Assessment Policy and Guidelines 2015-16

As of September 2015, National Curriculum levels will cease to be relevant across all year groups. After trialling a new system of assessment last year, we have refined this to take on fully for this year. Therefore, for the academic year 2015-16, we will run the new grading system stand alone.

How to assess

We will be running an APP based system (trialled in Maths last year) alongside testing to secure judgements. Assessment is on-going but Tests and APP grids will be updated at regular intervals to ensure secure judgements and track progress. We have two types of testing materials all new curriculum based. One set of tests will feed straight into and support our grade judgements and the other set will give the children subject relevant ages. The children will also be expected to self-assess using learning ladders booklets and this will be the basis for setting their curricular targets.

An example Maths APP grid:

Maths Assessment Guidelines: Years 3 and 4

Pupil Name: Class: Year:

	Numbers and place value	Addition and Subtraction	Multiplication and Division	Fractions (inc decimals and percentages)
Y4	Pupils should be taught to • Count in multiples of 6, 7, 9, 25 and 1000 • Find 1000 more or less than a given number • Count backwards through zero to include negative numbers • Recognise the place value of each digit in a four-digit number (thousands, hundreds, tens, and ones) • Order and compare numbers beyond 1000 • Identify, represent and estimate numbers using different representations • Round any number to the nearest 10, 100 or 1000 • Solve number and practical problems that involve all of the above and with increasingly large positive numbers • Read Roman numerals to 100 (I to C) and know that over time, the numeral system changed to include the concept of zero and place value.	Pupils should be taught to: • Add and subtract numbers with up to 4 digits using the formal written methods of columnar addition and subtraction where appropriate • Estimate and use inverse operations to check answers to a calculation • Solve addition and subtraction two-step problems in contexts, deciding which operations and methods to use and why.	Pupils should be taught to: • Recall multiplication and division facts for multiplication tables up to 12 × 12 • Use place value, known and derived facts to multiply and divide mentally, including: multiplying by 0 and 1; dividing by 1; multiplying together three numbers • Recognise and use factor pairs and commutativity in mental calculations • Multiply two-digit and three-digit numbers by a one-digit number using formal written layout • Solve problems involving multiplying and adding, including using the distributive law to multiply two digit numbers by one digit, integer scaling problems and harder correspondence problems such as n objects are connected to m objects.	Pupils should be taught to: • Recognise and show, using diagrams, families of common equivalent fractions • Count up and down in hundredths; recognise that hundredths arise when dividing an object by one hundred and dividing tenths by ten. • Solve problems involving increasingly harder fractions to calculate quantities, and fractions to divide quantities, including non-unit fractions where the answer is a whole number • Add and subtract fractions with the same denominator • Recognise and write decimal equivalents of any number of tenths or hundredths • Recognise and write decimal equivalents to $\frac{1}{4}$, $\frac{1}{2}$, $\frac{3}{4}$ • Find the effect of dividing a one- or two-digit number by 10 and 100, identifying the value of the digits in the answer as ones, tenths and hundredths • Round decimals with one decimal place to the nearest whole number • Compare numbers with the same number of decimal places up to two decimal places • Solve simple measure and money problems involving fractions and decimals to two decimal places.
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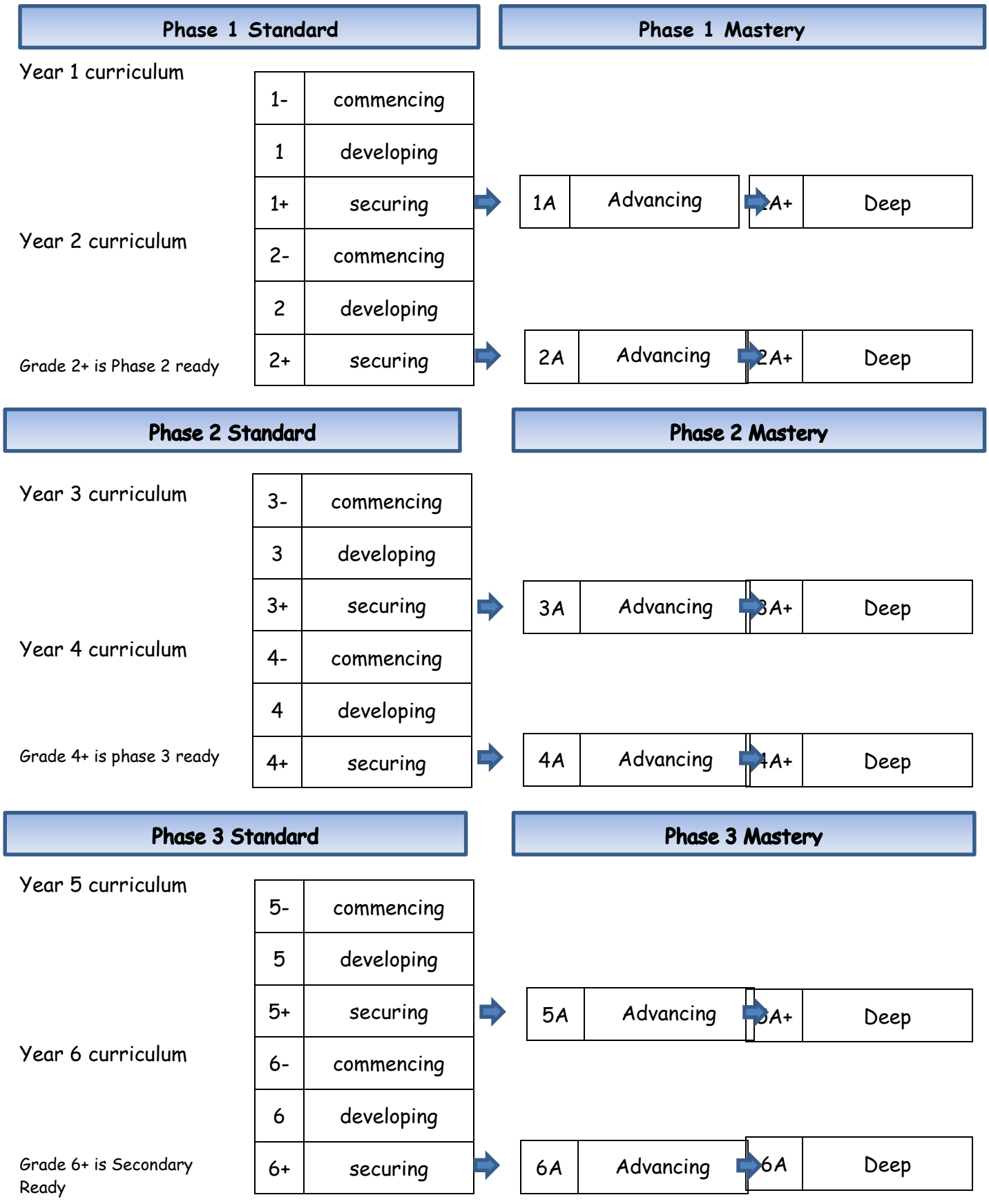
The new system of assessment

We will be operating a grade system that assesses against curriculum content for both English and Maths as follows:



Expectations of progress

All children are expected to make 3 steps of progress through an academic year.

E.g. If a Year 4 child is on track:

They will enter Year 4 on a 3+

They will achieve a 4- by the end of Autumn

They will achieve a 4 by the end of Spring

They will achieve a 4+ by the end of Summer ready to move onto the Year 5 curriculum

Therefore, expectations of progress are indicated as follows:

5 Steps of Progress or above	Very Good Progress
4 Steps of Progress	Good Progress
3 Steps of Progress	Expected Progress
2 Steps of Progress	Below Expected Progress
1 Step, 0 steps, Regression	Weak Progress

Across Key Stage 2, we would therefore expect children to make 4 whole grades of progress which is 12 steps.

For children working below expectations

As we move into the new curriculum fully, there may be many children working below their year group due to a rise in curriculum expectations. It is important that missing content is taught from previous year groups and accelerated and linked to current content to enable these children to make accelerated progress to catch up.

Mastery – For more able children working above expectations

Many children at expectation will progress to secure and then move on to the next year group content at the start of the next academic year. Those that are more able and reach secure before the academic year ends are expected to move into the mastery grades Advanced (A) and Deep (A+). They must achieve both of these grades before looking into any content from the year above. Mastery can be defined as their ability to not only solve problems with the entire curriculum content or in the case of English to be fully fluent in it, but also to be able to forge links between different areas and with the wider curriculum. Evidence of Mastery may therefore be shown in their books and in wider curriculum subjects.

For SEN children

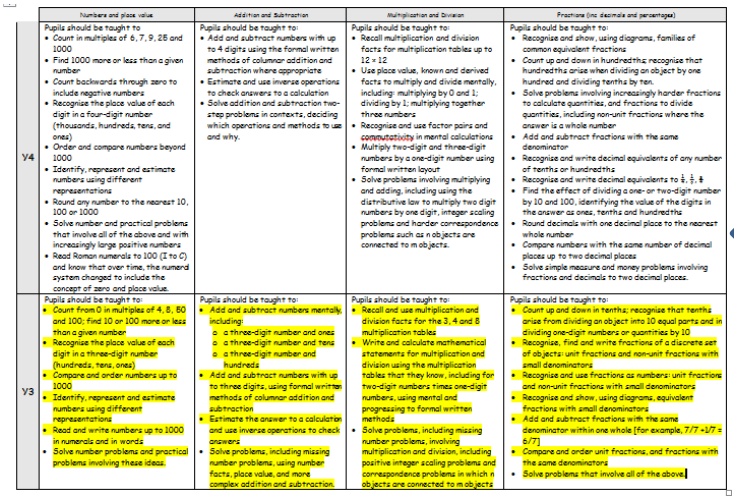
Some children may be working far below curriculum expectations and/or may have a Special Educational Need. Although the expectation is that these children should make 3 steps of progress and where possible to be accelerated through intervention in order to catch up, it may still be the case that some of these children struggle to show such progress for specific reasons. In order to track smaller steps of progress for these children, Maths, Reading, Writing ages will be used, the SEN provision map will be used to track progress within interventions and any children on Statements, EHCPs or IEPs will have their progress tracked against their own specific targets.

Learning Ladders

Learning progress for Reading, Writing and Maths will be marked on the learning ladders. These will be pertinent to each individual child and will enable the children to keep a progressive track of their own curricular targets.

Examples for making judgements

Shani is an able Year 3 mathematician. Her APP grid for the end of Spring looks like this. She is currently a Developing Grade 3. (3) and she is working at expectations.



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Marcus is also an able Mathematician. In Spring Term of Year 3, his grid looks like this. He has secured the Year 3 curriculum already and is therefore working above expectations with a 3+ grade. He is now ready to move on to mastering this curriculum to advanced and deep.

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Ismail is working far below expectations at the end of Year 5. This is what his grid looks like at the end of Summer Term. There is not enough highlighted for an Commencing Grade 4 (4-), so he is still working at Securing 3 (3+)

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Megan is in the Spring Term of Year 4. She is currently an Commencing 4 Grade (4-) and is working slightly below expectations.