

Mordiford C of E Primary School



Assessment Statement

At Mordiford C of E Primary School we use assessment to gather valuable information to help children, teachers, parents and school leaders to acknowledge, analyse and review achievements and progress in learning against expected standards. Our assessments inform our immediate and long term planning and provide milestones to measure progress and attainment.

To support this we have adopted the Hereford Model for Assessment Without Levels. This system assesses end of year expectations and is split into four categories for each year group's objectives.

Entering (e) – entering year group objectives (0-50%)*

Within (w) – within year group objectives (50-80%)*

Secure (s) – secure year group objectives (80% +)*

(m) – mastery and greater depth in line with DFE Guidelines for KS1/KS2 assessment.

*% relates to coverage of year group objectives

Where a child is working at 'within' or 'secure' their chronological age group they will correlate to attaining/working at the Age Related Expectation (ARE).

Under the previous assessment system children who were secure might have moved into the next level. We now want children, who are in the secure brackets, to add more breadth and depth to their knowledge, and to have more opportunities to develop their 'using and applying' skills. The DFE are calling this phase of learning Mastery and Depth. Only in exceptional circumstances will a child move into expectations for the year above. Similarly, children who have not completed their age related objectives by the end of a year will continue working on the expectations from the year below. This process will ensure the children are accurately assessed and are clearly identified for additional support to close the gap on their age-related expectations.

We have chosen a recording and tracking system to track attainment and progress. This will highlight where children are at the end of each term. We also continue to use day to day assessments to assess children for as they develop daily. We will use formative assessment as an ongoing method and summative judgements will be made at the end of each school term.

Key Stage 1 “Typical “Progress”

NC Year/Baseline	Attainment at Baseline			Expectation for the end of year based on previous attainment/baseline	
End EYFS/Baseline Y1	ELG 1 Below 30-50	E1e	15	ELG only until Y1 Summer then P Scales if child on	
	ELG 1 30-50	E1w	16		
	ELG 1 40-60	E1s	17	Y1w	
	ELG 2	E2	18	Y1s	
	ELG 3	E3	19	Y1g	
End Y1/Baseline Y2	Entering	Y1e	20	End Y2 the pupil should expect to be:	
	Within	Y1w	21		
	Y1 Secure	Y1s	22	Y2e	
	Greater depth	Y1g	23	Y2w	
End Y2/Baseline Y3	Entering	Y2e	24	End Y3 the pupil should expect to be:	
	Within	Y2w	25		
	Y2 Secure	Y2s	26	Y3e	
	Greater depth	Y2g	27	Y3w	
				Y3s	
				Y3g	

Key Stage 2 “Typical Progress”

NC Year/Baseline	Attainment at Baseline			Expectation for the end of year based on previous attainment/baseline	
End Y2/Baseline Y3	Entering	Y2e	24	End Y3 the pupil should expect to be:	
	Within	Y2w	25		
	Y2 Secure	Y2s	26	Y3e	
	Greater depth	Y2g	27	Y3w	
End Y3/Baseline Y4	Entering	Y3e	28	End Y4 the pupil should expect to be:	
	Within	Y3w	29		
	Y3 Secure	Y3s	30	Y4e	
	Greater depth	Y3g	31	Y4w	
End Y4/Baseline Y5	Entering	Y4e	32	End Y5 the pupil should expect to be:	
	Within	Y4w	33		
	Y4 Secure	Y4s	34	Y5e	
	Greater depth	Y4g	35	Y5w	
End Y5/Baseline Y6	Entering	Y5e	36	End Y6 the pupil should expect to be:	
	Within	Y5w	37		
	Y5 Secure	Y5s	38	Y6e	
	Greater depth	Y5g	39	Y6w	
End Y6	Entering	Y6e	40	HIGH SCHOOL	
	Within	Y6w	41		
	Y6 Secure	Y6s	42		
	Greater depth	Y6g	43		

Example of how a pupil may attain 4 Points – Sustained and substantial Progress in a Year

	End of Summer (Baseline)	End of Autumn	End Of Spring	End of Summer	Total Points Progress for Year
Example 1	Y2s	Y3e 2 points progress	Y3w 1 point progress	Y3s 1 point progress	Overall 4 points = S and S Progress
Example 2	Y2w	Y2s 1 point progress	Y3e 2 points progress	Y3w 1 point progress	Overall 4 points = Typical
Example 3	Y2e	Y2w 1 point progress	Y2s 1 point Progress	Y3e 2 point progress	Overall 4 points

					progress = Typical
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The following Table shows how a Pupil may attain Typical, less than Typical and more than Typical Progress

TYPICAL PROGRESS FROM BASELINE (4 points)					
Previous Yr/Base line		Entering	Within	Secure	Greater Depth
	Entering	Typical	More than	More than	More than
	Within	Less than	Typical	More than	More than
	Secure	Less than	Less than	Typical	More than
	Greater Depth	Less than	Less than	Less than	Typical

We believe that personalised learning supports each individual child and we make provision for and assess children as individuals. Children also reflect on their learning daily and respond to teacher assessment comments. Teachers will share learning and next steps with children as an ongoing part of our 'Assessment for Learning' practice.

As a school we choose to moderate our writing externally with local schools.

Our assessment timetable:

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
EYFS	Baseline assessment	Teacher assessment	Teacher assessment	Teacher assessment	Teacher assessment	EYFS assessment
Year 1	Baseline assessment Phonics assessments	Teacher assessment Puma Maths		Teacher assessment Puma Maths		Phonics screening test Teacher assessment
Year 2	Baseline assessment Hodder reading test Swist spelling test Phonics assessments	Teacher assessment Puma Maths		Teacher assessment Puma Maths	KS1 SATs	Phonics screening test re-sits Hodder reading test Swist spelling test
Year 3	Baseline assessment Hodder reading test Swist spelling test Phonics assessments	Teacher assessment Puma Maths		Teacher assessment Puma Maths		Teacher assessment Hodder reading test Swist spelling test
Year 4	Baseline assessment Hodder reading test	Teacher assessment		Teacher assessment		Teacher assessment

	Swist spelling test Phonics assessments	Puma Maths		Puma Maths		Hodder reading test Swist spelling test
Year 5	Baseline assessment Hodder reading test Swist spelling test	Teacher assessment Puma Maths		Teacher assessment Puma Maths		Teacher assessment Hodder reading test Swist spelling test
Year 6	Baseline assessment Hodder reading test Swist spelling test	Teacher assessment Puma Maths		Teacher assessment Puma Maths	KS2 SATs Teacher assessment	Hodder reading test Swist spelling test

Statutory Assessments:

Year 1 -Phonics Screening

The Phonics Screening check will be administered to the Year 1 cohort and any children in Year 2 who failed to reach the expected threshold at the end of Year 1. The check will be administered in June.

KS1 – All of the Year 2 cohort will take Reading, GAPS, and Maths tests during May. All teacher assessment (writing) will be informed by the DfE document ‘Interim Teacher Assessment’ frameworks for KS1.

KS2 – All of the Year 6 cohort will take Reading, GAPS (2 papers), Maths (3 papers, arithmetic and reasoning). All teacher assessment (writing) will be informed by the DfE document ‘Interim Teacher Assessment’ frameworks for KS2.