

Assessment at Long Lawford Primary School

How are children assessed?

Teacher's constantly track children's progress against their year group statements. This tracking information is then converted into a scale point, as shown on the grid.

Placement on a particular scale point is based upon the percentage of objectives understood as well as the confidence at which the learning is displayed.

What is 'expected attainment'?

Children are expected to reach point 6 of the 9 point scale at the end of an academic year. Within a class we expect at least 85% to reach point 6 and at least 25% to reach at least point 7.

What is 'expected progress'?

Children are expected to make at least 5 points progress within an academic year. We aim for 2 points progress per term. Within a class we expect 90%+ to make this expected progress and 30%+ to make more than expected progress.

How are SEND children assessed?

Careful provision is made to ensure all children receive a curriculum that is pitched to ensure progress at the right level of challenge. For some children it may be appropriate to assess them against the statements for an earlier programme of study. This will be identified on an Individual Learning Plan and is discussed with parents on a termly basis.

When are children assessed?

Teachers and other adults in school make informal judgements and observations all of the time in order to support and challenge children. Summative assessments take place as outlined in the Assessment Cycle diagram.

ASSESSMENT POSITION	SCALE POINT	DESCRIPTORS
MASTERY	9	A few pupils will be judged at Point 9 . These will be pupils who are exceptionally confident in handling the exceeding statements and can apply all aspects of the curriculum at a mastery level.
	8	If a pupil is meeting the exceeding statements they will be deemed to be at Point 8 .
EXCEEDING	7	The pupil is confident at meeting the statements and in addition are meeting 50% of the exceeding expectations.
	6	Children are judged to be meeting all the statements. They may make the occasional error, but the teacher is satisfied that they understand the concepts fully.
MEETING	5	At this stage a pupil will have met all the KPIs for their year group.
	4	Children are meeting 50% - 70% of the statements but not all.
BEGINNING	3	Children are meeting 35-50% of the statements.
	2	Children are meeting between 25 - 35% of the statements.
	1	Children are meeting up to 25% of the year group statements.
PRE CURRICULUM	P -1	Children who are working within the Year group below.
	P -2	Children with an EHPC or working significantly below their year group.

Long Lawford Assessment Cycle

Autumn 1:

Teachers baseline/make initial assessments
Progress tests 1 conducted in all classes /results moderated in year group teams
Pupil progress meetings held with Head teacher , Deputy heads and Phase Leaders.
End of year Summer data signed off by governors
Progress reported to parents at parents evening

Autumn 2:

Teachers conduct progress tests 2 and moderate across phases
Pupil progress meetings held with Head teacher, Deputy heads and Phase Leaders
Autumn term scale points agreed
Summary data analysis completed by Phase leaders – feedback to staff and governors

Summer 2:

Class teachers conduct summative tests and moderate results with receiving year group teams
Teacher assessments finalised and data submitted (FS2 & KS1 – LA; KS2 – LA & NCA)
Y1 phonics screening check
Summary data analysis completed by Phase Leaders and moderated by Deputy Heads – feedback to staff and governors
End of year reports to parents

Spring 1:

Teachers conduct progress tests 3 and moderate across Key Stages.
Pupil progress meetings held with Head teacher , Deputy heads and Phase Leaders.
Progress reported to parents at parent's evening.

Summer 1:

Teachers conduct KS1 & KS2 SATs and phonic screening check and/or progress tests 5
External moderation - years FS, 2 and 6. Internal moderation in year groups. External moderation in other year groups within our school consortium.
Pupil progress meetings held with Head teacher, Deputy heads and Phase Leaders.

Spring 2:

Teachers conduct progress tests 4 and moderation as a whole school staff
Pupil progress meetings held with Head teacher , Deputy heads and Phase Leaders.
Spring term scale points agreed
Summary data analysis completed by Phase Leads– feedback to staff and governors