Assessment at Edgewood

Key Stages 1 and 2

Assessment at Edgewood

At Edgewood Primary School we recognise the importance of high quality assessment in the provision of excellent learning opportunities.

Across the school, assessment is closely linked to curriculum, teaching, tracking and monitoring of pupils' progress, and so is a vital element of the work we undertake.

This booklet sets out our approaches to assessment in school, particularly in light of the removal of National Curriculum levels from statutory assessment. It provides parents and other interested parties with an overview of how we approach assessment at Edgewood. It is underpinned by school policies, including Assessment and Feedback policies, and should be considered in conjunction with those documents.

November 2015

Key Objective model

Our model of formal assessment is built upon a structure of Key Objectives. Drawing on the content of the statutory National Curriculum, we have identified a number of key objectives for each subject area that we feel our key to children's ability to make good progress through the curriculum as it is taught at Edgewood.

These Key Objectives are published on our school website, are highlighted in teachers' planning, and are shared with both parents and pupils at appropriate points during the school year.

Teachers make assessments against the key objectives as a routine part of assessment of the curriculum.

The number and content of the Key Objectives varies between subjects and year groups, as a reflection of the changing emphasis in each phase.

With the exception of English in KS1 and Maths in both Key Stages, we use objectives which are taught over a two-year cycle to align with our mixed age teams.

Alongside the Key Objective model, we also make use of published assessment tests. These allow us to track progress towards expected outcomes, and to identify any individuals or groups who are not yet reaching the standard expected of them. These test scores are tracked internally, but are not normally shared with pupils. Rather, teachers interpret the results in such a way that supports pupils in making progress towards their goals.

Classroom Assessment

We recognise the central importance of the assessments which occur in the classroom to our practice. Teachers prioritise high quality assessment opportunities throughout the taught curriculum, many of which do not result in recorded outcomes.

In the classroom, assessment is an integral part of the feedback loops which support both teachers and pupils in identifying next steps in learning. This may take the form of a teacher's informal assessment of children's understanding of a topic, use of questioning, informal tests or quizzes, and specific unaided activities. These activities support the wider aims of the school's assessment and feedback policy to ensure that both teachers and pupils are aware of how learning can be moved on.

Marking of pupils' work provides opportunities for both pupils and teachers. Our policy aims to ensure that marking is not burdensome for teachers, while also making the most of opportunities for assessment.

One of the primary goals of marking is to provide feedback to the teacher on pupils' success and progress to inform future planning. This may not lead to a significant volume of evidence in pupils' books.

Where it is appropriate, teachers will provide written feedback to pupils, in an age-appropriate form, that informs pupils of their progress, and identifies for them how they can make further progress in their knowledge and understanding of the work at hand.

Feedback to Pupils

In addition to routine self- and peer-assessment opportunities provided in the classroom, pupils are encouraged to identify their own progress towards the Key Objectives for their year group using the printed objective sheets which are displayed in their exercise books. Teachers support this process through written annotation and target-setting. Pupils are also involved in writing their end of year reports.

Year 3/4 Writing

Composition
- ☐ Adopt the features of existing texts to shape own writing
- ☐ Build sentences with varied vocabulary and structures
- ☐ Organise paragraphs around a theme
- ☐ Develop detail of characters, settings and plot in stories
- ☐ Use simple organisational decides such as headings and bullet points
- ☐ Suggest changes to sentences or vocabulary to improve a text
- ☐ Proofread own work for spelling and punctuation errors

Spelling & handwriting
- ☐ Spell commonly-misspelt words from the Y3-4 list
- ☐ Use the possessive apostrophe
- ☐ Use a dictionary to check the spelling of a word
- ☐ Use appropriate handwriting joins

Grammar & Punctuation
- ☐ Use coordinating and subordinating conjunctions to extend sentences
- ☐ Choose nouns and pronouns for clarity and cohesion
- ☐ Use conjunctions, adverbs and prepositions to explain time, cause and place
- ☐ Use fronted adverbials
- ☐ Recognise and use standard English verb inflections
- ☐ Use extended noun phrases
- ☐ Use and punctuate direct speech

Personal Target:

Reporting to Parents

Annual school reports are supplemented by interim reports shared at parents evenings in November and March. These meetings provide an opportunity to share pupils' progress with parents, and to identify areas for further support.

Reports indicate how pupils are progressing against the set Key Objectives for their age. Progress is indicated using one of four markers:
- ☑ Not Yet Started
- ☑ Developing
- ☑ Secure
- ☑ Exceeding

In addition, commentary is provided by teachers either verbally, or in written form for the final report, indicating children's relative strengths and areas for development.

Edgewood Primary School

Key
☑ Not Yet Achieved ☑ Developing ☑ Secure ☑ Exceeding

English - Reading

	Assessment
Word level	
Y5/6: Use knowledge of morphology and etymology to read aloud and understand new words	Developing
Comprehension	
Y5/6: Discuss how authors use language, including figurative language, to affect the reader	Developing
Y5/6: Identify and discuss themes and conventions across a wide range of writing	Not Yet Achieved
Y5/6: Identify how language, structure and presentation contribute to meaning	Developing
Y5/6: Make comparisons within and across books	Secure
Y5/6: Predict future events from details stated and implied	Secure
Y5/6: Provide reasoned justifications for views	Secure
Y5/6: Read a range of modern fiction, fiction from literary heritage and books from other cultures and traditions	Developing
Y5/6: Summarise ideas drawn from more than one paragraphs, identifying key details	Secure
Wider reading	
Y5/6: Ask questions to improve understanding of texts	Secure
Y5/6: Discuss understanding of texts, including exploring meaning of words in context	Secure
Y5/6: Make book recommendations, giving reasons for choices	Secure
Y5/6: Participate in discussions about books, building on and challenging ideas	Secure
Y5/6: Participate in formal presentations and debates about reading	Developing