 6 every child will be given a year group grade based on the percentage of expectations achieved. The table below shows how this will be recorded:

Year group	R			1			2			3		
Grade	E	D	S	E	D	S	E	D	S	E	D	S
Code	RE	RD	RS	1E	1D	1S	2E	2D	2S	3E	3D	3S
Points	5	6	7	8	9	10	11	12	13	14	15	16
% Threshold	15%	50%	80%	15%	50%	80%	15%	50%	80%	15%	50%	80%

Year group	4			5			6			7		
Grade	E	D	S	E	D	S	E	D	S	E	D	S
Code	4E	4D	4S	5E	5D	5S	6E	6D	6S	7E	7D	7S
Points	17	18	19	20	21	22	23	24	25	26	27	28
% Threshold	15%	50%	80%	15%	50%	80%	15%	50%	80%	15%	50%	80%

The points given above will be used to track children's progress. You can see that by the end of year 2 a typical child should be at 2S (13 points) and then the same child at the end of year 3 should be 3S (16 points). Typical progress should therefore be 3 points per year and 12 points across key stage 2.

### Example

Child A at Christmas in year 2 achieved 48% of the objectives in maths. She would be recorded as 2.48 and 2E (11 points) in SIMS.

By the end of year 2 she had achieved 68% of the objectives in maths. She would be recorded as 2.68 and 2D (12 points) in SIMS.

We can therefore say across 2 terms child A made 1 point progress and her percentage of objectives increased by 20%.

By the end of year 6 child A achieved 98% of the objectives in maths. She would be recorded as 6.98 and 6S (25 points) in SIMS.

We can therefore say that points progress across KS2 was 13 points and the percentage of objectives increased by 4 years and 30%.

### **Statutory assessment**

Reception – Baseline and EYFS profile (See above)

#### **Year 1 phonics screening check**

The check will take place in June when each child will read 40 words out loud to a teacher. The results are used by the teacher to assess whether he or she needs extra help with reading. If a child doesn't do well enough in the check they'll have to do it again in Year 2.

#### **Key stage 1**

Key stage 1 tasks and tests cover:

- reading
- writing
- speaking and listening
- maths
- science

The tasks and tests are taken when the school chooses. The child's teacher will use the child's work (including spoken work and homework) to work out what level each child is at in each area.

#### **Key stage 2**

Key stage 2 tests cover:

- English reading
- English grammar, punctuation and spelling
- maths (including mental arithmetic)

The tests are taken in mid-May and last under 5 hours 30 minutes in total. The results are published in July. If a child demonstrates higher achievement then the headteacher may put them in for extra tests.

When a child reaches the end of key stage 2 the school will also report on each child's progress in English, maths and science.

Please visit the link below for more information.

<https://www.gov.uk/government/organisations/standards-and-testing-agency>