**WHAT IS ASSESSMENT?**

* Assessment is the means by which teachers evaluate the progress and diagnose the needs of the pupils in their class; it is the progress of the whole pupil throughout their educational, emotional and developmental journey. Teachers use assessment to plan tasks and activities to challenge, motivate and move pupils forward in their learning;
* Assessment enables learners to engage more fully in their own development and learning. Pupils are motivated to engage with new challenges if they understand what they need to do to progress;
* Assessment gives parents an accurate picture of their child’s learning, helping them to understand, and participate in, their child’s education;
* Assessment supports the senior leadership team and the governing body to plan strategically the allocation and management of resources throughout the school;
* Data from assessments is used to measure the performance of the school against other schools both locally and nationally.

HOW IS LEARNING ASSESSED?

Assessment is embedded in everyday classroom practice i.e. assessment happens all of the time through: observation of individuals or groups; discussion with individuals or groups; marking and feedback based upon the learning intention of the lesson; pupil self-evaluation; peer evaluation.

In addition to everyday on-going assessment, tasks and tests (including a range of published standardised tests) are used during the year. National tests and tasks at the end of Year 2 and Year 6 (SATS) are statutory, reported to the DFE and used to measure the performance of the school.

Pupils joining the school in the Foundation Stage (Year R) are assessed on entry and progress is reported at the end of the year.

CHANGES IN ASSESSMENT: LEARNING WITHOUT LEVELS

From September 2014, there is a new primary national curriculum and, alongside this, schools are now able to assess learning without the use of levels. Reforms to assessment procedures are based on the following principles (*Reforming Assessment and Accountability for Primary School* DFE March 2014):

* *On-going teacher-led assessment is a crucial part of effective teaching;*
* *Schools should have the freedom to decide how to teach their curriculum and how to track the progress that pupils make;*
* *Both summative teacher assessment and external testing are important;*
* *Accountability is key to a successful school system, and therefore must be fair and transparent;*
* *Measures of both progress and attainment are important for understanding school performance;*
* *A broad range of information should be published to help parents and the wider public to know how well schools are performing.*

**From September 2015**, schools will use a DFE approved base-line assessment when children start in the Foundation Stage. This will, ultimately be used to measure progress from Year R to the end of Year 6**.**

**From the summer of 2016,** there will be externally set, internally marked tests for reading and maths at the end of Key Stage One (Year 2). There will also be an externally set test in grammar, punctuation and spelling which will help to inform teacher assessment of writing. The tests will be updated to reflect the new national curriculum and *results will be expressed as a scaled score.* Teacher assessment of speaking and listening and science will continue.

**From summer 2016,** at the end of Key Stage Two (Year 6), pupils will continue to sit externally set and marked tests in maths, reading, grammar, punctuation and spelling. Some schools will be chosen randomly to take part in a science sampling test. As now, there will continue to be teacher assessment in maths, reading, writing and science to give a broader picture of children’s attainment. Again, tests will reflect the content of the new curriculum. The results of the tests in reading, maths, grammar, punctuation and spelling will be reported to parents as scaled scores.

As you are aware, end of Key Stage assessments are currently reported as levels and sub-levels e.g. an average child will be expected to attain L2B at the end of Year 2. Progress of pupils throughout the school is also measured in this way and individual attainment is reported to parents in this way at the end of the year. ***The removal of this system will enable the school to adopt assessment, reporting and tracking processes that give a much wider picture of the achievements of each individual in all areas of learning*.** The intention is that pupils and parents will have a clear view of what needs to be done to progress without the negative effect of labelling: children’s progress and motivation should not be hindered by their perception that they cannot access certain learning because they are “only a level three in maths”.

From September 2014, at Halling School, we will be assessing pupil learning against key performance indicators for each year group in reading, writing and maths using a model written by the National Association of Headteachers). We will reporting attainment at the end of each year using the following language and criteria:

* **Emerging:** the concepts and skills (for that particular year group) have been taught, but the child has not yet grasped the concept or mastered the skills;
* **Expected:** the concepts and skills have been taught and the child has mastered the concepts and the skills;
* **Exceeded:** the concepts and skills have been taught and the child has exceeded what could have been expected.

Teachers will hold individual pupil assessment records that show a clearer view of progress over time and any gaps in learning that need to be addressed. These records will be passed on each year to the new class teacher.

HOW WILL WE REPORT TO PARENTS?

During the school year, a working party of volunteer parents will work with the school to develop an end of year reporting format that delivers a wider picture of the achievements of each pupil. It is hoped that this will include the pupil’s own view of their learning and achievements.

Parent consultation will also be changing. In October, all Year 6 pupils will invite their parents to attend an individual, pupil-led learning review. This will also be attended by the teacher and the head teacher. We hope to extend this model to Year 5 in time for the second parent consultation in Term 3.

In Years 2 – 6, parents will be invited to bring their child along to the parent/teacher consultation.

In Years R and 1, we hope to show parents, during the consultation, a short video of their child talking about their learning.

YEAR TWO AND YEAR SIX

During this academic year, pupils in Year 2 will continue to have their progress against key performance indicators translated into levels. This is in line with the progress measures that will continue to be used in the end of Year 2 assessment tests and tasks for 2015 only.

Year 6 will continue to be assessed using the old system of levels for this academic year, again this in line with the progress measures that will be used to report the outcome of SATS for 2015.

MONITORING

Teacher assessments will be moderated i.e. verified, throughout the year both internally and externally.

*During this period of change, the school, including governors, will continue to monitor the effectiveness of the new system. Any necessary adaptations will be made along the way to ensure that we develop a system that is fair, robust and, most importantly, effective in ensuring that our children achieve their full potential and move onto secondary school as confident, resilient and enthusiastic learners.*