Rationale for Assessment against the National Curriculum

Please note: this rationale is to be read in conjunction with the Thameside Assessment Guidelines. The underpinning principles of assessment are clearly stated the assessment policy. The overriding principle of good assessment is:

Assessment (summative* and formative*) supports good teaching and learning

(*See appendix 1 for definitions)

Why assess?

- Assessment of pupil's knowledge, skills and understanding ensures that teachers know exactly what children can do and therefore what they need to be taught next. At this school summative assessment takes place at 5 points during the academic year. This data is then analysed by senior leaders and reported to governors three times a year at Assessment Points (APs) 2, 3 and 4.
- The purpose of this is to identify children at risk of underachievement.

How do we assess?

A baseline assessment gives practitioners the best start with getting to know the children and it gives the school the best starting point from which to demonstrate progress

- Children are assessed against the EYFS curriculum on entry to the Foundation Stage (baseline assessment)
- Children who join the school at other starting points are assessed on entry (see next bullet point)
- Teachers use a range of assessment techniques including conferencing, progress testing, Accelerated Reader quizzes, questioning and pupil voice to inform their judgement to support good teaching
- These judgements are recorded onto an electronic assessment tool (Target Tracker)
- This ongoing information is used to build a clear picture of each child's progress to support good learning
- Children will be assessed against the curriculum band for their year (eg Year 3 = Band 3)

How is assessment reported?

- The following terms will be used when reporting assessment to parents, governors and external parties.
  - **emerging** (below age related expectations / below ARE)
  - **expected** (at age related expectations / at ARE)
  - **exceeding** (above age related expectations / above ARE)

PLEASE NOTE: Pupils at all bands are required to have a mastery of the learning before moving on; ie a deeper understanding through problem solving, questioning and deep thinking

- Governors and external parties will receive reports of the percentage of pupils who are emerging, expected and exceeding in each year group. This will include an analysis of groups eg, SEND (Special Educational Needs and Disabilities) and PPG (pupils in receipt of Pupil Premium Grant)

What is progress?

At Thameside, we believe that progress is:

Knowing more, remembering more, doing more and feeling more.

What is good progress?

- ***A child who is at the expected standard has made good progress if they gain the knowledge, skills and understanding expected of them each year, as defined in the national curriculum.***
- A child will move into the next year group with the same skill sets, that is: emerging, reaching or exceeding those expected for their age, indicating that they are working below average expectations, at average expectations, or above average expectations when they move into the next year group and into the next Curriculum Band. For example, a Year 4 child with emerging skills in Band 4 enters Year 5 emerging in Band 5 as they begin to access the Year 5 curriculum.
- At this school we aim to increase the percentage of pupils who are exceeding whilst reducing the percentage of pupils who are emerging thus closing gaps in attainment and progress. This will demonstrate securely good progress over time. *The school will demonstrate outstanding progress when substantial proportions of pupils close the gap.*

Appendix 1

Formative assessment helps pupils identify their strengths and weaknesses and target areas for improvement. It also supports children to embed learning into their long term memories. Examples of formative assessment include:

- Is ongoing (day to day)
- Conferencing
- Questioning
- Quizzing
- Maths Meetings in EYFS
- Rapid recall/reasoning lesson prequels
- Observations
- Feedback

Summative assessment shows where pupils are at a particular point in time and includes:

- Hot and cold tasks
- End of year or progress tests
- Pupil progress meetings
- Foundation stage baseline
- Progress checkpoints in EYFS
- Phonics screening
- SEND reviews
- Optional SATS in Years 3-5
- National assessments at the end of Foundation Stage, Key Stage 1 and Key Stage 2

Further reading
Thameside Assessment Guidelines
Thameside marking and feedback guidelines
NAHT principles of assessment

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