

Assessment of the National Curriculum



Annfield Plain Junior School
"Together We Achieve"

How is the school using formative assessment?

The progress of children is formatively assessed against the National Curriculum. Children progress through their year group's national expectations as below:

Mastery+	Exceeding national age related expectations at a greater depth of mastery.
Mastery	Exceeding national age related expectations at mastery level.
Expected Secure	At national age related expectations: secure in almost all of the age related expectations and working towards mastery.
Expected Developing	At national age related expectations: starting to meet many of the year group expectations but not yet secure.
Expected Emerging	At national age related expectations: beginning to work at national expectations.
Below Expected	Not yet meeting national age related expectations but working towards them.
Significantly Below	Working significantly below: not ready to work towards current year group age related expectations.

The national standard is to be at expected emerging at the end of term 1, expected developing at the end of term 2 and expected secure by the end of term 3. However, some pupils may not reach expected emerging until the third term. In addition, a few pupils may find the age related expectations difficult to access, as they are still consolidating basic skills before they can move on. No pupil can attain higher than their year group expectations. If a pupil has mastered the year group expectations, they can then achieve mastery (often known as a greater depth standard).

Teachers use Sheffield STATs planning and assessment grids, recording their assessments on an on-line program Educater, in order to identify gaps in learning. The Sheffield STATs grids include Key Performance Indicators (KPIs) which pupils must have mastered before they can move on. The use of KPIs help to prevent gaps in learning from developing. In addition, by using detailed Sheffield STATs indicators (drop down menus with detailed statements) teacher assessments are secure judgements.

How is the school using summative assessment?

Pupils are assessed at three points during the school year using NFER tests in Years 3,4,5 and SATs papers in Year 6, in order to track their progress in year group expectations: on entry at the end of September, mid-year at the beginning of February and the end of the year. Some pupils will enter their current year group below age related expectations on entry tests – this is because they have many new concepts to learn and each year’s curriculum is significantly more challenging than the previous year.

How will this approach improve teaching and raise achievement?

The assessment materials will support teachers to identify pupils’ strengths and misconceptions, which provides an opportunity for teachers to plan learning which is pitched accurately to children’s appropriate next steps in learning. Because the materials contain the content of the National Curriculum and refer directly to curriculum year group expectations, they will enable schools to identify pupils who are falling behind in their learning or who need additional support to catch up and/or reach their full potential, including the most able.

How will leaders and governors ensure the accuracy of assessment through internal and external standardisation and moderation?

Standardisation materials are used to support teachers in understanding what success for children against the statements looks like. This supports consistency of judgements as do whole school work scrutiny, as well as internal and external moderation activities. Cluster schools meet each term to complete and monitoring processes, as well as working with staff to ensure standards in books are scrutinised with staff and senior leaders.

How will this approach support reporting to parents and carers?

As a school, we are supporting parents and carers so that they understand the changes to the assessment information that they receive. Each term we distribute a parents’ assessment leaflet which indicates how their child is progressing against year group expectations.