



## Chesterton Primary School KS1 & KS2 Assessment

### Principles

Assessment is central to our teaching, learning and improvement strategy:  
It is essential that assessment:

- Leads teachers high expectations of children
- Forms the central pillar of a teacher's planning
- Measures the effectiveness of teaching and learning
- Ensures that children have sufficient challenge to make progress
- Drives intervention strategies

### Targets

Prior attainment is the best determinant of future performance. We will use childrens' prior attainment (EYFS data or KS1 data) to set challenging targets for individual children. These targets form a guide to the expected standard children should reach. They are not limiting and there will be encouragement for teachers and children to beat their targets.

Targets at Key Stage 1 will be based on end of Key Stage 1 expectations, whilst at Key Stage 2 they will relate to a scaled score for the Year 6 tests.

### Baseline

Wherever possible there will be a baseline set for new teachers alongside these targets. Baseline will be set on performance at the end of the previous year.

### Teacher Assessment

Approximately every half term teachers will be expected to submit accurate teacher assessments to the Head and CEO for each child for reading, writing and mathematics. The following codes will be used:

- **PKF**: performance below the key stage standards
- **WTS-**: performance above PKF but still well below expected standard for the year group
- **WTS**: performance that is judged to be 'Working Towards the Standards' for the year group
- **WTS+**: performance that is still below expected standard for the year group but is seen to be close to achieving the standard
- **EXP-**: performance that is judged to be 'At Expected Standard', but only just
- **EXP**: performance that is judged to be securely 'At Expected Standard' for the year

- **EXP+**: performance that is 'At Expected Standard' but shows some elements of work at 'Greater Depth'
- **GDS-**: performance that just goes beyond the expected standard for the year group
- **GDS**: performance that is securely 'Greater Depth' for the year group
- **GDS+**: performance that is particularly strong and shows an excellent mastery of all aspects of the year groups curriculum.

As a lot of children will need to make accelerated progress, two grades will be submitted each half term for reading, writing and mathematics. The first grade will be an assessment of the current performance of the pupil and the second will be the teachers' prediction for the performance at the end of the year based on the child's current progress and effort.

Due to the importance of data and its central role in planning, it is vital that teacher assessments are honest and accurate. Teachers will be supported in their assessments by a range of moderation and professional discussions, which will include direct observation, book trawls and pupil discussions. Teachers will be given adequate support and direct CPD to help them to achieve the highest quality of teacher assessments. They will be encouraged to find a system of recording ongoing assessment that works best for them: individual mark books, recording by ticking outcomes sheets either individually or for groups of children. There will not be a central system imposed and teachers will be supported in finding a system that works for them giving them high quality and accurate teacher assessment in an efficient way in order to minimise their workload.

### **Supplementary tests**

We will supplement the teacher assessments by using appropriate formal tests.

Exposing children to formal test is very important to their educational development. Throughout their time in education children will be judged by their performance in ever increasing formal tests: Key Stage 1, Key Stage 2, GCSEs, A- Levels (or equivalent), University exams, etc. Preparing them for being successful in these is an essential part of their primary school education. Like any other skill that our children need to acquire, they will need the opportunity to practice it in order to develop it. Exposing children to regular formal testing in a supportive and developmental way is therefore essential.

There are several tests that are available to schools – there are advantages and disadvantages of them. We will endeavour to find the best tests for children in order to support teacher assessments and to help children prepare for their final end of key stage assessments. This may mean that different year groups will take different tests.

We will also need to gradually build up the formality of the way children sit these tests over their time in schools. E.g. the Year 1 testing experience should be very different to the Year 6 experience, which will need to be very formal.

Individual year groups will be given very clear expectations of how the tests are to be conducted prior to the tests being carried out.

Children will need to be prepared for the testing experience well. They need to understand the importance of the test and the need to do their very best whereas this must be balanced by knowing they have the skills to do well and so to minimise undue stress.

### **Tracking**

Teachers are expected to keep track of their assessments to know who is on track to achieve or exceed their targets and who is falling behind.

As part of the regular planning of teaching and learning teachers are expected to consider their data and to plan individually or for groups who are falling behind the expected progress and devise appropriate learning activities to ensure that they catch up.

An assessment of the success of these intervention strategies will form part of pupil progress meetings, which will be conducted in a supportive manner in order to develop good intervention strategies for improving the rate of progress individual children are making.

### **Assessment relationship to performance management**

All teachers will have a performance management target that links to the progress and achievement of children. Full professional engagement in the assessment process will be a key part to achieving this.