Intent

All assessment systems intend to: develop pupils as independent and effective learners with an awareness of their own strengths and areas for development, in every subject area * enable both educators and pupils to be able to reflect continuously on how learning is progressing so they are able identify the next steps to take * diagnose gaps in learning and misunderstandings about key skills and information * help teachers help pupils to take the next steps in their learning * help pupils help themselves to take the next steps in their learning * enable accurate reporting on progress * help communicate outcomes and future targets to all stakeholders.

Marking and feedback intends to:
- be given as quickly as possible
- be purposeful and accessible
- consider time to act of responses
- adhere to whole school guidelines

Assessment for Learning (AfL) - Formative Assessment intends to:

identify the immediate next steps needed for a child to make progress. It should take account of pupils' strengths as well as areas for development. AfL should immediately re-shape teaching within the classroom and promote future learning. Strategies may include: plenaries, low stakes quizzes, exit passes, prove it activities, peer marking etc

Assessment of Learning (AoL) - Summative Assessment intends to:

summarise academic outcomes. It should be used to capture pupil achievement through assessment of independent work / a test. AoL uses scores and flat scales to summarise the ability of pupils; this should then be used for statutory recording and tracking purposes. It should also provide a measure of the effectiveness of teaching on pupil outcomes. Summative assessments should enable the end results of the education offered, to be shared and analysed at a whole school, phase and MAT level, with all stakeholders.

Flat scale for tracking in Arbor: B = below ARE   W = Working towards ARE   E = Expected ARE   G = Greater depth ARE

Implementation

Marking - written

Purple pen = teacher/TA
Green pen = pupil editing
Self & peer editing

Feedback—verbal to pupils & families

Catch-up coaching
Pupil conferencing
Feed-Forward sessions
Learning/High Impact Teaching Reviews (year groups)
Learning Reviews (parents)

SEND inc Pastoral:

Boxall Profile
RONI tool
Fagus screening
Impact Ed
EP assessment
LASS Dyslexia Screening
Solent Therapy OT

Salford reading
Vernon spelling
Sandwell Early numeracy test
Speech link
Phonics screening

Maths:

Arithmetic and Reasoning SATs
NFER Maths tests
Sandwell Maths
Renaissance Star Maths
Accelerated Maths
Year 4 Multiplication Test
White Rose & Exit passes
Third Space learning
Weekly times tables tests
Long term memory tests

Literacy:

Reading, Writing and SPAG SATs
NFER Reading tests
Salford Reading Test
Bedrock vocabulary assessment (yr5&6)
Renaissance Star Reader
Accelerated Reader
Vernon Spelling test
Teacher Assessment—STA moderation materials

Foundation:

The Guru (prove it tasks)
Head Start
Concept cartoons
Rising Stars
Foundation trackers
Chiranga
Video tracking
Low stakes quizes

Autumn 1 – baseline assessments

NFER Reading & Maths test
Renaissance diagnostic testing—maths & reading
Past SAT papers (end of Oct)
Salford reading & Vernon spelling tests
Bedrock vocabulary assessment
Language Links
Impact Ed

Autumn 2

NFER Reading & Maths test
Renaissance diagnostic testing—maths & reading
Past SAT papers (all subjects)

Spring 1

NFER Reading & Maths test
Renaissance diagnostic testing—maths & reading
Past SAT papers (all subjects)

Spring 2

NFER Reading & Maths test
Renaissance diagnostic testing—maths & reading
Past SAT papers (all subjects)
Impact Ed

Summer 1

NFER Reading & Maths test
Renaissance diagnostic testing—maths & reading
SATs papers (all subjects)

Summer 2— transition assessments

NFER Reading & Maths test
Renaissance diagnostic testing—maths & reading
Salford reading Test
Vernon spelling test
Year 4 Multiplication Tables test
Impact Ed
Language Links

Renaissance used at BEGINNING of each half term   NFER & SATs used AT END of each half term

Impact

Children:
- are aware of what they are learning and why;
- are given feedback as quickly as possible;
- are an integral part of the assessment process;
- understand fully the criteria by which they and others will judge the success of their work;
- are clear about the ways in which they can and are making progress;
- are able and are given time to, edit their work to fulfil success criteria

- Children have the provision to address any SEMH/behavioural gaps ensuring that barriers are removed enabling access to the whole curriculum.

Staff:
- are aware of gaps in children's understanding and misconceptions in learning and their teaching helps fill these gaps.
- are able to plan for the next steps in all children's learning in a way which is accurate and purposeful.
- are able to be accountable for the progress and attainment of the children they work with clear, frequently updated tracking systems
* have an clear understanding of all SEND and SEMH needs
* plan and implement suitable provision to meet specific needs

Standards and outcomes:
- children make good progress from their individual start points and gaps in their learning are quickly filled.
- children are given the best possible opportunity, resources and skills to be able to identify and make improvements to their individual abilities.
- more children are able to attain age related expectations in all curriculum areas.
- all stakeholders are well informed of attainment and progress as a result of a range of effective AoL and AfL.