



HEARTWOOD ASSESSMENT STATEMENT 2017-2018

Key Assessment Principles:

- Accurate assessment is the key to effective teaching
- Assessment is fair, honest and consistent
- Assessment is ambitious and appropriate
- Assessment outcomes provide meaningful and understandable information which leads into planning the most appropriate next steps in learning
- Assessment feedback should inspire greater effort and a belief that, through hard work and practice, more can be achieved

The new National Curriculum is premised on the concept of mastery - something which every child can aspire to and every teacher should promote. It is about deep, secure learning for all, with the extension of able students rather than acceleration through content. Learning is recursive and pupils may not always make the same regular progress each term. For many reasons learning may slow down or accelerate but by careful monitoring and planned interventions when appropriate we aim to ensure that every pupil makes good progress across the Key Stages.

We view assessment as the starting point for pupils' learning. Continuous assessments are used by teachers to develop the next steps in pupils' learning. Pupils then have an ongoing dialogue about their next steps in learning. Verbal and written feedback is used including pupil self-assessment and peer assessment of pieces of work with work being planned against age related expectations and the ability of children.

We are able to demonstrate good evidence of progress over time through work in pupils' books. However, we also need to demonstrate how children's achievement is being recorded and monitored. The schools are using Cornerstones Assessment as an online tool to record and measure pupils' progress and assessment outcomes. Work is moderated within school, across the Heartwood MAT, and within our local Consortia of 11 schools on a regular basis to ensure consistency of judgements.

Our aim is to give reliable information about how each child, and their class, is performing. To enable this we use Cornerstones Assessment for tracking that is meaningful as pupils

work towards age-related expectations in the curriculum. The tracking system enables us to:

- Provide information that is easily understood and transferable
- Differentiate attainment between pupils of different abilities giving early recognition of pupils who are falling behind and those who are excelling
- Ensure assessment is closely linked to improving the quality of teaching and learning
- Produce recordable measures which can demonstrate progress over time
- Make comparisons against expected national standards

Cornerstones Assessment – recording assessments and establishing progress

Cornerstones assessment is based on age related expectations. Attainment is measured in years and months.

Expected progress equates to 12 months.

For each age and stage there are moderation grids where age related expectations from the National Curriculum have been broken down into termly attainment targets.

End of term tests are used to inform teacher judgements.

To be assessed at greater depth a pupil needs to be working 8 months ahead of the expectation for their year group.

Age related expectation		Termly Year Group Expectations
Years	Months	
5	10	Autumn Year 1
6	2	Spring Year 2
6	6	Summer Year 2
6	10	Autumn Yr2
7	2	Spring Yr2
7	6	Summer Yr2
7	10	Autumn Yr3
8	2	Spring Yr3
8	6	Summer Yr3
8	10	Autumn Yr4
9	2	Spring Yr4
9	6	Summer Yr4
9	10	Autumn Yr5
10	2	Spring Yr5
10	6	Summer Yr5
10	10	Autumn Yr6
11	2	Spring Yr6
11	6	Summer Yr6

At the end of each term, staff are asked to complete their tracking grids to show pupils attainment. The orange boxes represent the age related expectations for their year group.

Teacher Assessments

Teacher:

Class:

Date:

		SUMMER TERM (Y4)		AUTUMN TERM		SPRING TERM		SUMMER TERM	
AGE		Reading/Writing/GPS/Maths		Reading/Writing/GPS/Maths		Reading/Writing/GPS//Maths		Reading/Writing/GPS/Maths	
		Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls
Year 6	11:6								
	11:2								
	10:10								
Year 5	10:6								
	10:2								
	9:10								
Year 4	9:6								
	9:2								
	8:10								
Year 3	8:6								
	7:6								

To assess their pupils, teachers will use the moderation grids for their year group. They will focus on their 4 benchmark pupils and then make judgments for the remainder of the class. These judgments are then verified by senior leaders.

Once the judgments have been verified staff then input the data into the online tracking system that generates class and whole school level data.

Assessments from the information input by class teachers will then generate percentages of pupils working at age related expectations. This data is easily manipulated to generate data for groups of pupils.

Year group	Number of pupils	Spring 2016	Summer 2016	Autumn 2016	Spring 2017	Summer 2017	Months above/below	Target A.R.E.	Target months above/below <small>Teacher set</small>	Year 2 target months above/below <small>(Year 2, Summer term) School set</small>	Year 6 target months above/below <small>(Year 2, Summer term) School set</small>	Latest term's progress	Current year's progress
Year 6	30	<ul style="list-style-type: none"> 33% (10) 3% (1) 30% (9) 13% (4) 17% (5) 57% (17) 10% (3) <p>Group average: 9 years, 2 months</p> <p>National expectation: 10 years, 2 months</p>	<ul style="list-style-type: none"> 37% (11) 3% (1) 33% (10) 7% (2) 13% (4) 13% (4) 60% (18) 3% (1) <p>Group average: 9 years, 8 months</p> <p>National expectation: 10 years, 6 months</p>	<ul style="list-style-type: none"> 37% (11) 0% (0) 37% (11) 10% (3) 10% (3) 17% (5) 63% (19) <p>Group average: 9 years, 10 months</p> <p>National expectation: 10 years, 10 months</p>	<ul style="list-style-type: none"> 53% (16) 0% (0) 53% (16) 7% (2) 20% (6) 27% (8) 47% (14) <p>Group average: 10 years, 6 months</p> <p>National expectation: 11 years, 2 months</p>	<ul style="list-style-type: none"> 53% (16) 0% (0) 53% (16) 7% (2) 20% (6) 27% (8) 47% (14) <p>Group average: -8 months</p>						<ul style="list-style-type: none"> 90% (27) 53% (16) 37% (11) 37% (11) 10% (3) <p>Group average: -7 months</p>	<ul style="list-style-type: none"> 87% (26) 40% (12) 47% (14) 47% (14) 10% (3) 3% (1) <p>Group average: +11 months</p>

Reporting

The school has a well-established system for reporting to parents and other stakeholders: Autumn term: parents are invited to attend consultation evening where the child's progress towards settling into a new year group is discussed. A Termly summary report is sent out to parents at the end of the term providing information about achievement and effort.

Spring: parents are invited to a second consultation evening where a child's progress is discussed in terms of age related and personal expectations. A termly summary report is sent out to parents at the end of the term.

Summer: parents receive a full written report which include details of the child's achievements and progress for the academic year and a final parents evening provides an opportunity to celebrate the child's work and provides an opportunity to meet their child's new class teacher. In addition, the school has an open door policy for parents whereby staff are available to meet with parents at any mutually convenient time.

Assessment data is shared with the LGC on a termly basis and reported to the Heartwood MAT standards committee in October, January and July for scrutiny.