



Brumby Junior
School

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Curriculum coverage and Assessment Policy

Overview for staff – at-a-glance guide

Each lesson you teach should have an outcome/outcomes and success criteria

Overall, the purpose of this policy is to align all staff with the same approach to assessment and recording.

Summary of main points:

- Brumby staff ensure that they cover the whole of the national curriculum by:
- Ensuring all pupils can read and comprehend to the national age related expectations - we embed "reading response" tasks throughout all lessons, from PE to Literacy
- Embedding writing (genre based) teaching into our planning with links made to non-core subjects:
- Spelling, Punctuation and Grammar are focussed upon as outcomes in all writing
- Embedding essential maths content as soon as possible (tables, problem solving, fractions)
- Ensuring the focus on maths is split between reasoning (majority) and calculation
- Adding curriculum coverage for non-core subjects into all-day literacy focii
- A huge focus on quality, not quantity
- A huge focus on mastery, not coverage
- PPA and planning will be supported by the Deputy Head team
- Testing is to be used as our summative tool – we test summatively in October, February and May/June
 - Formative assessment is used continually to ensure that work is appropriately challenging

Definition of Coverage

The National Curriculum prescribes content for each year group. Schools must ensure that all of this content is taught to some degree over the year. It is vital that schools focus on key skills until these are mastered. For example (non-exhaustive list):

1. In maths it is essential that pupils can solve problems using $\times \div + -$ with whole numbers, fractions, decimals and units of quantity (measures) in a range of contexts.
2. Pupils must also be able to complete pure calculations.
3. It is similarly vital that pupils have a grasp of basic punctuation and grammar in order to write effectively.
4. In reading, we expect pupils to have a good level of capability in terms of being able to read individual words and sounds.

5. Reading response work - for a variety of texts – is a specific target for the school as we have found that pupils' independence and resilience is a key skill to be taught
6. Whilst writing composition (longer pieces of writing) remains important, the content/text type is no longer prescribed. Pupils will mainly be assessed on the SPaG and compositional elements of writing and assessed as "below/working towards/at/at greater depth" of A.R.Es

Definition of Assessment:

- Is part of the process of teaching and learning and needs to be built into the planning of teaching.
- Is making informed judgements about pupil's achievements and progress.
- Can take place on any occasion when pupils express themselves, intentionally or otherwise, in relation to a learning objective.
- Is based on evidence of what pupils know, understand and can do.
- Is a means of monitoring continuity and progression in pupils' achievements and evaluating their curriculum.
- Is often made by the teacher, but judgements can be even more powerful if made by the pupils themselves.
- Implies a contract of trust between teachers and pupils. Both parties recognise, accept and value this partnership as a means of making progress.

Forms of Assessment used at Brumby

Teachers continually assess pupils' performance through their observation of children on tasks set, and through the work produced.

Formative:

- Formative assessment is a judgement about achievement made in such a way, that a pupil is able to take the next step in learning, and that it becomes clear what that next step should be. This can be:
 - Projects and performances
 - Writing tasks
 - Written Answers to reading-response (AF2-6) questions
 - Mastery Tests and quizzes (any subject) – out of 5/10/20/40/80 etc - any multiple which gives pupils the chance to pass 80%, and thus have achieved our mastery level
 - Any work done independently
 - Any work completed after receiving feedback from a peer or adult
 - Asking and answering questions (not for reading – a child must have read a text themselves to register for reading comprehension)

The data from these assessments is used **to form a picture of what pupils already know and what they need to know next**. This underpins our use of **AFL (Assessment for learning)** strategies, where the objective is for pupils to become more aware of their own skills and targets (Meta cognition). We then help them to achieve the necessary targets that are set.

Summative:

This type of assessment measures performance at the end of the unit of work/set period of time or year through standardised testing from Years 3—6. Summative assessments may take place at the end of a unit of work also, and relate to the objectives and outcomes that have been taught – this is to be encouraged for non-core subjects, but teachers may wish to use a non-verbal test for this.

It is vital that teachers realise that the two forms of assessment support each other, and that the overall goal is acquisition of knowledge and skill.

Age related expectations and levels of attainment

Simply, we expect all children to reach a.r.e. Our expectation at the time of writing is that pupils who can score more than (around) 55-60% (specific percentages based on KS2 SATs) in a summative test which is designed for their age group, is working at a.r.e. Those pupils who score more than (around) 75-90% are seen as working at greater depth. In writing, we follow the Y6 model of pupils who have demonstrated all of the skills and knowledge for their age-group. We are moderated annually.

How often do we assess?

To ensure that we are covering all of the key outcomes from the national curriculum, we ensure that every lesson must have one or more "desired outcomes" or "success criteria" from our tracking system.

Our summative assessments take place half termly for all core subjects, except arithmetic. We test that subject fortnightly.

What to do with assessment data to ensure that pupils accelerate their progress

The Sutton Trust Teaching and Learning Toolkit (2014) states that pupils who access certain types of learning environments progress in certain ways. Pupils who access or use:

1. High quality feedback
2. Meta Cognitive strategies
3. Peer to peer feedback

Make significantly accelerated progress.

Essentially, we aim to follow the mantra:

1. No testing without recording
2. No recording without analysis
3. No analysis without action

This leans our day-to-day assessment system heavily towards formative assessment to help teachers plan next steps. We use the timetabled summative assessment to measure and benchmark.

Our summative assessments are then analysed to show trends, strengths and gaps. Assistant Heads then use this data to focus planning for their year group which enables pupils to excel. Class teachers are expected to plan accordingly, including adapting planning and adding same-day interventions.

Recording of assessment results

All of our assessment results will be recorded on Otrack as AGE STANDARDISED SCORES (SS). These are between 80 and 120, with 100 being classed as "age-related". As pupils move through the school, we expect all to progress their own SS to exceed 100.

What/how we record:

We have agreed to the following assessment timetable:

	Formative – day to day assessment recorded in the APP – potential recommended values	Summative
Reading	AF style questions taught frequently – pupils work towards independence in each year group	Multi AF tests with at least 2 questions per AF pupils must read the text themselves - termly
SPaG	Each skill and piece of knowledge required for each year group covered by all pupils in the year group	Multi skill tests once per term
Writing	Continuous assessment – overlaps with SPaG	Based on teacher discussion of independent work, pupils will be benchmarked against a.r.e once per half-term in the formative tracker (class track)
Maths	All outcomes covered and day to day teaching should be split between reasoning (mostly) and arithmetic (discrete and as-necessary)	Once per term
Other subjects	Pupils tracked as they achieve key outcomes	

Important note about summative assessments:

Pupils will always be given an unsupported chance to correct any mistakes in a summative test. This ensures that teachers get an accurate view of that child's abilities, rather than a snapshot of their abilities at one point on one day. For example, a child may score 28/40 but then improve this to 34/40 after marking with no support. It is vital that the teacher uses the higher score as a signpost of that pupils' potential, and creates future learning opportunities based on that score, rather than re-teaching skills which a pupil may have already secured and just been inconsistent with. However, the original score will be recorded.

Monitoring

SLT meetings will focus on monitoring the planning, coverage and success of each class/group towards our key outcomes and objectives continually. Book scrutinies will support this. Teachers who are “falling behind” on coverage of key outcomes will be challenged and supported to continue to address these, and record pupil progress towards them.

Reporting

Parents are invited to attend two consultations a year in order to talk about their child's progress. Parents receive a written report in July, summarising the year's work. Year 6 parents also receive a summary of the National Curriculum levels their child has attained in their end of Key Stage tests.

All parents are entitled to see results of other assessments made if they wish to do so. Results of assessments are used to inform teachers, governors, the LEA and other relevant bodies about the progress the children are making.

Feedback

All children receive feedback as to how they are progressing. This takes place on a number of levels, depending on the age and experience of the child. All teachers inform pupils either individually or in groups about their progress on a piece of work, and any things that they did well or could have done better.

In the school, a great deal of self-assessment takes place, and children are particularly encouraged to assess each other's work, offering feedback on strengths and target areas. Teachers also use PPA time to go through work with pupils individually or in groups. This has proved to be much more valuable than handing back marking “blind”, and expecting a child to understand their own particular strengths and target areas.

Once again, we expect teachers to reinforce the mantra:

1. No testing without recording
2. No recording without analysis
3. No analysis without action

Target Setting

We use every lesson as a target setting opportunity. Each lesson has an objective and outcome, and some have more than one. On top of this, teachers set pupils key targets as and when necessary. Long term targets are always the “non-negotiable” skills for the end of the child's year group.

Appendix 2: Definition of Secure:

In line with academic recommendations, we set levels of understanding as broadly thus (new benchmarks will be created annually to reflect the SATs) :

<u>Level of performance against the success criteria</u>	Phrases we are likely to use with the pupils
<30% understanding/scoring in an area	going into the pit
31-50% understanding/scoring in an area	embedding knowledge (starting to climb from the pit); working towards
50-75% understanding/success in an area	securing knowledge (out of the pit)
75%+ understanding/success in an area	mastery (out of the pit – needs broadening or challenge extension)

