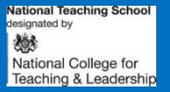
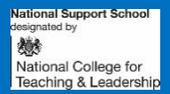


# Assessment Policy

## 2020-23

Policy Reviewed: September 2020

Future Review: September 2023



# Nurture ~ Believe ~ Discover ~ Achieve

## OUR CHRISTIAN VISION

Our vision for Woodstock CE Primary School reflects a passionate commitment to learning and recognition of the uniqueness of individual learners. Guided by our Christian values, it is driven by our desire to offer the best possible education for our pupils in partnership with parents, the Church and the local community.

**Woodstock CE Primary School will be a centre for learning where adults and children:**

***Nurture*** and prioritise wellbeing and development.

***Believe*** in themselves and in each other.

***Discover*** their own strengths and become successful lifelong learners.

***Achieve*** more than they ever thought possible.

## OUR CHRISTIAN ETHOS

Recognising our historic foundation, we will preserve and develop our religious character in accordance with the principles of the Church of England and in partnership with the Churches at parish and diocesan level.

Woodstock CE Primary School strives to be an inclusive community where children grow, learn and achieve together. Within a nurturing, supportive and safe environment, mental health and wellbeing is at the heart of everything we do and recognised as the responsibility of all. Children's natural curiosity is fostered through a creative curriculum that excites and challenges, and enables them to be successful learners. Supported by a culture of equality and aspiration we aim to remove disadvantage so that every child can thrive.

We are committed to providing an education of the highest quality within the context of Christian belief and practice. We encourage an understanding of the meaning and significance of faith, and promote Christian values through the experience we offer to all our pupils.

*“For I know the plans I have for you”, declares the Lord, “plans to prosper you and not to harm you, plans to give you hope and a future.” Jeremiah 29, v11*

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## Introduction

From September 2015, the Government has made significant changes to the way that children in schools are to be assessed. This is to tie in with the new National Curriculum that was introduced for all maintained primary and secondary schools in September 2014. Assessment will look very different to how it has done for the past 20 years with the system of 'levels' used to report children's attainment and progress having been removed.

Schools were tasked with developing new approaches to assessment in-line with the government expectation that the curriculum must include an assessment system which enables schools to check what pupils have learned and whether they are on track to meet expectations at the end of the key stage. Each school is responsible for publishing its curriculum and assessment framework and will be held to account on both how well their pupils achieve and on the progress they make.

Assessment is central to teaching and learning at Woodstock Primary, but critically it is contextualised within our creative approach to delivery of the curriculum, and within our fundamental belief that learning for all children should be based on high expectations, and exciting and enjoyable. A question and answer style is taken in this Policy to explain the approach to Assessment at Woodstock Primary School.

## Why have levels disappeared?

The DfE want to avoid what has been termed 'the level race' where children have moved through the old National Curriculum levels quickly to achieve higher attainment. The old National Curriculum was sub-divided into levels, but these were not linked to their National Curriculum year group. For example, a child in Year 4 could be a Level 3 or Level 4, or even Level 5. Children were achieving Levels 5 and 6 (Year 7 and Year 8 age related expectations) at the end of Key Stage 2, but the DfE were concerned that a significant number were able to achieve a Level 5 or Level 6 in a test, but were not secure at that level. The feeling from the DfE was that the old National Curriculum and the levels system failed to adequately ensure that children had a depth and breadth of understanding at each National Curriculum level.

## How did we approach developing assessment without levels?

In Partnership with a number of local schools over 2014-15 we spent a long time researching various different methods of assessing pupils and visiting other establishments that had received government funding to pilot new approaches. Systems in use had a commonality similar in approach to that used in the Early Years Foundation Stage where practitioners must judge whether a child is meeting the level of development expected at the end of Reception Year (expected), exceeding this level (exceeding) or not yet reaching this level (emerging).

Under the old levels system children who were exceeding might have moved into the next level. The DfE now want children who are in the exceeding bracket to add more depth and breadth to their knowledge, and to have more opportunities to develop their capability in using and applying their skills. They are calling this phase of learning 'mastery and depth'.

It is anticipated that the majority of children will meet the standard expected for their year group. Only children who have demonstrated across a range of situations that they have embedded their year group objectives, will move into working towards the end of year expectations from the year above – these children will be deemed to be attaining at an 'Exceeding' level. Similarly, children who by the end of the school year are working below the expected level for their year group, may continue to work towards securing those expectations before progressing further.

## What principles and features characterise our new approach?

- Assessment is integral to high quality teaching and learning. It helps us to ensure that our teaching is appropriate and that learners are making expected progress.
- Teachers reinforce an expectation that all pupils are capable of achieving high standards.
- The large majority of pupils progress through the curriculum content at the same pace. However, decisions about when to progress will always be based on the security of pupils' understanding and their readiness to progress to the next stage. Pupils who grasp concepts rapidly will be challenged through being offered rich and sophisticated problems before any acceleration through new content. Those who are not sufficiently fluent with earlier material will consolidate their understanding, including through additional practice, before moving on.
- Teachers spend more time on teaching topics and provide opportunities for all pupils to develop the depth and rigour they need to make secure and sustained progress over time. Differentiation is achieved by emphasising deep knowledge and through individual support and intervention.
- Teaching is underpinned by methodical curriculum design and supported by carefully crafted lessons and resources to foster deep conceptual and procedural knowledge.
- Practice and consolidation play a central role. Carefully designed variation within this builds fluency and understanding of underlying concepts.
- Teachers use precise questioning in class to test conceptual and procedural knowledge, and assess pupils regularly to identify those requiring intervention so that all pupils keep up.
- Assessment outcomes provide meaningful and understandable information for pupils, parents, teachers, school leaders and governors; feeder secondary schools; and for the Local Authority and Government.
- Assessment feedback should inspire greater effort and a belief that, through hard work and practice, more can be achieved.
- All staff are regularly trained in our approach to assessment.
- We have senior leaders who are responsible for assessment.

We believe following these principles will have a positive impact on the confidence, learning and development of all children.

## How are our principles seen in practice?

Our principles are fundamental to our approach to assessment and are seen in practice through:

### ❖ **Helping drive improvement for pupils and teachers:**

**School Leaders** ensure that assessment is closely linked to improving the quality of teaching and the curriculum by acting on monitoring evidence. They use assessment to ensure that pupils, teachers and parents know if children are achieving the expected standard or if they need to catch up.

**Governors** rigorously interrogate and challenge assessment data and effectively hold the school to account for any under-achievement. They provide active support to ensure the best possible learning and development opportunities for all children.

**Teachers** use assessment and testing to:

- Establish pupils' starting point.
- Check pupils' understanding systematically and effectively in lessons, offering clearly directed and timely support.
- Modify their teaching so that pupils achieve their potential by the end of a year or key stage.
- Gather a range of evidence of what pupils know, understand and can do across the curriculum.
- Make consistent judgements about pupils' progress and attainment, for example within a subject, across a year group (across mixed-age classes), and between year groups.
- Focus on specific and tangible objectives to achieve next steps.
- Provide useful and incisive feedback to pupils so that they understand how to improve their learning.
- Plan appropriate teaching and learning strategies, including identifying pupils falling behind in their learning or who need additional support, enabling all children to make good progress and achieve well.

**Pupils** are eager to improve and use feedback from teachers effectively to take their learning forward.

### ❖ **Giving reliable information to parents about how their child, and Woodstock CE Primary School, is performing:**

- Parents are provided with clear and timely information on how well their child is progressing and how they are achieving in relation to the expected standard for their age. They are given targets to secure improvement in their child's learning and are given guidance about how to support their child to make progress, for example at regular Literacy and Numeracy Information Workshops.

Parents are invited to Parents' Evenings each term to engage in a structured conversation about their child's well-being, learning and development; these are occasions to share any concerns and celebrate achievements across the curriculum, including sport, art and performance.

Reporting to parents on pupils' progress and achievements takes place formally, three times a year:

- **Autumn Summary Reports** (December) give early recognition of pupils who are attaining below what is expected and who need to catch up, and those who are excelling.
- **Spring Summary Reports** (March) provide performance information to promote dialogue between parents and teachers at the Spring Term Parents' Evening.
- **End-of-Year Annual Reports** (July) provide clear information that is easily understood and help parents know how well their child is doing, how this compares to what is expected in their year group and what else they need to do to improve.

#### ❖ **Making sure the school is keeping up with external best practice and innovation:**

Leaders in our school ensure the accuracy of assessment through internal and external standardisation and moderation. This moderation takes place with colleagues in school; with colleagues from other schools within the Partnership; and by taking part in LA monitoring.

### **Why are children assessed?**

Many children and families will ask this question. Assessment is part of an ongoing approach. In school we plan, we teach and we assess. The quality of our school's assessment determines how well we teach in following lessons. Our children are assessed with a strong focus on formative (on-going) assessment. Our assessment information is used to plan appropriate teaching and learning strategies and targeting, for example those children who are falling behind and those who require further extension. Assessment information is used to decide starting points and informs teachers as to how they must modify future lessons or indeed re-shape a lesson whilst teaching.

Assessment is an integral part of teaching. It is not something that is done to children or designed in any way to make children feel under pressure. It informs teachers what they need to teach and how they need to teach. Children are central to this process. We want our children to thrive on knowing what they need to learn and be able, from a young age, to be open about how they prefer to learn and any barriers they need to overcome.

### **What is the purpose of assessment?**

- Assessment serves many purposes, but the main purpose of assessment in our school is to help teachers, parents and pupils plan their next steps in learning.
- We also use the outcomes of assessment to check and support our teaching standards and help us improve.
- Through working with other schools and using external tests and assessments, we compare our performance with that of other schools.

## What approach do we take?

- 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.
- Assessment criteria are derived from the National Curriculum and the wider school curriculum.
- Assessment criteria for ongoing assessment are arranged into Subject Target Trackers which set out what children are normally expected to have embedded (mastered) by the end of each year. We are mindful that children's progress may not fit neatly into school years; children may be working above or below their school year and we must ensure we value the progress of children with special needs as much as any other group. The use of P scales here is important to ensure appropriate challenge and progression for pupils with SEN.
- Formal assessments against year/phase subject criteria (key learning outcomes) take place at the end of each term with informal assessments taking place continuously.
- Each pupil is assessed as either 'entering', 'emerging', 'expected', 'embedded' or 'exceeding' each relevant key learning outcome in our expectations for that year. These recorded judgements are translated into numbers, which are then collated; analysed; and used to identify future learning needs.
- For those pupils working at the expected standards, we provide more challenging work to deepen their thinking and ability to use and apply their skills; thus embedding their knowledge and understanding.
- The expectation is that the majority of children will have reached the embedded stage by the end of the school year.
- For those children identified as being Gifted & Talented further extension work is planned to ensure appropriate stretch and challenge in their learning – they may well be achieving learning outcomes beyond their school year. These pupils will be 'exceeding' age related expectations.
- Assessment judgements are recorded and backed by a body of evidence created using observations, records of work and testing.
- Assessment judgements are moderated by colleagues in school and by colleagues in other schools to make sure our assessments are fair, reliable and valid. External moderation for English and Mathematics is also undertaken by the Local Authority.

## How is pupils' progress through the school's curriculum gathered?

**Evidence of pupils' progress across the different subjects of the school's curriculum is gathered through:**

- Observations
- Discussions with pupils about their understanding of what they have been learning about.
- Reviewing written and other work (including electronic).

### **Evidence includes, how well pupils have made progress through:**

- Consolidating their knowledge, understanding and skills.
- Increasing the breadth of their knowledge, understanding and skills.
- Deepening their knowledge, understanding and skills.

### **Senior leaders check to ensure pupils are:**

- Not doing too much work of the same difficulty.
- Not being moved too soon onto different content.
- Making progress towards meeting or exceeding challenging goals given their starting points.
- Making progress towards meeting or exceeding the expected attainment for their age.

## **How is pupils' progress through the school's curriculum recorded?**

Teachers use 'records' to review pupil's progress, set appropriate targets for the future and to form the basis of reports to parents. Records are kept in many ways. These include:

- Teacher's plans
- Children's work/books
- Teacher's notes, for example significant outcomes
- Pupil Individual Target Trackers for reading; writing; grammar, punctuation & spelling; maths; and science. Cohort tracking sheets for the Foundations Subjects (History, Geography, Languages(KS2), Design Technology, Art & Design, Computing & E-safety, PE, Music) and for RE.
- Pupil progress meeting records
- Pupil Profiles for SEN pupils
- Attainment in national tests recorded in electronic Progress Tracking System.

## **How does marking link to assessment?**

Marking follows the school's Policy for Marking and Feedback – this is available on the school website. Marking is instrumental in ensuring that a personalised learning journey for all children is realised. Marking relates directly to learning objectives for a lesson, to success criteria and targets set for each individual.

Quality markings aims to ensure that pupils can move their learning forward and teachers know what the gaps are so that they can tailor their planning and teaching accordingly. Time is given at the start of a lesson following 'close the gap' feedback, for children to review and respond to the marking ahead of the session.

Marking can take a variety of forms depending on the intention, age and activity. Our aim is for pupils to have full ownership of their work and be able to review and identify their own next steps (with guidance from the teacher). Strategies include:

- Teacher conferencing
- Teacher 'SMART' questioning
- Peer marking (green pen) and editing that directly link to the success criteria
- Pupil questions and comments that link directly to the success criteria
- Pupil review of success criteria
- Teacher in-depth marking

## What forms does assessment take?

There are three main forms of assessment:

### In-school Formative Assessment

This is the ongoing assessment used by teachers to evaluate pupils' knowledge and understanding on a day-to-day basis and to tailor teaching accordingly. The results of formative assessments have a direct impact on the teaching materials and strategies employed immediately following the assessment.

In the Early Years children are assessed regularly through ongoing observations to ensure that the next steps in learning are appropriately planned in order to help children make progress.

Good formative assessment ranges from the probing questions put to a pupil as they think something through; quick recap questions at the opening of a lesson; scrutiny of the work of pupils; right through to formal tests.

We use Pupil Target Trackers to ensure that the children have ownership of their next steps and these are directly linked with marking, questioning and feedback.

In a lesson children are encouraged to challenge themselves and to make good choices about the complexity and difficulty of a range of tasks. There is a strong focus on formative feedback. The flowchart below shows how assessment is used on an on-going basis in a lesson.

#### Learning Objective – What am I learning today?

Lessons have a learning objective so children understand what they will be learning about. This will be based on assessments of what the children know and what is the next step in their learning. For example, to write a fantasy story



#### Steps to success – How do I get there?

Some lessons may have detailed 'steps' to success so the children know how to achieve the learning objective, for example *I can use full stops and capital letters correctly.*



#### Questioning – What do I think?

During the main teaching part of the lesson, the teacher will ask questions to understand what children know already and where to take them next in their learning.



#### Observations and marking – How did I do?

All staff are involved in observing the children's learning making a note of successes and next steps. Work is marked using pink (Tickled Pink) to highlight these successes and green (Green for Growth) for next steps.

### Self and Peer Assessment – How do I think I did?

Children are encouraged to reflect on their own learning and next steps. They may do this by talking with staff, showing with smiley faces, highlighting how confident they felt with a piece of work or marking themselves against the learning objective. Sometimes children assess other children's work in the same ways and give feedback.



### Planning – What do I need to do next?

All of this information is then used by staff to plan the next steps in the children's learning.

## In-school Summative Assessment

Assessments are used to inform an overall 'picture' of children's attainment and progress in **Literacy** throughout the year. Children's spelling is assessed on entry to each year group and also at the end of every long term. Writing is assessed each half-term by class teachers (six times a year) and PIRA (Progress in Reading Assessment) is used three times a year to assess children's reading ability in-line with age related expectations. At the end of every term, class teachers input data for reading and writing in the school's pupil tracking system, and meet with the Headteacher and Inclusion Manager to discuss the progress of individual children in reading and writing. Children who have made limited progress, or are at risk of underachieving are identified and targeted intervention is agreed.

A similar process is followed in **Maths** where children's understanding is assessed on a daily basis and PUMa (Progress and Understanding In Mathematics Assessment) is used three times a year to assess children's ability in-line with age related expectations.

English and Maths Subject leaders use the whole school outcomes to identify patterns and review the drill-down analysis of the assessments to inform whole school or phase training.

Senior Leaders use the data to have focussed discussions with teachers about the performance of individual children and to ensure that the school is on track to meet the national expectations (or beyond).

<b>RECEPTION to Y6</b>	Progress in Reading Assessment (PIRA): End of Autumn, Spring & Summer Terms
	Progress in Understanding Mathematics Assessment (PUMA): End of Autumn, Spring & Summer Term
	Unaided Writing Assessment : End of every half term using the Ros Wilson Assessment Criteria

## Nationally Standardised Summative Assessment

This is used by the Government to hold schools to account.

<b>RECEPTION</b> <b>Age 4 &amp; 5</b>	Baseline test for Reception children taken within first few weeks of school	<p>The baseline assessment will result in a score that forms part of your child's baseline profile. The baseline assessment is face-to-face with a mixture of tasks and observational checklists.</p> <p>Results are used to inform planning, set targets and aid early identification of any underachievement and special needs.</p> <p>By having a good understanding of a child's abilities when they start school, teachers will be able to measure their progress.</p>
	EYFS Profile	<p>Assessment evidence informs completion of children's Early Years Foundation Stage Profile (EYFSP) at the end of Reception in the following areas:</p> <p><b>Prime Areas of Learning:</b> Communication and Language Physical Development Personal, Social and Emotional Development</p> <p><b>Specific Areas of Learning:</b> Literacy Mathematics Understanding of the World Expressive Arts and Design</p> <p><b>Characteristics of Effective Learning:</b> Playing and Exploring Active Learning Creating and Thinking Critically</p> <p>Each child's developments and achievements are recorded in the Profile. There are 17 Early Learning Goal (ELG) descriptors, together with a short narrative describing the child's three characteristics of effective learning. For each ELG, practitioners must judge whether a child is meeting the level of development expected at the end of Reception Year (expected), exceeding this level (exceeding) or not yet reaching this level (emerging).</p> <p>EYFS profile data is used to:</p> <ul style="list-style-type: none"> <li>• Inform parents about their child's development against the early learning goals (ELGs) and the characteristics of their learning.</li> <li>• Help Year 1 teachers plan an effective, responsive and appropriate curriculum that will meet the needs of all children.</li> </ul>
<b>YEAR 1</b> <b>Age 5 &amp; 6</b>	Phonics Screening Check	<p>The Phonics Screening Check demonstrates how well children can use the phonics skills they've learned up to the end of Year 1, and to identify pupils who need extra phonics help.</p> <p>The checks consist of 40 words and non-words that children are asked to read one-on-one with a teacher. Non-words (or nonsense words, or pseudo words) are a collection of letters that will follow phonics rules children have been taught, but don't mean anything. The 40 words and non-words are divided into two sections – one with simple word structures of three or four letters, and one with more complex word structures of five or six letters. Children are scored against a national standard, and the main result will be whether or not they fall below, within or above this standard.</p> <p>Children who do not meet the required standard in Year 1 will be re-checked in Year 2.</p>

<b>YEAR 2 Age 6 &amp; 7</b>	Phonics Screening Recheck	Children who did not meet the required standard in Year 1 receive tailored intervention and are re-checked in Year 2.
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<b>YEAR 2 Age 6 &amp; 7</b>	Children take externally set tests marked by class teachers: <ul style="list-style-type: none"> <li>• Reading</li> <li>• Grammar, Punctuation and Spelling</li> <li>• Mental arithmetic</li> <li>• Mathematics</li> </ul>	<p>The <b>reading test</b> is comprised of two components; one integrated reading and answer booklet and one separate reading booklet with an associated reading answer booklet. (Approximately 60 minutes)</p> <p>The Grammar, Punctuation and Spelling test consists of three papers:</p> <ul style="list-style-type: none"> <li>• Paper 1: Grammar and punctuation, short written task (20 minutes)</li> <li>• Paper 2: Grammar, Punctuation and Vocabulary questions, (two 10 minutes tasks)</li> <li>• Paper 3: Spelling - 20 questions</li> </ul> <p><b>Handwriting</b> will also be assessed</p> <p>Children will take two <b>maths papers</b>:</p> <ul style="list-style-type: none"> <li>• Paper 1: arithmetic (15 minutes)</li> <li>• Paper 2: fluency, solving problems and reasoning (35 minutes)</li> </ul>
	Test papers are marked in school by teachers who will use government conversion tables to translate pupils' raw scores into scaled scores to see whether each pupil has met the national standard. They will use the scaled scores to inform their teacher assessment judgements.	
<b>YEAR 6 Age 10 &amp; 11</b>	Externally set and marked tests in: <ul style="list-style-type: none"> <li>• Reading</li> <li>• Grammar, Punctuation and Spelling</li> <li>• Teacher Assessment for Writing</li> <li>• Maths</li> </ul>	<p>The <b>reading test</b> is a single paper with questions based on 3 or 4 unrelated texts of between 1800 and 2300 words; there is an emphasis on comprehension. (One hour including reading time)</p> <p>The <b>grammar, punctuation and spelling test</b> consists of two parts: a grammar and punctuation paper and an aural spelling test of 20 words (About 15 minutes)</p> <p>No formal <b>writing test</b>, ongoing teacher assessment.</p> <p>The <b>maths test</b> comprises of three papers:</p> <ul style="list-style-type: none"> <li>• Paper 1: arithmetic - number, calculations and fractions, decimals and percentages (30 minutes)</li> <li>• Papers 2 and 3: mathematical fluency, solving problems and reasoning, (40 minutes per paper)</li> </ul>
	Each pupil registered for the tests will receive: <ul style="list-style-type: none"> <li>• A raw score (number of raw marks awarded)</li> <li>• A scaled score*</li> <li>• Confirmation of whether or not they attained the national standard</li> <li>• Average score for the school, local area and nationally</li> </ul>	

## What performance information is shared with parents?

It is important that parents know how their children are doing in school and have information that will enable them to ask focussed questions and support their child's learning. Parents have frequent opportunities to talk to teachers and look at children's work. They are given the following information:

- A summary at the end of the Autumn and Spring Terms, in the form of a short summary report. These reports detail targets to support next steps ready for the following term in reading, writing and maths.
- An Annual End-of-Year Report in the Summer Term.

- For children in Reception this includes a Pupil Profile detailing their attainment across the seven areas of the Early Years Curriculum.
  - For children in Year One this includes a report stating whether or not a child has reached the expected standard in the National Year One Phonics Screening Check.
  - For children in Year Two the results of End-of-KS1 National Curriculum assessments in Reading; Writing; Grammar, Spelling & Punctuation; and maths.
  - For children in Year 6 the results of End-of-KS2 National Curriculum Tests in Reading, Writing, Grammar, Spelling & Punctuation; and Maths.
- Parents' Evenings
    - In the Autumn and Spring Terms these will be shaped around how children are working; their attitudes to learning; and their engagement and motivation. The school's Curriculum Tracking Records will inform a focussed discussion around a child's attainment and progress. A further parents' Evening in the Summer Term is offered to parents as an opportunity to discuss their child's Annual End-of-Year Report.
    - Access to summative assessment information – standardised tests in Reading and Maths tests.
    - Opportunities to look at samples of assessed writing (Big Write) that takes place six times a year.

## National Curriculum Tests

National assessments at the end of Key Stages 1 and 2 aim to assess how well pupils' have mastered subject content in terms of both skills and depth of understanding.

From 2016, **scaled scores** will be used to report NC test outcomes. On the scale 100 will always represent the new expected standard for that stage. However, due to the small differences in difficulty between tests, the 'raw score' (ie the total number of correct responses) that equates to 100 might be different (though similar) each year. The scale will have a lower end point below 100 and an upper end point above 100. Once the national standard has been set, 'scaling' will be used to transform the raw score into a scaled score.

A pupil's scaled score will be based on their raw score. The raw score is the total number of marks a pupil receives in a test, based on the number of questions they answered correctly. The pupil's raw score will be translated into a scaled score using a conversion table. A pupil who achieves the national standard will have demonstrated sufficient knowledge in the areas assessed by the tests. This assessment of 'embedded learning' will mean that they are well placed to succeed in the next phase of their education.

Results from the NC tests are included in the End-of-Year Annual Reports to Parents. Reports will detail the pupil's scaled score and whether or not they meet the national standard.

## What is expected progress?

From the academic year 2015-16, the government moved from an absolute measure of progress (i.e. two levels of progress required between KS1 and KS2) to a relative measure. At the time of writing this has still to be finalised by the DfE.

At the beginning of the year the majority of children will be at the 'entering' point of their year group's objectives. Over time, teachers will be able to see which outcomes a child has achieved in relation to the end of year expectations. We can then report to parents, at the end of the year, if their child is:

Entering:	Working at an early stage of the expected standard
Emerging:	Working toward the expected standard
Expected:	Working at the expected standard
Embedded:	Working with competence and deepened understanding
Exceeding:	Working above the expected standard

During the school year pupils will be expected to pass through the 'emerging' and 'expected' phases meaning that they have experienced and achieved the year group objectives in a procedural way. By the end of the year the Government expect that the majority of pupils will have reached the 'embedded' phase meaning they will be using the year group skills in a conceptual way and be able to apply them to challenges and real-life situations.

Children will be making **expected progress** if they move from 'Entering' to 'Embedded' each year or from 'Emerging to 'Exceeding'.

Pupils who embed all the year group objectives during the year and then move beyond this to use and apply their skills across a variety of different challenges will have exceeded the year group expectations. These children are likely to be highly self-motivated pupils who take ownership of, and enjoy independent learning.

If a child is considered not to be on track to make expected progress at the end of the academic year, the class teacher (having identified specific focus areas) will ensure that parents/carers are informed and involved in decision-making about the best support or intervention to offer.

The school uses pupil progress information to ensure all pupils are appropriately challenged and reach their potential.



This Policy was developed in collaboration with the Headteachers from Bladon and Bletchingdon Primary School, and reflects a consistent and supportive approach to assessment across the three schools.