



Assessment Policy 2017-18

As a school, we are committed to continually developing a range of assessment practices which ensure that each individual pupil is nurtured and challenged as a learner. We will support them to be successful learners by identifying their stage of development and achievement, whether academic, social, creative or spiritual, and developing their understanding and skills in order for them to achieve their potential.

As we continue to develop these assessment practices in line with the new National Curriculum and the expectations for assessing without levels, we will be considering how effective they are at the following:

- Playing a central role in the planning of teaching and learning
- Promoting a commitment to learning goals and a shared understanding of the criteria by which they are assessed
- Providing learners with constructive guidance about how to improve
- Developing learners' capacity for self-assessment, reflection and motivation

Our method of assessment will carefully consider the following aspects:

- The assessment criteria
- Assessment strategies and activities
- Our feedback to pupils
- The impact of the target setting process
- The collection and collation of any evidence to be used
- The tracking of pupil progress
- Professional development considerations arising
- The moderation of judgements
- Our reporting to our parents and carers
- Our reporting to other stakeholders

Each term we have an assessment week which enables teachers to use assessments and wide a range of evidence to draw upon to develop a comprehensive picture of where the child is currently working in relation to age related expectations.

We track all pupil performance and in particular identify those pupils at risk of underachievement. Additionally we also ensure that those children who have accelerated capacity or are identified as G&T have increased opportunity to succeed.

Our system calculates progress based on age-related expectation points over time, prior expectations and the depth of a child's learning to show simply and easily who is making the right amount of progress through the 2014 depth-orientated National Curriculum.

The systems implemented at Camelot are based on the following principles:

- **Assessment is at the heart of teaching and learning**
 - *Assessment provides evidence to guide teaching and learning and provides the opportunity for students to demonstrate and review their progress.*
- **Assessment is fair**
 - *Assessment is inclusive of all abilities and is free from bias towards factors that are not relevant to what the assessment intends to address.*
- **Assessment is honest**
 - *Assessment outcomes are used in ways that minimise undesirable effects, they are conveyed in an open, honest and transparent way to assist pupils with their learning. Assessment judgments are moderated by other professionals to ensure their accuracy.*
- **Assessment is aspirational**
 - *Assessment identifies, through the use of objective criteria, a pathway of progress and development for each child, setting high expectations for them as learners. Assessment outcomes will show that the children are achieving the expected standards as defined by nationally standardised criteria.*
- **Assessment is appropriate**
 - *Assessment will draw on a wide range of evidence to provide complete picture of pupils' achievement. Any conclusions regarding pupil achievement will only be valid if the assessment is appropriate (to age, to the task and to the desired feedback information). The purpose of assessment activities and process will be clear and demand no more procedures and records than are practically required to allow pupils and teachers to plan future learning.*
- **Assessment is consistent**
 - *Assessment judgements are formed according to common principles and the results will be readily understandable by third parties and will be capable of comparison with other schools, both locally and nationally.*
- **Assessment outcomes provide meaningful and understandable information for pupils, parents, teachers and school leaders**
 - *Assessment outcomes will provide valuable information for pupils in developing their learning; parents in supporting their children with their learning; teachers in planning teaching and learning; school leaders and governors in planning and allocating resources.*
- **Assessment feedback should inspire and motivate children and encourage a belief that through hard work and practice, more can be achieved.**

Statutory Requirements:

Statutory assessments of pupils' achievements must be completed at the end of each Key Stage: Early Years Foundation Stage (Reception), Key Stage 1 (Year 2) and Key Stage 2 (Year 6).

For Summer 2017, the statutory requirements for Nursery, Reception, Key Stage 1 and Key Stage 2 will be:

Key Stage	Outcomes	End of Key Stage Tests	Assessment
Early Years Foundation Stage	On entry into Camelot's EYFS, staff will observe children using Development Matters as a baseline. Children's progress is tracked using the Ages and Stages part of the curriculum.	At the end of Reception, teacher judgement will determine if the child is Emerging, Expected or Exceeding in the 17 Early Learning Goals.	Practitioners observe children's achievements and plan for the next gaps in their learning. This learning journey is demonstrated in each child's personal profile. Observations are linked to the Ages and Stages part of the EYFS curriculum.
KS1	From 2016, KS1 national curriculum test outcomes will no longer be reported using levels. Scaled scores will be used instead.	A new set of KS1 national curriculum tests replaces the previous tests and tasks. The new tests consist of: <ul style="list-style-type: none"> • English reading Paper 1: combined reading prompt and answer booklet • English reading Paper 2: reading booklet and reading answer booklet • English grammar, punctuation and spelling Paper 1: spelling • English grammar, punctuation and spelling Paper 2: questions 	Following the removal of teacher assessment levels, interim teacher assessment frameworks have been provided to support teachers in making robust and accurate judgements for pupils at the end of KS1 in 2018. <p>The interim teacher assessment frameworks for Key Stage 1 are currently confirmed for 2018. The DfE is evaluating options for future years.</p>

		<ul style="list-style-type: none"> • mathematics Paper 1: arithmetic • mathematics Paper 2: reasoning 	
KS2	From 2016, KS2 national curriculum test outcomes will no longer be reported using levels. Scaled scores will be used instead.	<p>There will only be 1 set of tests for each subject. The tests will include a small number of questions designed to assess the most able pupils so separate tests, such as the previous level 6 tests, are no longer required.</p> <p>The KS2 tests consist of:</p> <ul style="list-style-type: none"> • English reading: reading booklet and associated answer booklet • English grammar, punctuation and spelling Paper 1: short answer questions • English grammar, punctuation and spelling Paper 2: spelling • mathematics Paper 1: arithmetic • mathematics Paper 2: reasoning • mathematics Paper 3: reasoning 	<p>Following the removal of teacher assessment levels, interim teacher assessment frameworks have been provided to support teachers in making robust and accurate judgements for pupils at the end of KS2 in 2018.</p> <p>The interim teacher assessment frameworks for Key Stage 2 are currently confirmed for 2018. The DfE is evaluating options for future years.</p>

Moderation:

Due to the interim assessment framework 2017-18, there has been a greater emphasis on the moderation of work in pupils' books and the need for ensuring as a school we have a robust system which encompasses internal and external moderation and the opportunity for SLT to quality assure judgements. Moderation is a regular occurrence and will be planned for within the school diary.

