

How we Assess the Children in Key Stage 1

Assessment is the means used to evaluate children's progress, and such sits at the heart of teaching and learning. Assessment can be in the form of observations, through the use of questions, tests, or by making a judgement from the work children produce.

Following the introduction of a new National Curriculum Framework from September 2014, the government has decided to remove level descriptors. The government's policy of removing level descriptors from the National Curriculum is set out in terms of freeing schools from an imposed measure of pupil progress. The Department for Education has said that levels are not very good with respect to helping parents to understand how far their child is improving. In their place, from September 2014, "it will be for schools to decide how they assess pupils' progress".

As a school we have had to adopt our own recording and reporting system to indicate whether pupils are working at, below or above expectation. From September 2015, we will be assessing pupils' attainment in all core subjects using age-related expectations. Each year group will be broken into the following steps to show progress and attainment

Emerging developing	Working below age related expectations
Emerging secure	
Expected developing	Working at age related expectations
Expected secure	
Exceeding developing	Demonstrating a broader and deeper understanding
Exceeding secure	

To meet age related expectations children should reach the 'expected secure' step by the end of the appropriate year.

If children have reached expected by the end of year 1, the children will then be assessed against the year 2 age related expectations at the beginning of year 2. If they are working below age related expectations and are not yet secure in expected then children will initially carry on with the year 1 curriculum for the first half term and will then be reassessed against year 2 ARE. Where children are still working below year 2 ARE an individual support plan will be put in place to ensure adequate progress is made and children are able to access the year 2 curriculum.

There is no direct link between previous national curriculum levels and the new age-related expectations. The new curriculum is different in both content and expectations, aspects of which will not have previously been taught and require new assessment criteria. Due to these significant changes there may be a period of transition before some individuals achieve the new standards for their age.

We remain committed to ensuring all children achieve their full potential; our school has worked hard to plan the delivery of the curriculum so that our children build on their progress to date and continue to develop their learning effectively within the new framework.

Greasby Infant School's Assessment Principles

1. Assessment is at the heart of teaching and learning

- Assessment provides evidence that guides teaching and learning; it is essential to planning and can reshape a lesson, part of a lesson or future lessons in response to assessed learning needs.
- Assessment provides opportunities for pupils to demonstrate and review their progress.
- Thorough assessment procedures support good progress and an improvement in standards and target setting.

2. Assessment for learning should promote commitment to learning goals and a shared understanding of the criteria by which they are assessed.

- For effective learning to take place, learners need to understand what it is they are trying to achieve - and want to achieve it. Understanding and commitment follows when learners have some part in setting targets and identifying criteria

for assessing progress. Communicating assessment/success criteria involves discussing them with learners using terms that they can understand, providing examples of how the criteria can be met in practice and engaging learners in peer and self-assessment.

3. Assessment for learning.

- Assessment should provide a positive learning experience, emphasising progress and achievement rather than failure. Teachers should: pinpoint the learner's strengths and advise on how to develop them, be clear and constructive about any weaknesses and how they might be addressed; provide opportunities for learners to improve upon their work.

4. Assessment provides constructive feedback that identifies clear steps for development, empowering pupils to use this information to impact on their next pieces of work.

- Assessment provides opportunities for self-direction and self-responsibility, with pupils regularly assessing their own learning and identifying how they can improve.
- Independent learners have the ability to seek out and gain new skills, new knowledge and new understandings. They are able to engage in self-reflection and to identify the next steps in their learning. Teachers should equip learners with the desire and the capacity to take charge of their learning through developing the skills of self and peer assessment.
- Assessment feedback should inspire greater effort and a belief that, through hard work and practice, more can be achieved. Expectations are high.

5. Assessment is consistent.

- Judgements are formed based on common principles, using a clear assessment system across the school and structured success criteria within lessons.
- Regular opportunities for moderation are in place within the school, across the cluster of local schools and with external LA moderators. This enables us to ensure accuracy and consistency in our judgements.

6. Assessment is inclusive.

- The responsibility for identifying, assessing and monitoring children with special educational needs, or who are gifted and talented, is the responsibility of the class teacher in conjunction with the SENCO and the Senior Leadership Team.
- The SENCO and outside agencies are there to support the class teacher in providing a differentiated curriculum in order for the child to achieve his/her potential.
- Assessment procedure supports all the aims and practices for the SEND policy in helping each child achieve his/her own potential.
- Assessment is appropriate to the age and ability of the child.

7. Assessment outcomes provide meaningful and understandable information for:

- Pupils to develop their learning.
- Parents in supporting children with their learning.
- Teachers in planning teaching and learning, so that assessment impacts on learning.
- School leaders and governors in setting and reviewing targets and planning and allocating resources.