

Assessment Rationale at St George's Junior School

As part of the DFE reforms to the national curriculum 2014, the previous system of 'levels' used to report children's attainment and progress has now been removed and will not be replaced by a national system.

As a result of this change, we have worked collaboratively at St George's to establish an assessment strategy. This puts an emphasis on teachers developing a secure knowledge of what each child should know, do and understand at any particular point in their education, and make attainment judgements against age related expectations accordingly.

Why do we assess?

We assess pupils' knowledge, skills and understanding to ensure that teachers know exactly what pupils can do and therefore what they need to be taught next. The purpose of this is to ensure pupils are not at risk of underachievement and learning needs are appropriately met.

How do we assess?

Assessing children against age related expectations:

To ensure rigorous tracking of pupils' attainment, we formally assess at six points throughout every year (i.e. every half term). At each of these points, pupils will be assessed against how they are progressing in relation to the New National Curriculum's expectations for their chronological age, and mastery of this content.

The national language used to measure and report attainment at the end of each academic year is:

- **Below National Standard** (working below age related expectations)
- **Towards National Standard** (progressing within the age related expectations)
- **At National Standard** (securely working at the age related expectations)
- **At greater depth** (securely working at age related expectations within all aspects of the curriculum, and embedding this knowledge and skills across subjects fluently and consistently)

Teachers use a range of assessment strategies to inform their judgements. This is carried out through both formative and summative methods of assessment.

Formative strategies – This shows where pupils are on a day to day basis:

- Questioning
- Marking
- Pupil voice (Pupil conferencing, self and peer assessment and group discussion)
- Observation

Summative strategies – This shows where pupils are, at a particular point in time:

- Cold (before teaching sequence) and hot (after teaching sequence) tasks
- Progress testing
- NFER age related reading tests
- Writing target assessments

How assessment is reported?

Assessment will be reported to parents termly through Parents' Evenings and an end of year written report.

What does good progress look like?

A pupil 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 by the New National Curriculum.

At St George's we aim to:

- Achieve age related expectations or better year on year.
- Increase the percentage of pupils who are working at a greater depth within age related expectations, whilst reducing the percentage of pupils who are below age related expectations, thus closing the gaps in attainment and progress.

Our overarching aim (in line with the expectations of The New National Curriculum) is for all children to achieve their actual attainment expectations throughout Key Stage 2. However, not all children will achieve this, due to a range of different influencing factors.

- If a child is assessed at working below their academic year group's age related expectations (e.g. a child in Year 5, still working on the Year 4 curriculum content), they would continue to be assessed against these until they are secure in this standard. They would then begin to work on, and be assessed against their actual year group's age related expectations.
- The expectation for those pupils achieving the national standard would be supported to develop depth, fluency and mastery and use these skills across the curriculum. The focus would remain on developing mastery of this, and not to move forward to the next year groups' curriculum, as with the previous levelling system.