



Assessing without levels ~ September 2015

“We will give schools the freedom to develop a curriculum which is relevant to their pupils and enables them to meet these expectations.”

“Schools will be able to introduce their own approaches to formative assessment, to support pupil attainment and progression. The assessment framework should be built into the school curriculum, so that schools can check what pupils have learned and whether they are on track to meet expectations at the end of the key stage, and so that they can report regularly to parents.”

DFE 2015

- Our underpinning principles for assessment are:
 1. Assessment is at the heart of teaching and learning.
 2. Assessment is fair.
 3. Assessment is honest.
 4. Assessment is ambitious.
 5. Assessment is appropriate.
 6. Assessment is consistent.
 7. Assessment outcomes provide meaningful and understandable information.

Our rationale

- Is focused on the progress and understanding of elements of the national curriculum an individual has understood, these elements will be assessed using 3 criteria:
 - Beginning to
 - Progressing
 - Embedded
- Is based on measuring the key knowledge and skills required for success in primary learning.
- Is easily accessible to staff and pupils enabling them to monitor progress through the academic year, with a shared approach and shared vision.
- Is based on high expectations of pupils – developing excellence and enjoyment in learning and the philosophy that every child reaches their full potential.
- Is focused on ongoing formative feedback from a range of sources allowing for all pupils to grow and succeed.
- Is simple and easy to understand – for staff, parents and pupils.
- Has consistent principles, to be used across the core subjects of Reading, Writing, Spelling, Punctuation and Grammar and Mathematics.
- Focusses on the progress pupils make during discussions with teaching staff and the senior management team.
- Builds a picture of national curriculum coverage for each cohort which will enable staff to identify gaps and weaknesses in learning.
- The school's tracking system Edu Cater will be used to record progress and enable us to monitor different groups of pupils and ensure that children are achieving their full potential.
- The Assessment system we are using is called **STAT Sheffield**; the same system will be used across the Cudworth and North East Collaboration of 5 schools to support the moderation of work within different year groups. See attached document.