

Red Hall Assessment Policy

2015 onwards



Assessment without levels

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

With levels removed and the focus now on raising the achievement of every pupil, Red Hall's governors, leaders and teachers have chosen a new way to measure pupil attainment and progress.

During the academic year 2015-16, the school will adopt new assessment descriptors, except in nursery and reception where assessments are not changing in school or nationally.

Our new assessment system

The old and new curriculum have different content. Many of the objectives in the old curriculum have shifted to lower year groups in the new, more challenging curriculum, this means it is not possible to compare the new curriculum to the old levels system. It requires a new levelling system and a new assessment system to be used from year's 1 to 6.

The principles that underpin our new assessment system are:

- Every child can achieve: teachers and staff at Red Hall have the mindset, 'What do I need to do next to enable a child in my class to achieve?'
- The new National Curriculum objectives will be used as the expectations for all children.
- Children will be expected to make age appropriate progress – 12 months in 12 months. More than this will be seen as outstanding progress and less will be below expected.
- A move away from formal tests to gauge the level children are working at and a reliance instead on seeing progress 'in books' across an academic year.

Our assessment and reporting system includes:

- Ongoing assessment by the class teacher throughout each lesson, through questioning, observation and dialogue.
- Children knowing what they are being asked to learn and more importantly, why.
- Success Criteria that are discussed and agreed with or formulated by the children during each lesson, work is then assessed against the success criteria.
- Three way feedback, pupil, peer, teacher with clearly identified next steps – this could be written or verbal feedback.
- Regular scrutiny of the pupils' work by senior leaders.

All of the above will feed into our termly assessments of the children in our school. A judgement will be made to decide which of the objectives for reading, writing and maths each child is secure in. From here we will decide on a pupil's individual level and set them challenging targets for the following term.

Tracking progress over time

Red Hall is moving away from a summative assessment process based on tests. Progress will now be shown in books and our new assessment protocols reflects this. From September 2015 Red Hall will be adopting a new way of reporting children's levels and not be using the old levels, 3b, 4b etc.

The new curriculum sets out clearly what is expected from children in a particular year group – this is our starting point. For various reasons we as a school have decided to adopt the word '**stage**' to replace 'year', so that children will be working on a particular stage in reading, writing and numeracy throughout the year. This stage refers to the corresponding year group in the new national curriculum. A child working at stage two is accessing the year 2 curriculum, a child on stage five is working within the year 5 curriculum, and so on.

The stages are further broken down into five discrete sections, **below**, **towards**, **standard**, **above** and **mastery**. Levels given will reflect these five sections, so that a child may be a level **1B** in reading showing that they are currently accessing the year one curriculum but at a very early level. A **1T** child is also working within the year one curriculum but they have gained more skills and are close to the **1S** level which is the standard level we would like all year one children to be working at by the end of the year. A child on a **1A** is working well within the year one stage and is above the national average. Finally we have a **1M** which shows that a particular child is working at an outstanding level and is very confident in all aspects of the year one curriculum. To keep expectations high it has been decided that no pupil can achieve the standard level within their year group unless they are secure in at least **65%** of the objectives.

Some children will be working below their age related stage, this is only to be expected as children develop at different times. These children may be accessing the stage below, so a year 5 pupil may be accessing learning from the stage four curriculum showing that they are working a year behind age related expectations.

Key Objectives

Each stage has its own set of objectives, which we have grouped into corresponding assessment grids. The grids are an indication to both staff and pupils of how children are performing and what the next steps in their learning need to be. Key objectives have been identified for each stage, these are the skills we feel are the most important. To achieve the **standard** level in a stage a child must have met **all** of the key objectives. For children working within a stage that is below their age

related expectation (e.g. if a year 4 pupil is accessing the stage two level) they must be rapidly taught the key objectives and then advanced to the next stage. By doing so Red Hall is promoting rapid progress and setting high expectations for all its pupils.

More able children

For children who have securely met the end of year objectives they will be assessed as exceeding or mastering objectives for their age group. Rather than moving onto the next year's curriculum these children will work on 'mastering' their knowledge through the application of skills in different contexts – they will be deepening their learning. In exceptional circumstances a pupil may access learning from the next year group's objectives.

Early Years - Nursery & Reception

Children in Nursery and Reception will continue to be assessed against the Prime and Specific areas of Learning in the EYFS profile.

Assessments will be based on observation of daily activities and events. At the end of Reception for each Early Learning Goal, teachers will judge whether a child is meeting the level of development expected at the end of the Reception year:

- **Emerging**, not yet reached the expected level of development
- **Expected**
- **Exceeding**, beyond the expected level of development for their age

Reporting to Parents

We will continue to report termly to parents via 'Pupil Progress Report'. This will tell parents whether their child is working at a **below, towards, standard, above** or **mastery** level within a particular stage.

Discussions at parent, teacher consultation meetings in the autumn and spring terms will be based on the stages a child is working at.