

## Eastfield Primary School Assessment Statement

Our approach to assessment:

- Assessment is integral to high quality teaching and learning. It helps us to ensure that our teaching is appropriate and that learners are making at least expected progress.
- All staff are trained in our approach to assessment.
- We have a senior leader, Mrs Bird, who is responsible for assessment at Eastfield Primary School.
- Children are given regular feedback (verbal or written) so they understand what it is that they need to do in their learning next time in order to improve their performance.

Our method of assessment:

- Assessment serves many purposes, but the main purpose of assessment in our school is to help teachers, parents and pupils plan next steps in learning.
- The outcomes of assessment are used to check and support our teaching standards and help us improve.
- Through working with other school networks and using external tests and assessments, we compare our performance with that of other schools.
- We assess pupils against assessment criteria, which are short, discrete, qualitative, and concrete descriptions of what a pupil is expected to know and be able to do in different subjects (age related expectations).
- Discrete assessment criteria and pupil targets are derived from the school curriculum, which is composed of the National Curriculum, The EYFS Statutory Framework, Kapow Primary and our own school design.
- Assessment criteria is arranged into a year group hierarchy, setting out what children are expected to have mastered by the end of each year in each subject (called age related expectations). We recognise that children's progress may not fit neatly into discrete year groups and children may be working below their school year but as a school we have high aspirations for all our pupils and ensure that we value the progress of children with special educational needs as much as any other group.
- The achievement of each pupil is assessed against the age-related expectation criteria at appropriate times of the school year. A formative assessment using our online tracking system called DC Pro is used at the end of each term, although summative assessment will take place on a more regular basis to inform teacher judgements.
- Each pupil is assessed as either 'on track/ EXS', 'better than on track / GDS', 'Working towards / WTS' or 'below / BLW' in each relevant criterion contained in our age-related expectation for that year and that subject on

DC Pro. Children will be expected to be 'secure' in all the criteria for their relevant year group by the end of each year.

- For those pupils who are 'secure' within the expected standards, we provide more challenging work which will deepen their thinking and ensure deeper learning within the essential concepts, areas of knowledge and skills within the subject.
- Assessment judgements are recorded and backed up by a body of evidence such as: observations, records of work, evidence in the learning journey and a variety of testing.
- Assessment judgements are moderated between colleagues within school and by colleagues in other schools across our Learning Community, to make sure our assessments are fair, reliable, and valid. We will also invite external agencies with no connection to the Learning Community to verify practice from time to time.

Our use of assessment:

- Teachers use the outcomes of our assessments to summarise and analyse attainment and progress for their pupils and class.
- Teachers use this data to plan the learning for every pupil to ensure they are secure within or exceed age related expectations.
- Teachers and leaders analyse the data across the school to ensure that pupils identified as vulnerable or at particular risk are making appropriate progress and that all pupils are suitably stretched.
- The information from assessment is communicated to parents and pupils on a termly basis through a structured conversation at parent's evening and parents receive a formal written report at the end of each academic year.
- We celebrate all achievements across a broad and balanced curriculum, including sport, art, music, behaviour, effort, and social and emotional development.