

## Annfield Plain Junior School – Guide to Assessment

Our assessment system is directly linked to year group age-related national curriculum objectives. **Please view the school website curriculum section for further information on the national curriculum's expectations for each subject in each year group.**

**How does this work?** Formative assessment is ongoing, lesson by lesson/week by week/pre and post assessments at the start and end of topics. This is known as teacher assessment; it allows teachers to plan the next steps for each pupil and identify any gaps in learning. We also collect assessment data from summative assessment tests three times a year: in September on entry into a new year group, mid-year at the beginning of February and end of the year in May/June. For this we use NFER assessments for Years 3,4 & 5 and SATs papers for Year 6 in Reading, Mathematics and Grammar, Punctuation & Spelling (GPS); they give us a standardised score linked to chronological age, as well as a raw, scaled score. This allows us to track progress during the year and year on year, in order to analyse data and the progress of the cohort, groups and individuals. This then allows us to deliver interventions to provide catch-up and for teachers to teach to the needs of the pupils. Writing is judged by teacher assessment; to ensure our writing teacher judgements are accurate we work regularly on moderating writing both in school and with other partner schools. For Science and the Foundation Subjects an assessment is made, at the end of the key stage, whether a pupil is working at the expected level or below.

Pupils are assessed against age-related expectations for their year group. At parent meetings, as well as on the annual written report, your child's class teacher will be able to report to you as to how they are progressing within the 'age-related expectations': whether they are significantly below, below, at the expected level or above the expected level. At Annfield Plain Junior School, the expected level has been separated into three sections: emerging, developing and secure for the core subjects of English and Maths.

*For example, a child who is in Y3 and is working at age related expectations will usually be:*

By the end of the autumn term: **emerging** towards achieving Y3 key objectives;

By the end of the spring term: **developing** towards achieving Y3 key objectives;

By the end of the summer term: **secure with** the Y3 key objectives.

**Please view the table below for further information on depth of learning.**

### More Able Pupils

For children who have securely met their end of year objectives, they will be assessed as mastering the objectives for their age group. Rather than moving on to the next year's curriculum, these children will work on 'mastering' their knowledge through the application of skills in different contexts – they will be deepening their learning. The depth and application of a child's learning is an important part of assessing their achievement and progress.

### SEND Pupils

Pupils with special educational needs and disabilities have specific learning plans that will meet their needs. They will be expected to make progress in line with their peers, but they may not, because of their special needs, meet year group objectives. Assessment and tracking systems do support, challenge and monitor their progress.

### Children who are falling behind

For children who are falling behind there are appropriate intervention groups in place, during the school day for English and for Maths in small group tuition after school, which aim to address difficulties as they arise. Our aim is that over time, intervention strategies and quality first teaching help children with gaps in learning to make accelerated progress and catch up with their peers.

Stage working at:	Depth of Learning	Cognitive challenge	Predominant teaching style	Teacher Support	Typically pupils will:
<b>MASTERY +</b> Well above year group expectations: mastery plus.	As below, including a deep and thorough understanding and application of all year group expectations.	Cognitive demands are complex and abstract. Involves problems with multi-steps or more than one possible answer. Requires justification of answers.	Coaching Mentoring	Low	Solve non-routine problems, appraise, explain concepts, hypothesise, investigate, cite evidence, justify, design, create, prove.
<b>MASTERY</b> Above the expected level: mastery.	Exceeding all year group expectations by the end of the summer term. Successful at tasks requiring deeper understanding. Can be learner generated.	As above and below.	Coaching Mentoring	Low	As above and below.
<b>EXPECTED SECURE</b> At the expected level: secure.	Secure in almost all of the end of year expectations. <b>This is the level expected at the end of the summer term.</b>	Higher level. Involves mental processing beyond recall. Can confidently apply their knowledge and skills. Requires some degree of decision making and ability to problem solve.	Reminding Guiding	Medium	Apply skills to solve problems, explain methods, classify, infer, categorise, identify patterns, organise, modify, predict, interpret, summarise, make observations, estimate, compare.
<b>EXPECTED DEVELOPING</b> At the expected level: developing.	Starting to meet many of the year group expectations but not yet secure. <b>This is the level expected at the end of the spring term.</b>	Low to medium level. Can follow instructions. Starting to apply skills and knowledge to problem solving with support.	Modelling Explaining Reminding Guiding	Medium	As above and below.
<b>EXPECTED EMERGING</b> At the expected age related expectations: emerging.	Starting to meet some of the year group expectations but not many. <b>This is the level expected at the end of the autumn term.</b>	Low level. Can follow instructions.	Modelling Explaining	High	Name, describe, follow instructions or methods, complete tasks, recall information, ask basic questions, use, match, report, measure, list, illustrate, label, recognise, tell, repeat, arrange, define, memorise.
<b>BELOW</b> Below age related expectations.	Working below the expected level for year group expectations, not yet emerging and meeting the year group expectations.	Low level. Can follow instructions. Still needs targeted support and focused intervention.	Modelling Explaining	High	Name, describe, follow instructions or methods, complete tasks, recall information, ask basic questions, use, match, report, measure, list, illustrate, label, recognise, tell, repeat, arrange, define, memorise.
<b>SIGNIFICANTLY BELOW</b> Significantly below age related expectations.	Working well below the year group expectations e.g. not ready to move on to current year group work.	Low level. Can follow instructions but will often need additional support and focused intervention	Modelling Explaining	High	Name, describe, follow instructions or methods, complete tasks, recall information, ask basic questions, use, match, report, measure, list, illustrate, label, recognise, tell, repeat, arrange, define, memorise.

