



### Assessment Offer at Mowmacre Hill Primary

Year Groups	Assessment Strategy	Purpose	Ensuring reliability and validity
F1 and F2	Teacher observations recorded on Tapestry	<ul style="list-style-type: none"> <li>Document key moments of achievement in child's learning journey</li> <li>Monitor progress within age and stage bands</li> <li>Gap analysis for planning</li> <li>Provide information to parents about learning journey</li> <li>Benchmark against Early Years Development matters statements</li> </ul>	<ul style="list-style-type: none"> <li>Linked to statements from EYFS Profile</li> <li>Team Leader moderates statements against standards at the end of F2</li> <li>Deputy headteacher moderates statements to ensure teacher comment is linked to curriculum statement</li> </ul>
F2	Early Years Summative Judgements	<ul style="list-style-type: none"> <li>Statutory requirement</li> <li>Inform stakeholders about attainment against criteria</li> </ul>	<ul style="list-style-type: none"> <li>Use of exemplification materials</li> <li>Moderation internal including Y1/ DHT</li> <li>Moderation within trust</li> <li>LA moderation events/ external if selected</li> </ul>
Y1 and Y2	Key Stage 1 Phonics screens	<ul style="list-style-type: none"> <li>Statutory requirement</li> <li>Inform stakeholders about attainment against pass mark</li> </ul>	<ul style="list-style-type: none"> <li>Statutory requirement- set by STA</li> </ul>
Y1, 3, 4 and 5	Rising stars Optional Tests	<ul style="list-style-type: none"> <li>Review learning against curriculum covered so far within year</li> <li>Exposure to test situation with low stakes</li> <li>Validate teacher judgements</li> <li>Gap analysis- planning for next steps</li> </ul>	<ul style="list-style-type: none"> <li>Rising stars independent review- "excellent" to "good" rating for reliability <a href="https://www.risingstars-uk.com/media/Rising-Stars/Files/Optional-Tests-Independent-Evaluation.pdf">https://www.risingstars-uk.com/media/Rising-Stars/Files/Optional-Tests-Independent-Evaluation.pdf</a></li> <li>2018/2019 development- moderate marking within and between teams</li> </ul>
Y2	Key Stage 1 SATs	<ul style="list-style-type: none"> <li>Statutory requirement</li> <li>Inform stakeholders about attainment with scaled score</li> </ul>	<ul style="list-style-type: none"> <li>Use of exemplification materials</li> <li>Moderation internal including school based LA moderator</li> <li>Moderation within trust</li> <li>LA moderation events/ external if selected</li> </ul>
Y6	Key Stage 2 SATs	<ul style="list-style-type: none"> <li>Statutory requirement</li> <li>Inform stakeholders about attainment with scaled score</li> </ul>	<ul style="list-style-type: none"> <li>Statutory requirement- set by STA</li> </ul>

F2	NFER Baseline	<ul style="list-style-type: none"> <li>• Benchmark intake at the start of the year against national</li> <li>• Provide next steps and gap analysis for the teachers</li> <li>• Measure progress across the year/ key stage/school</li> </ul>	<ul style="list-style-type: none"> <li>• Scaled score</li> </ul>
Y2 to Y5	Daily times tables tests	<ul style="list-style-type: none"> <li>• Check fluency, speed and accuracy of children learning time tables facts for Mathematics</li> <li>• Prepare children for the implementation of times tables check for Year 4 cohort (2019-2010)</li> <li>• Assists in teacher judgements of mathematics</li> </ul>	<ul style="list-style-type: none"> <li>• All questions are randomised for facts to 12 x 12 including division</li> <li>• Timings are the same</li> <li>• Questions presented in the same way to every class</li> </ul>
F2 to Y6	Cold and Hot Write Tasks	<ul style="list-style-type: none"> <li>• Cold write tasks are used at the start of the writing topic for a teacher to complete gap analysis and plan next steps for cohort and individuals if required</li> <li>• Hot tasks are independent pieces of writing where children are able to independently apply the skills, knowledge and understanding that they have been learning through the unit. Hot tasks allow teachers to assess against writing criteria how learning outcomes have been understood as well as gap analysis and next steps</li> </ul>	<ul style="list-style-type: none"> <li>• Writing is moderated</li> <li>• In Years 2 and Years 6 the writing is used to support teacher judgements</li> <li>• Exemplification materials are used in Years 2 and 6</li> <li>• Teachers have begun to use principles of comparative judgement</li> <li>• <a href="#">2018/2019 development- embed moderation and comparative judgements/ moderate tasks given as well as outcomes</a></li> </ul>
F2 to Y6	Writing portfolios	<ul style="list-style-type: none"> <li>• Portfolio of writing for each child used to build picture of each child's level of attainment across different text types</li> <li>• Used for teachers to make judgements against writing criteria for year groups</li> </ul>	<ul style="list-style-type: none"> <li>• Teachers have begun to use principles of comparative judgement</li> <li>• <a href="#">2018/2019 development- embed moderation and comparative judgements/ moderate tasks given as well as outcomes</a></li> </ul>
Y2 and Y6	Past SATs papers and published mock SATs tests	<ul style="list-style-type: none"> <li>• For teachers to complete gap analysis</li> <li>• Exposure children to test format e.g. exposure to different question types</li> <li>• Assessment for prediction of end of year outcomes</li> </ul>	<ul style="list-style-type: none"> <li>• Marking schemes as shared by DfE or company</li> <li>• Cross- marking wherever possible (intra or inter year group teams)</li> </ul>
Y1 to Y6	Maths No Problem Unit Reviews	<ul style="list-style-type: none"> <li>• Unit reviews are independent activities where children are able to independently apply the skills, knowledge and understanding that they have been learning through the unit. Unit reviews allow teachers to assess against mathematics criteria how learning outcomes have been understood as well as gap analysis and next steps</li> </ul>	<ul style="list-style-type: none"> <li>• MNP are DfE selected textbook for ensuring mastery teaching of Mathematics</li> <li>• Moderation with SLT specifically subject leader for mathematics</li> <li>• Repeatable as work books are produced by MNP</li> <li>• <a href="#">2018/2019 development- ensuring reliability</a></li> </ul>

F1 to Y6	Use of big question and success criteria	<ul style="list-style-type: none"> <li>Formative assessment to share learning objective and outcomes with children</li> <li>Promote self-directed learning</li> <li>Feedback to child and teacher about success against learning outcomes</li> </ul>	<ul style="list-style-type: none"> <li>Policy- regularly reviewed by stakeholders</li> <li>Book looks to ensure teachers comply with policy and there is consistency</li> <li><a href="#">2018-2019 development- focussed analysis on validity of BQ and success criteria</a></li> </ul>
Y1 to Y6	Statement tracking for teacher judgements Across the curriculum	<ul style="list-style-type: none"> <li>Identify progress towards learning outcomes for the year group</li> <li>Identify next steps/ gap analysis and planning</li> <li>Used to support teacher judgement for half termly data points</li> </ul>	<ul style="list-style-type: none"> <li>SLT moderation against standards</li> <li>Year groups standardise</li> <li>Year 2 and Year 6 based from teacher frameworks</li> <li><a href="#">2018-2019 development- focussed analysis on validity and reliability of judgements based upon a variety of formative and summative assessment strategies</a></li> <li><a href="#">2018-2019 for topic subjects to develop new system inline with new curriculum offer</a></li> </ul>
F1 to Y6	Questions	<ul style="list-style-type: none"> <li>Explore understanding more in a lesson through probing question</li> <li>Identify misconceptions through diagnostic questioning</li> <li>Assess the extend learning objectives have been understood</li> <li>Assess lesson and whether group and/or child are ready for the next part of the learning through hinge questions</li> </ul>	<ul style="list-style-type: none"> <li>Observed through learning walks, lesson observations and drop-ins</li> <li>Teaching standards- Make accurate and productive use of assessments</li> <li>Appraisal against teacher standards- policy to follow if teacher is not meeting the standard</li> </ul>
F1 to Y6	Children feedback strategies during lesson time	<ul style="list-style-type: none"> <li>Teachers to assess progress of learning towards outcomes</li> <li>Identify next steps/ gap analysis and planning</li> <li>Develop children as independent learners to reflect on their own learning</li> </ul>	<ul style="list-style-type: none"> <li>Observed through learning walks, lesson observations and drop-ins</li> <li>Teaching standards- Make accurate and productive use of assessments</li> <li>Appraisal against teacher standards- policy to follow if teacher is not meeting the standard</li> <li><a href="#">2018-2019 development- embed strategies</a></li> </ul>
F1 to Y6	Peer assessment	<ul style="list-style-type: none"> <li>Children to provide feedback to each other in relation to completion of an activity and against learning outcome</li> <li>Develop children as independent learners to reflect on their learning</li> </ul>	<ul style="list-style-type: none"> <li>Teacher moderates written feedback through use of success criteria</li> </ul>

F1 to Y6	Child Self-assessment	<ul style="list-style-type: none"> <li>• Develop children as independent learners to reflect on their own learning</li> <li>• Identify misconceptions</li> <li>• Set own and personal targets</li> </ul>	<ul style="list-style-type: none"> <li>• Teacher marks against same success criteria as per Feedback and Marking Policy</li> </ul>
Y1 to Y6	PIVATS	<ul style="list-style-type: none"> <li>• Identify small step progress for SEND children</li> <li>• Identify targets, gaps and next steps</li> <li>• Inform external agencies working with child</li> </ul>	<ul style="list-style-type: none"> <li>• Moderation with SEND team and teachers</li> </ul>
F1 to Y6	SALT Screening	<ul style="list-style-type: none"> <li>• Identify children who may need intervention of differing levels for speech, language and communication needs</li> <li>• Plan next steps and PPP targets</li> <li>• Inform other external agencies</li> </ul>	<ul style="list-style-type: none"> <li>• Training provided by SALT</li> <li>• SALT and teachers, support staff complete screening</li> </ul>
F2 to Y6	Strengths and difficulties questionnaires	<ul style="list-style-type: none"> <li>• The Strengths and Difficulties Questionnaire (SDQ) is a brief behavioural screening questionnaire for 3-16 year olds. It exists in several versions to meet the needs of researchers, clinicians and educationalists.</li> </ul>	<ul style="list-style-type: none"> <li>• <a href="http://www.sdqinfo.com/norms/UKSchoolNorm.html">http://www.sdqinfo.com/norms/UKSchoolNorm.html</a></li> <li>• Same items completed by different people about the same individual</li> </ul>
F1 to Y6	GARs questionnaires	<ul style="list-style-type: none"> <li>• The Gilliam Autism Rating Scale-2 (GARS-2) is a 42 item norm referenced screening instrument used for the assessment of individuals ages 3-22 who have severe behavioural problems that may be indicative of autism. Its purpose is to help professionals identify Autism Spectrum Disorders.</li> <li>• The questionnaire features 25 items from norm referencing which are answered by different people</li> </ul>	<ul style="list-style-type: none"> <li>• Research journals show the reliability and validity of using the test e.g. <a href="https://www.ncbi.nlm.nih.gov/pmc/articles/PMC4749683/">https://www.ncbi.nlm.nih.gov/pmc/articles/PMC4749683/</a></li> </ul>
Y1 to Y6	Pupil Premium Matrix	<ul style="list-style-type: none"> <li>• Children judged on two scales- attainment and achievement against Effort and Attitude</li> <li>• Plotted on scatter gram within one of the 4 quartiles.</li> </ul>	<ul style="list-style-type: none"> <li>• Moderation within year groups through professional discussion.</li> </ul>
F1 to Y6	Data analysis	<ul style="list-style-type: none"> <li>• Identify number and percentage of children on track for age- related expectations, greater depth etc in core subject areas</li> <li>• Identify individuals and/ or groups presenting as strengths and those which are vulnerable</li> <li>• Monitor progress of cohorts, groups and individuals</li> <li>• Accountability measure- performance judgement for staff and school</li> <li>• Benchmark against national performance</li> </ul>	<ul style="list-style-type: none"> <li>• Data inputted into central MIS; recorded, stored and analysed in the same way</li> <li>• ASP highlights standard deviations and significance</li> <li>• Data moderated through pupil progress meetings, SLT meetings, cluster visits, advisory board meetings and team around the school</li> </ul>

F1 to Y6	Annual Parents' Reports	<ul style="list-style-type: none"> <li>• Report child's attainment against year group expectations</li> <li>• Report child's performance in statutory assessments</li> <li>• Identify achievements and next steps in learning</li> </ul>	<ul style="list-style-type: none"> <li>• Assessments made by teacher judgements</li> <li>• Quality assured by colleague and headteacher</li> </ul>
F2 to Y6	PE Skills Assessment	<ul style="list-style-type: none"> <li>• Sports teacher to track outcomes of lessons against national curriculum</li> <li>• Feedback to class teachers</li> <li>• Ensure planning across the school is progressive</li> </ul>	<ul style="list-style-type: none"> <li>• New system introduced 2017/2018</li> </ul>