

## Ackworth Howard Assessment System

### How are subjects broken down?

Subjects have been broken down into strands. These can represent the skills, knowledge or understanding that would be required to working at the expected standard relative to a child's age. The strands are formed to ensure full coverage of the national curriculum within each year group.

### Continuous formative assessment

Formative assessment should be used as a continuous method of recording assessment information. Any evidence whether it be from an observation in class, a marked piece of work or a formal test can be recorded to build a holistic overview of each pupil and their specific strengths as well as areas for development.

This assessment system is most effectively used when strands and elements are visited and assessed on a regular basis. The recording of evidence from class work, homework and everyday teaching will build strong evidence of the relative strengths and areas for development and should make reporting more meaningful to pupils and parents as well as making targeted intervention and support easier for teachers and middle leaders.

Each pupil will be assessed on a stage from 1-6 (Year 1-6). In most instances the stage will reflect the year group that the pupil is in. Any decision to deviate from the stage for that year group must be through consultation and at the agreement of the headteacher.

Guidance:

The school's assessment taxonomy is used as a tool to support our assessments

- Writing assessments:
  - Extended pieces of writing (used as writing assessments) will be assessed using the 'extended writing assessment criteria' grids. Teachers will delete the assessment outcomes not appropriate for the task being undertaken.
  - The school's taxonomy colours should be used to mark the relevant stage criteria on the 'extended writing assessment criteria' grid.
  - Ongoing formative assessment will feed into a stage assessment grid in the front of every child's book that highlights the **achieved** and **greater depth** criteria to show what children are consistently capable of. (One sheet per term)
- Reading assessments:
  - During Guided Reading and independent reads, teachers/teaching assistants plan to assess using the Reading assessment outcomes. Formative assessment will link to the school's assessment taxonomy. (**beginning**, **developing**, **achieved** and **greater depth**)
- Mathematics assessments:
  - A stage assessment grid should be in the front of every child's book and all completed objectives should be highlighted in relation to the school's assessment taxonomy. (**beginning**, **developing**, **achieved** and **greater depth**)

- Once a half term, another stage assessment grid should be stuck on top of the old grid. The **achieved** and **greater depth** objectives should be transferred across to the new grid only.

### **Summative Judgement**

The overall summative judgement will use teacher judgement as an indicator as to whether a pupil is working towards, emerging, expected or exceeding their age related expectation for their year group. Ongoing formative assessment using the school's assessment taxonomy will inform summative judgements.

Guidance:

- At each data collection point, teachers will complete the progress trackers and submit these to the Headteacher.
- The Headteacher will then complete the summative assessment database and analyse the data. This will be shared with relevant stakeholders.

### **School's Assessment Taxonomy**

The four levels (**beginning**, **developing**, **achieved** and **greater depth**) can be used to plan learning experiences and to assess the resulting learning outcome.

**BEGINNING** - The learning outcome shows the pupil understands one aspect of the learning task but their understanding is disconnected and limited.

**DEVELOPING** - The learning outcome shows the pupil understands several ideas about the learning task but they miss the relationship of the ideas to each other and to the whole.

**ACHIEVED** - The learning outcome shows the pupil has linked and integrated ideas to gain a deeper and more coherent understanding of the whole.

**GREATER DEPTH** - The learning outcome shows the new understanding at an extended, conceptual level. Deep learning takes place.

With the taxonomy as a model, learners can see that learning – be it through developmental play, problem solving or achieving a learning outcome – is not due to luck. They understand that all learning involves their efforts to bring ideas, their efforts to connect ideas and their efforts to extend ideas. They also understand that their teacher and their peers may hold effective strategies to help them.

The simplicity means learners can self assess their learning outcomes and make thoughtful decisions about their next steps and the strategies they need.

Using the taxonomy as a model for learning helps pupils to develop learning dispositions including a robust 'can do' attitude to learning. They are supported in this development partly because the school's assessment taxonomy is a mental model that represents knowing nothing, having a go and making mistakes as a natural part of any learning process. In doing this, it shows learners that their next steps to learning may well need effort and effective strategies but that those steps are accessible if they have a 'can do' attitude.

The process starts by indicating that every learner needs help to start. 'Knowing nothing' is an opportunity – a starting point for all learning and for every learner. This links with the school's mastery approach to learning.

**\*Please note:**

**This is an assessment framework and not a planning tool.**

**Planning should be made against the 2014 National Curriculum, taking into account all the teaching expectations.**

**Formative and Summative assessment should not be confused – The formative assessment informs the summative judgement.**

**Formative assessment - (beginning, developing, achieved and greater depth) / Summative assessment – (Working Towards, Emerging, Expected, Exceeding)**