



Assessment at All Saints' CE Junior School

We have established **robust systems** of assessment, making use of standardised testing. Writing is teacher assessed in line with end of KS expectations; judgements are moderated across the consortium in addition to internal moderation across year groups and across school. We also participate in moderation meetings led by the Local Authority.

Assessment judgements are reached using a combination of regular formal testing and on-going teacher assessment within the classroom, as follows:

On a termly basis:

1. **'Testbase' standardised assessment tests** are used in years 3, 4 and 5 for Reading and Maths. These produce scaled score outcomes. Outcomes can be analysed by subject leaders using the Tesbase Merit system to identify priorities for teaching and learning.
2. 'Testbase' standardised assessment tests of GPAS are used in years 3, 4 and 5. A combined scaled scale outcome is produced but separate Spelling outcomes and grammar/punctuation outcomes can also be created to identify gaps in knowledge.
3. **Headstart Science Progress tests, scaled score**
4. In Y6, previous SATs papers are used to assess and prepare children for end of Key Stage assessments.

N.B. Testbase tests have a wider parameter of scaled scores, from 70 – 130. 100 can be used to determine ARE but they recommend using 120 as a valid cut-off for GDS.

*Younger children often struggle with 'test technique' so outcomes are used to inform teacher judgements/assessments. By Y5, test outcomes are relied upon more heavily as children will obviously be required to sit national SATs tests at the end of Y6. In Y5, we gain a clearer picture of who continues to struggle with test technique and this helps us to plan for access strategies in Y6.

5. **Teacher assessment of Writing** is completed at the end of every term
6. **Attainment outcomes** for all of the above are entered onto Sonar, our online data system. This system generates a range of reports utilised for analysis of pupil performance.
7. **Pupil progress meetings** are held every term; class teachers discuss progress and attainment of individuals and groups of children and intervention groups are identified and adjusted accordingly. The provision map is therefore adjusted each term.

Vocabulary and symbols used:

'Working towards' the National Standard	Working at ARE / at the Expected Standard – EXS	Working at Greater Depth within the Nat St (GDS)
WTS	EXS	GDS

Those children working below their age-related expectations will be assessed and recorded against the relevant year group using the codes WTS and EXS – eg. 4WTS, 2EXS, etc.

Assessment of foundation subjects:

End of topic/unit expectations are identified for each subject – what can the children do; what do they know? These are also recorded on Sonar.

SEND Assessments

A range of assessment strategies are used to identify special educational needs and to inform ongoing support and provision.