

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 (50-90%)*

Secure (s) – secure year group objectives (90% +)*

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

*% relates to coverage of year group objectives

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	End Y1 the pupil should expect to be:	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:	Y2e
	Within	Y1w	21		Y2w
	Y1 Secure	Y1s	22		Y2s
	Greater depth	Y1g	23		Y2g
End Y2/Baseline Y3	Entering	Y2e	24	End Y3 the pupil should expect to be:	Y3e
	Within	Y2w	25		Y3w
	Y2 Secure	Y2s	26		Y3s
	Greater depth	Y2g	27		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:	Y3e
	Within	Y2w	25		Y3w
	Y2 Secure	Y2s	26		Y3s
	Greater depth	Y2g	27		Y3g
End Y3/Baseline Y4	Entering	Y3e	28	End Y4 the pupil should expect to be:	Y4e
	Within	Y3w	29		Y4w
	Y3 Secure	Y3s	30		Y4s
	Greater depth	Y3g	31		Y4g
End Y4/Baseline Y5	Entering	Y4e	32	End Y5 the pupil should expect to be:	Y5e
	Within	Y4w	33		Y5w
	Y4 Secure	Y4s	34		Y5s
	Greater depth	Y4g	35		Y5g
End Y5/Baseline Y6	Entering	Y5e	36	End Y6 the pupil should expect to be:	Y6e
	Within	Y5w	37		Y6w
	Y5 Secure	Y5s	38		Y6s
	Greater depth	Y5g	39		Y6g
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 and Typical 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 = Typical
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

The Following Table shows the attainment of a TYPICAL child

AGE EXPECTATION BASED ON YEAR GROUP CURRICULUM OBJECTIVES BY TERM									
Current Year Group	Autumn (0-50%)			Spring (50-90%)			Summer (90%+)		
	Below	On	Above	Below	On	Above	Below	On	Above
Y1	<Y1e	Y1e	>Y1e	<Y1w	Y1w	>Y1w	<Y1s	Y1s	>Y1s
Y2	<Y2e	Y2e	>Y2e	<Y2w	Y2w	>Y2w	<Y2s	Y2s	>Y2s
Y3	<Y3e	Y3e	>Y3e	<Y3w	Y3w	>Y3w	<Y3s	Y3s	>Y3s
Y4	<Y4e	Y4e	>Y4e	<Y4w	Y4w	>Y4w	<Y4s	Y4s	>Y4s
Y5	<Y5e	Y5e	>Y5e	<Y5w	Y5w	>Y5w	<Y5s	Y5s	>Y5s
Y6	<Y6e	Y6e	>Y6e	<Y6w	Y6w	>Y6w	<Y6s	Y6s	>Y6s

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		Teacher assessment		Phonics screening test

						Teacher assessment
Year 2	Baseline assessment Hodder reading test Swist spelling test Phonics assessments	Teacher assessment		Teacher assessment	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		Teacher assessment		Teacher assessment Hodder reading test Swist spelling test
Year 4	Baseline assessment Hodder reading test Swist spelling test Phonics assessments	Teacher assessment		Teacher assessment		Teacher assessment Hodder reading test Swist spelling test
Year 5	Baseline assessment Hodder reading test Swist spelling test	Teacher assessment		Teacher assessment		Teacher assessment Hodder reading test Swist spelling test
Year 6	Baseline assessment Hodder reading test Swist spelling test	Teacher assessment		Teacher assessment	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.