

Assessment Procedure and Expectations 2018/19

Summative Assessment

- Applegarth and Tudor Academies to synchronize formal summative assessment practice. This is to ensure consistency and make cross-academy analysis more efficient
- Pupils across academies to sit identical tests during agreed assessment weeks
- Assessment weeks will be in the academy calendar
- Reading tests to be administered in Success For All groupings every 6/8 weeks
- Maths assessments to be administered in Year Groups, with children sitting one arithmetic and one reasoning paper
- Pupils to be allocated a Stage of Learning determined by their raw score (20% = i, 40% = ii and 60% = iii); for instance, a child sitting a Year 3 assessment and scoring 45% would be assessed at 3ii
- A child scoring above 80% will be considered as working at a Greater Depth, and may be assessed as the next Stage of Learning depending on the teacher assessment, e.g. a child scoring 85% in a Year 5 test could be considered at the 6i Stage of Learning
- An Average Points Score (APS) system will run alongside this assessment and will be analysed and shared half termly by Head of School.
- A pupil's Stage of Learning may be altered if teacher assessment (formative assessment) disagrees. This will be after discussions with SLT and
- Teachers will assess their pupils' writing against an agreed set of standards for each year group. Standards will be ticked off and give another percentage. This percentage will equate to a Stage of Learning
- Applegarth Academy will store and track data using the online EMMA software. Assessment within the ELP uses Pivot – an assessment tool that helps to break down objectives into smaller parts to mark progress.
- There will be opportunities for cross-academy gap analyses, where staff will moderate each other's assessments and share good practice for bridging these gaps
- In Discovery, teachers will assess prior knowledge and skills at the start of the unit and then again at the end. This will form a baseline to see the progress and the attainment at the end point. Any gaps can then be built into the next terms topic.

Formative Assessment

- Applegarth Academy has developed methods of formative assessment which works for their children and the context of the school. It is in line with our approach to learning and forms part of the milestones.
- These procedures must be as consistent as possible in each academy across the key curriculum areas. Regular learning walks will be measured against the milestones which include strategies for AFL. Milestone documents have been created for English, Math and Discovery.
- Academies should look to find ways of minimising workload and maximising effectiveness of their assessment process. Feedback at the point of learning is highly effective.
- Formative assessment must identify the gaps in children's learning and inform the planning process as well as phase meetings and parents' evenings