

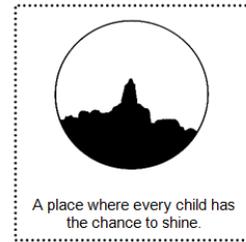


Cowling Community Primary School
Supporting Excellence In Education



Assessment @ Cowling Community Primary School.

Principles, Practice & Procedures



Introduction

In line with DfE reforms (2015), Cowling Community Primary School Assessment Procedures replaces levels with a focus on Year Group expectations for tracking progress and attainment.

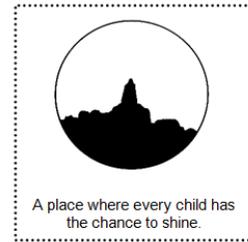
The principles of the Department for Education reforms are:

- On-going, teacher-led assessment is a crucial part of effective teaching;
- Schools should have the freedom to decide how to teach their curriculum and how to track the progress pupils make;
- Both summative teacher assessment and external testing are important;
- Accountability is the key to a successful school system, and therefore must be fair and transparent;
- Measures of both progress and attainment are important for understanding school performance;
- A broad range of information should be published to help parents and the wider public know how well schools are performing

Department for Education 2013

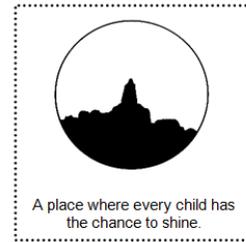


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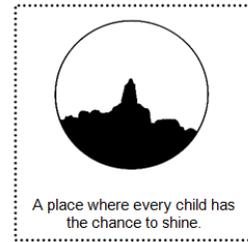
Cowling School's Principles of Assessment

- Teaching, learning and assessment are integrated.
- Assessment is key to driving progress.
- Assessment puts the child at the centre of their learning ensuring all children reach their full potential.
- Assessment is manageable, purposeful, accessible and time-efficient.
- Our assessment framework values professional judgment, dialogue and a common language.
- Assessment objectives set consistently high expectations of learners.
- Assessment judgments are supported by a range of evidence.



Cowling Primary School's Purpose of Assessment

- Assessment informs high-quality teaching and learning with teachers adapting planning in light of assessment information to meet pupil needs.
- Pupil Progress meetings between staff at all levels follows assessment ensuring progress is closely monitored.
- The assessment policy ensures consistency across all year groups, classes and schools.
- Assessment provides targets which pupils use in lessons to improve.
- Assessment provides information for parents/carers to support their child's learning.
- Assessment data helps support the subject knowledge of all teachers (including TAs) and identifies areas for CPD.
- Teacher's judgements are moderated via work with link schools, secondary schools and the local authority.
- Assessment informs planning ensuring teaching is well differentiated and ensure learners make at least expected progress.
- To celebrate; help plan next steps in learning; and support analysis of trends, leading to school improvement.
- To inform discussion and dialogue with pupils, parents/carers, colleagues, school leaders and governors, moderators and assessors.
- To support the performance management of teaching staff.
- To support transition between year groups, key stages and schools.



How are children assessed at Cowling?

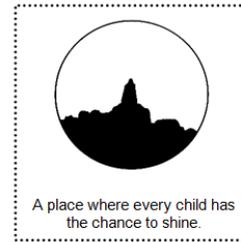
Formative Assessment

Formative assessment is carried out in all lesson daily.

This includes:

- Pupil Self-Assessment (purple pens)
- Pupil Peer Assessment
- Rich Questioning
- Discussion and verbal feedback.
- Observation
- Pupil Work & Presentations
- Marking (growing green and perfect pink)
- Teacher's modify their daily planning as a result of formative assessment.
- Teacher's modify teaching within lessons as a result of formative assessment.
- Reading: Rising Stars Tests
- Writing: Focus writing exemplification and moderation with link schools and local authority.
- Maths: Rising Stars, Headstart, Leeds Maths Hub assessment.
- SPAG: Rising Stars Tests
- National SATS tests.

Target Tracker provides useful information to help teachers track progress and identify weaknesses as pupils move through the age related standards. Effective daily formative assessment ensures teachers are able to adapt their teaching according to pupil needs ensuring sufficient progress is made every lesson.



Summative Assessment

Summative Assessment, which is linked to the demands of the new curriculum takes place termly, (and half-termly for pupils who appear not to have made progress in the previous assessment to ensure intervention has impact in raising standards).

Summative assessments are used termly to identify pupil's strengths and weaknesses in reading, writing and maths. Assessments are moderated with link schools, NYCC

Assessment Dates:

October (and again at Christmas for pupils if progress has slowed).

February (and again in April for pupils if progress has slowed).

May (and again in July for pupils if progress has slowed).

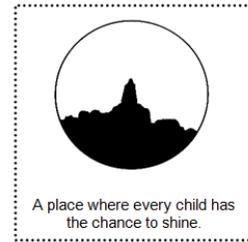
At Cowling, in addition to Target Tracker, teachers in Years 1-6 use the following tests to support termly assessment and ensure their teaching effectively meets pupil needs:

Reading: Rising Stars

Writing: Focus Expected Standard exemplification.

SPAG: Rising Stars

Maths: Rising Stars,



End of Year Tests

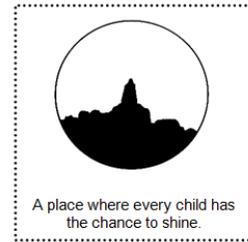
Children complete Rising Stars end of year assessments in reading, writing and maths which are linked to the demands of the new curriculum. Results are shared with the next class teacher and used to ensure pupils are on track for both progress and attainment in every year group. Results in Year 6 are passed onto the child's next school.

Intervention Assessments

Summative assessments are also carried out at the end of a pupil intervention to assess the impact of teaching and identify future learning needs.

SEND Assessments

Where possible pupils with SEND take part in routine school assessments. Sometimes specialist staff will carry out additional specialized assessments to support pupils with special needs enabling teachers to adapt their lessons to effectively meet pupil needs.



Statutory Assessments

The Government has national statutory tests for pupils in the following years:

Reception (on entry) Baseline Assessment. At Cowling teachers use the Early Excellence Baseline Assessment which in 2015 was used in 75% of schools.

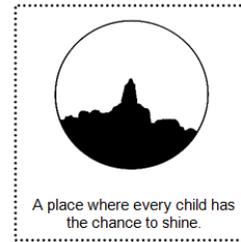
Year 1 Phonics Check

Year 2 Reading, Writing, SPAG and Maths

Year 6 Reading, Writing, SPAG and Maths

Results from these tests must be reported to the local authority and to the DfE.

The Government has introduced plans to bring in a national Baseline Assessment for Reception pupils on entry to school in Autumn 2020 and a multiplication check for Year 4 pupils in 2020.



Target Tracker

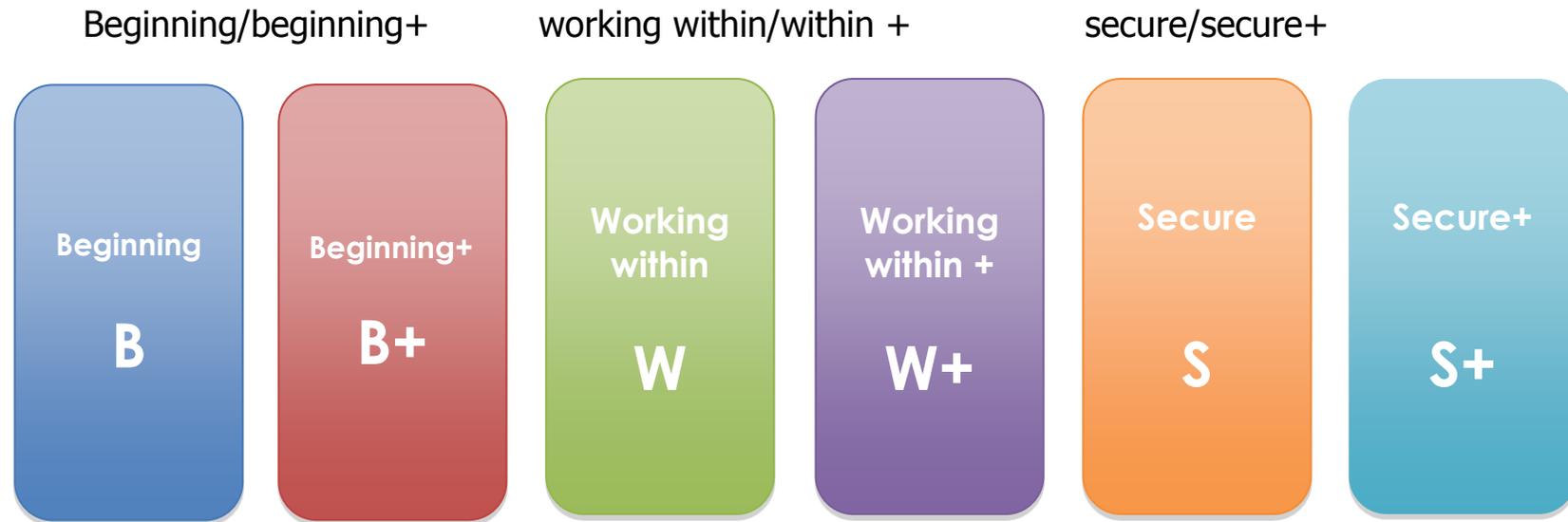
Target Tracker software supports both formative and summative assessment of the new National Curriculum. Formative tracking grids enable teachers to identify pupil strengths and weaknesses. Summative assessments enable teachers to allocate standards to pupil's learning and also enables the SLT to monitor attainment and progress in all year groups. Anonymous data is shared with governors ensuring members of the governing body are aware of the school's strengths and areas to develop. The Governing Body at Cowling has a Raising Attainment Data group of governors who meet termly to monitor progress and attainment of all pupils groups.

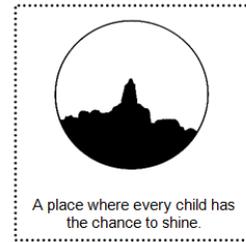


The Six Step System: Target Tracker Software (Reading, Writing and Maths).

Target Tracker breaks down each year group into three attainment steps:
Beginning, Within and Secure.

Each Year Group step is then further broken down into:





The “typical” pupil will work through the expectations from beginning to secure. At the start of the school year the “typical” pupils will enter their year group at beginning and leave at secure.

Beginning and Beginning+:

This is the stage that describes children working below the age typical expectations. This would be used for children who have a greater difficulty in learning than the majority of others the same age.

B = Meeting 0-10%

B+ = Meeting 11%-25% of the expectations

This step would be used at the end of the year to indicate children who have a greater difficulty in learning than the majority of other children the same age. Where children are not able to access age typical expectations they will be assessed at the appropriate year group expectation and progress tracked from that point.

Working Within and Working Within+:

This is the stage most children will be in for most of the year ie: they demonstrate typical attainment for their age and are working towards attaining end of year expectations.

WW = Meeting 25%-50% of the expectations

WW+ = Meeting 51%-75% of the expectations

Secure and Secure+:

Secure indicates a child is meeting the majority of expectations for their year group or best fit (85%).

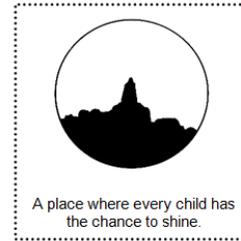
Secure plus describes children who have exceeded their **year group expectation** statements ie: They are working beyond age typical expectations, children will be evidencing breath, depth and application and may be working within objectives from the following year group. Children working at secure+ have mastered the expectations of their year group and may be working within objectives from the following year group.

S = Meeting 85+% of the expectations

S+ = Meeting 100% of the expectations (mastery).



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Foundation Subjects, Science and Computing

These subjects are assessed using National Curriculum expectations.