



## How do we assess at Stratford Primary

### **Formative Assessment**

Teachers use formative assessments on a daily basis during teaching and learning, allowing teachers and pupils to assess attainment and progress more frequently. It begins with diagnostic assessments: indicating what is already known, through 5-a-day recap questions (in Core and foundation subjects) and identifying any gaps that may exist in skills or knowledge. If a teacher and pupil understand what has been achieved to date, it is easier to plan the next steps. As the learning continues, further formative assessments indicate whether teaching plans need to be amended to reinforce or extend learning. Formative assessments may include questions, tasks, quizzes or classroom exit tickets. Often, formative assessments may not be recorded at all.

### **Summative assessment**

Summative assessments sum up what a pupil has achieved at the end of a period of time, relative to the learning aims and the relevant national standards. The period of time may vary depending on what the teacher wants to find out. There may be an assessment at the end of a topic, half-term, year or Key Stage.

A summative assessment may be a written test, an observation, a conversation or a task. It may be recorded through writing, through photographs or other visual media, or through an audio recording. The assessment will show what has been achieved. It will summarise attainment at a particular point in time and may provide individual and cohort data that will be useful for tracking progress and for informing stakeholders (e.g. parents, governors, etc.).

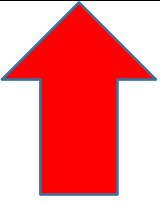
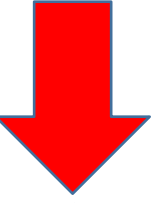
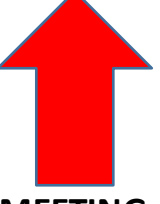
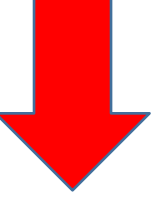
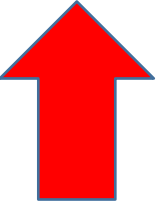
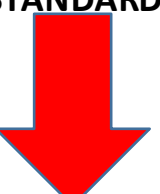
At Stratford Primary, teachers will carry out a summative baseline assessment for all pupils at the beginning of Autumn term 1, further assessments are done in December (autumn term); March (Spring term) and again at the end of June (summer term).

Teachers use a 9-point progress scale to assess pupil progress and this is converted to attainment data to identify age related expectations. We use Insight Tracking to monitor assessment and manage attainment & progress.

Throughout the year, regular monitoring is carried out by subject leads, SLT, governors and external Trust practitioners for verification. English writing, maths and Science moderation may also take place in collaboration with other Trust Primaries or consortium primary schools.



Children will be assessed against a nine-point scale for English and Maths. The table below shows how the scale is calculated. Information is gathered through on-going assessment, periodic progress checks, pupil interviews and end of year assessments.

ASSESSMENT POSITION	POINTS ALLOCATED	DESCRIPTIONS	LEVEL
<b>Working at Greater Depth within the expected standard</b>	9	For pupils exceptionally confident in all of the exceeding expectations, highly effective in using and applying these in investigational tasks, and showing exceptional ability for their age: <b>Exceeding the standard.</b>	 <b>ABOVE NATIONAL STANDARD</b> 
	8	At this stage, a pupil is not only confident in their understanding of most of the exceeding expectations, but is able to use and apply the concepts involved. <b>Exceeding the standard.</b>	
	7	If a pupil is generally meeting more than half of exceeding expectations, they will be deemed to be at: <b>Exceeding the standard.</b>	
<b>EXPECTED Standard</b>	6	At this point, the pupil is not only confidently meeting all of the expectations and using and applying the concepts, but is also meeting at least 25% of the exceeding statements. <b>Meeting the standard.</b>	 <b>MEETING NATIONAL STANDARD</b> 
	5	At this stage, a pupil is generally confident in their understanding of all of the expectations. <b>Meeting the standard.</b>	
	4	If a pupil is generally confident in 80% or more of the expectations then they are considered to be: <b>Just meeting the standard</b>	
<b>EMERGING Towards the expected standard</b>	3	If they confidently meet between 60% and 80% of the expectations but not all then they will be described as: <b>Emerging towards the standard</b>	 <b>TOWARDS NATIONAL STANDARD</b> 
	2	If they meet between 40% and 60% of the expectations then they will be described as: <b>Emerging towards the standard</b>	
	1	If they are meeting 20-40% of the expectations, pupils will be described as: <b>Emerging towards the standard</b>	



## Assessment Schedule

<p><b>Autumn 1</b></p> <p><i>Pupil progress meetings - October</i></p>	<p><b>Baseline Assessment</b></p> <p>Moderating a piece of writing against TAF's White Rose (once Place Value has been taught)</p> <p>GL Assessments in reading, spelling, maths, science (Yr 3, 4, 5, )</p> <p>EYFS baseline assessments</p> <p>Little Wandle Phonics assessments</p> <p>Year 4 multiplication baseline</p> <p>Year 6 previous sats papers</p> <p><b>Monitoring</b></p> <p>Early reading/ reading</p> <p>Maths</p> <p>Science</p> <p>PSHE</p>	<p>During September</p> <p>Trust Q of E visit</p> <p>Governor visits</p>
<p><b>Autumn 2</b></p>	<p>Summative assessment week takes place in December to inform data on Insight.</p> <p>Phonic assessments</p> <p>Y4 multiplication assessment through TTRS</p>	<p>Governor visits</p> <p>Trust safeguarding visits</p>
	<p><b>Monitoring takes place of</b></p> <p>Reading</p> <p>Writing</p> <p>Maths</p> <p>Science</p> <p>Art</p> <p>PSHE</p>	<p><b>Joint reading moderation with another school</b></p>
<p><b>Spring 1</b></p> <p><i>Pupil Progress Meetings</i></p>	<p>Phonic assessments</p> <p>Y4 Multiplication assessment – predictions</p> <p>Y6 assessment – prediction</p> <p><b>Monitoring:</b></p> <p>MFL</p> <p>DT</p> <p>Music</p>	<p>Pupil Progress meetings</p> <p>Data reported to Governors in February</p> <p><b>Joint maths moderation with another school</b></p> <p><b>Trust behaviour visit</b></p> <p><b>Trust Q of E visit</b></p> <p><b>Governor visit</b></p>
<p><b>Spring 2</b></p>	<p>Spring term assessments take place</p> <p>EYFS obs</p> <p>Y1 phonics</p> <p>Y2 reading, writing, maths</p> <p>Y4 Multiplication assessment</p> <p>GL assessments in reading, spelling, maths Y3-5</p>	<p><b>Joint writing moderation with another school or Agreement Trialling with local authority</b></p>



	<p>Further assessment for Year 6 predictions</p> <p>Monitoring</p> <p>PE</p> <p>Reading</p> <p>Writing</p> <p>Maths</p>	<p><b>Governor visit</b></p>
<p><b>Summer 1</b> <i>Pupil Progress Meetings</i></p>	<p>Optional KS1 Tests</p> <p>KS2 Statutory testing</p> <p>Monitoring</p> <p>RE</p> <p>Computing</p>	<p>Trust Attendance visit</p> <p>Trust Community schooling visit</p> <p>External verification of delivery of SATs</p> <p>Governor visits</p>
<p><b>Summer 2</b></p>	<p>Y4 Statutory Multiplication tests</p> <p>Y1 and Y2 Phonic Screening</p> <p>Final EYFS GLD data</p> <p>GL assessments for Y3-5 in Reading, Spelling, Maths and Science</p> <p>Foundation subject assessment</p> <p>Data uploaded to Insight</p> <p>Data submitted to LA/DfE</p> <p>Final reports written</p> <p>Monitoring</p> <p>Humanities</p> <p>RSE</p> <p>Progress report and class analysis for next academic year/ next class teacher</p>	<p>Trust Q of E visit</p>

