

Assessment Schedule

Date	Assessment / Activity	Who	Reporting to:
September	Baseline assessments: To inform teachers of children's current attainment	All year groups	Curriculum Leaders Head teacher
November March	Assessment Point 1 and 2: Teachers use formal written tests in reading, maths and SPAG SATs Tests Pupil Progress Meetings	Y 3,4 and 5 Y 6	Curriculum Leaders Head teacher
May	Assessment Point 3: Teachers use formal written tests in reading, maths and SPAG SATs Tests Pupil Progress Meetings	Y 3,4 and 5 Y 6	Curriculum Leaders Head teacher
June	Final end of year assessments	Y3, 4, 5	Parents / Curriculum Leaders Head teacher / LEA / Governors
June	Reports to Parents School based transition meetings Parent Consultations	All year groups	Parents



We aim, through using our assessments, to realise the maximum learning potential of each child.

There are two distinct types of assessment that serve two quite different purposes. There is formative assessment and summative assessment.

Formative assessment is that ongoing assessment of how children are learning, undertaken by the teacher during the course of the learning process.

Summative assessment is the assessment of learning that takes place after the learning process, in order to measure how effective the learning has been.

Both types of assessment are necessary and both types of assessment take place in school. However, the fact is that while summative assessment gives us – teachers, parents, pupils – valuable information about how well things are going, it does nothing in itself to improve learning. It is mainly concerned with measurement and comparison. Formative assessment, on the other hand, can make a real difference to the learning process – while that process is still going on – so that the outcome for the child will be better because of the intervention.

There are two main approaches to assessment:

Assessment for Learning (AfL) and Assessment of Learning (AoL) which often overlap and happen simultaneously.

AfL is part of the classroom routine and does not break the flow of the teaching and learning. AfL also involves the learner actively, offering ways in which the child can reflect and assess their own work against agreed criteria for the lesson.

By contrast **AoL** usually takes part at the end of a learning period with the teacher being able to use a variety of methods such as questioning, observation and standardised tests. In this instance the teacher leads the assessment and the child knows they are being assessed

Assessment Schedule

Date	Assessment / Activity	Who	Reporting to:
September	Baseline assessments: To inform teachers of children's current attainment	All year groups	Curriculum Leaders Headteacher
October	Parent Consultations Use of test, TA and Fischer Family Trust data to set statutory targets for end of KS2 Pupil progress meetings	All year groups All teaching staff Assessment Co-ordinator / Headteacher All year groups	Parents LA Headteacher Governors Headteacher
November March	Assessment Point 1 and 2: Teachers use formal written tests in reading, maths and SPAG SATs Tests Pupil Progress Meetings	Y 3,4 and 5 Y 6	Curriculum Leaders Headteacher
May	Assessment Point 3: Teachers use formal written tests in reading, maths and SPAG SATs Tests Pupil Progress Meetings	Y 3,4 and 5 Y 6	Curriculum Leaders Headteacher
June	Final end of year assessments	Y3, 4, 5	Parents / Curriculum Leaders Headteacher / LEA / Governors
June	Reports to Parents School based transition meetings Parent Consultations	All year groups	Parents

Formative Assessment

Here are some of the features of a formative assessment approach to learning.

Pupil Self assessment and peer assessment

Self assessment can begin almost as soon as the success criteria for the lesson (keys to success) are agreed, though it is more likely to be a feature of the latter part of the lesson, when the children are trying to evaluate their success. The emphasis on peer and self assessment is all about making the child more responsible for his own learning. It is not an alternative to feedback from the teacher, but it is far better than the child being totally dependent on teacher feedback to know whether or not he has done well. It adds to self esteem to be able to say independently, or with a classmate, "We know we have done this task well. Now what's next?"

Learning Questions and Success Criteria

At the start of most lessons teachers will explain, in child-friendly terms, what is going to be learnt. This is not the same as the content of the lesson. By making the learning intentions explicit, it is more likely that children will apply what they have learned one day with a similar challenge in the future.

Success criteria are often expressed in terms like "We'll know we've achieved this when..."

Effective questioning and interaction

One-way communication, with the teacher doing most of the talking and the child listening, has not been proved to be the best method of effective learning.

When children are active participants, not just answering questions but asking them and engaging in quality discussion, their learning will be deeper. When teachers ask open-ended questions, for instance, and give more waiting time for the answers to come, the quality of thinking among children is greatly enhanced.

Effective feedback, including constructive marking

We believe marking should provide feedback to children about their successes and improvement needs against the learning intention — a real tool for learning and improvement. It should offer clear strategies for improvement and time should be allowed for improvements to be made. Children will be encouraged to self-mark wherever possible, i.e. where answers are either right or wrong and the instant feedback is helpful. This sets teachers free to spend more time on quality marking.

Approaches to quality marking.

- 'Stars and a Wish'- where the teacher makes positive comments about a piece of work and one aspect where improvement is needed.
- 'Highlight and Prompt' - where teachers highlight the best points and offer a written prompt where an improvement is needed.

Both of the above approaches provide a way of focusing on the learning intention and involve the teacher in giving feedback where it matters.

Summative Assessment

- Assessments are carried out through the year with a formal assessment / teacher judgements being made in reading, writing and mathematics at the end of each half term.
- Assessment data is put onto class / cohort tracking grids and pupil's progress is monitored closely.
- Interventions based on this data and class teacher's professional judgments may lead to further specific 'Intervention' work

The expected level of attainment throughout school is classed as beginning, developing and secure. A child is expected to be at beginning at the end of the first term, to have reached developing by the end of the second term and then finally be secure by July.

In year 6, children will be measured in line with government terminology which is working towards expected standard, working at expected standard and working at greater depth than expected standard.

Pupil Progress Meetings and Performance Management ensures that all children are discussed in detail and their progress is tracked carefully so their individual needs are met.

