



How do we assess at Stratford Primary?

Formative Assessment

Teachers use formative assessments on a daily basis during teaching and learning, allowing teachers and pupils to assess attainment and progress more frequently. It begins with diagnostic assessments: indicating what is already known, through 5-a-day recap questions (in Core and foundation subjects) and identifying any gaps that may exist in skills or knowledge. If a teacher and pupil understand what has been achieved to date, it is easier to plan the next steps. As the learning continues, further formative assessments indicate whether teaching plans need to be amended to reinforce or extend learning. Formative assessments may include questions, tasks, quizzes or classroom exit tickets. Often, formative assessments may not be recorded at all.

Summative assessment

Summative assessments sum up what a pupil has achieved at the end of a period of time, relative to the learning aims and the relevant national standards. The period of time may vary depending on what the teacher wants to find out. There may be an assessment at the end of a topic, half-term, year or Key Stage.

A summative assessment may be a written test, an observation, a conversation or a task. It may be recorded through writing, through photographs or other visual media, or through an audio recording. The assessment will show what has been achieved. It will summarise attainment at a particular point in time and may provide individual and cohort data that will be useful for tracking progress and for informing stakeholders (e.g. parents, governors, etc.).

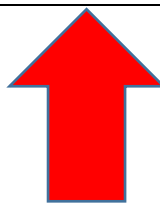
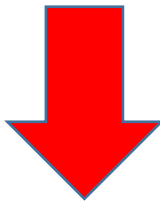
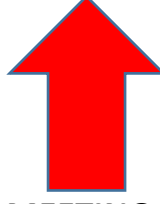
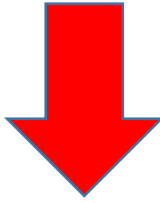

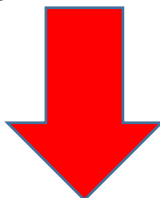
At Stratford Primary, teachers will carry out a summative baseline assessment for all pupils in Autumn term 1, which our baseline assessment (autumn term); at the end of January (Spring term) and again at the end of June (summer term).

Teachers use a 9-point progress scale to assess pupil progress and this is converted to attainment data to identify age related expectations.

Throughout the year, internal Deep Dives take place (on a 2-year rolling cycle), which are carried out by subject leads, SLT and external Trust practitioners for verification. English writing, maths and Science moderation also takes place in collaboration with other Trust Primaries.



Children will be assessed against a nine-point scale for English and Maths. The table below shows how the scale is calculated. Information is gathered through on-going assessment, periodic progress checks, pupil interviews and end of year assessments.

ASSESSMENT POSITION	POINTS ALLOCATED	DESCRIPTIONS	LEVEL
Working at Greater Depth within the expected standard	9	For pupils exceptionally confident in all of the exceeding expectations, highly effective in using and applying these in investigational tasks, and showing exceptional ability for their age: Exceeding the standard.	 ABOVE NATIONAL STANDARD 
	8	At this stage, a pupil is not only confident in their understanding of most of the exceeding expectations, but is able to use and apply the concepts involved. Exceeding the standard.	
	7	If a pupil is generally meeting more than half of exceeding expectations, they will be deemed to be at: Exceeding the standard.	
EXPECTED Standard	6	At this point, the pupil is not only confidently meeting all of the expectations and using and applying the concepts, but is also meeting at least 25% of the exceeding statements. Meeting the standard.	 MEETING NATIONAL STANDARD 
	5	At this stage, a pupil is generally confident in their understanding of all of the expectations. Meeting the standard.	
	4	If a pupil is generally confident in 80% or more of the expectations then they are considered to be: Just meeting the standard	
EMERGING Towards the expected standard	3	If they confidently meet between 60% and 80% of the expectations but not all then they will be described as: Emerging towards the standard	 TOWARDS NATIONAL STANDARD 
	2	If they meet between 40% and 60% of the expectations then they will be described as: Emerging towards the standard	
	1	If they are meeting 20-40% of the expectations, pupils will be described as: Emerging towards the standard	



Assessment Schedule 2022-23 (Cycle 1)

<p>Autumn 1</p> <p><i>Pupil progress meetings Wb11th October</i></p>	<p>Baseline Assessment Moderating a piece of writing against TAF's White Rose (once Place Value has been taught) Autumn PIRA Reading (Yr 1, 2, 3, 4, 5, 6) EYFS baseline assessments Little Wandle Phonics assessments</p> <p>Deep Dive Evidence gathering: Early reading/ reading (AS) Maths (SMcC) Science PSHE (JI)</p>	<p>Wb 19th September – Baseline assessments to be completed within the week for reading</p> <p>Wb 26th September – Baseline assessment for Writing</p> <p>Wb 3rd October – Baseline assessment for Maths</p> <p><i>No testing during the first 3 weeks</i></p>
<p>Autumn 2</p>	<p>Deep Dives: PSHE (JI and LW) Early reading/ reading (AS, LW AC, BL) Maths (SMcC, LW, NH, RF) Science</p>	<p>2nd November 9th November 14th November 23rd November</p>
<p>Spring 1</p> <p><i>Pupil Progress Meetings</i></p>	<p>Summative Assessment Week Writing- moderating books against TAF's White Rose Spring PIRA Reading (Yr 1, 3, 4, 5) Past reading paper (Yr 2 and 6) Y2 and 2 SATs Papers Little Wandle Phonics assessments</p> <p>Deep Dive Evidence gathering: MFL DT Music</p>	<p>Wb 25th January - Assessments to be completed within the week.</p> <p>Pupil Progress meetings</p> <p>Data reported to Governors in February</p>
<p>Spring 2</p>		



	Deep Dives: MFL DT Music	
Summer 1 <i>Pupil Progress Meetings</i>	KS1 Tests	Wb 3 rd May
	KS2 Tests	Wb 10 th – 13 th May
	<u>Summative Assessment Week Year 1, 3, 4 & 5</u> Writing- moderating books against TAF's White Rose Summer PIRA Reading assessments (Yr 1, 3, 4, 5)	Data drop 3 rd week in Wb 28th June
	Deep Dive Evidence gathering: RSE PE Art	
Sum 2		
	Reception GLD data input	TBC
	Year 1 & 2 Phonics Check	TBC
	Deep Dives: RSE PE Art	Due 7th July
	Progress report and class analysis for next academic year/ next class teacher.	



Assessment Schedule 2023-24 (Cycle 2)

<p>Autumn 1</p> <p><i>Pupil progress meetings Wb11th October</i></p>	<p>Baseline Assessment Moderating a piece of writing against TAF's White Rose (once Place Value has been taught) Autumn PIRA Reading (Yr 1, 2, 3, 4, 5, 6) EYFS baseline assessments Little Wandle Phonics assessments</p> <p>Deep Dive Evidence gathering: Early reading/ reading (AS) Maths (SMcC) Science PSHE (JI)</p>	<p>Wb 19th September – Baseline assessments to be completed within the week for reading</p> <p>Wb 26th September – Baseline assessment for Writing</p> <p>Wb 3rd October – Baseline assessment for Maths</p> <p><i>No testing during the first 3 weeks</i></p>
<p>Autumn 2</p>	<p>Deep Dives: PSHE (JI and LW) Early reading/ reading (AS, LW AC, BL) Maths (SMcC, LW, NH, RF)</p>	<p>10th November 15th November 24th November</p>
<p>Spring 1</p> <p><i>Pupil progress meetings Wb 3rd January</i></p>	<p>Summative Assessment Week Writing- moderating books against TAF's White Rose Spring PIRA Reading (Yr 1, 3, 4, 5) Past reading paper (Yr 2 and 6) Y2 and 2 SATs Papers Little Wandle Phonics assessments</p> <p>Deep Dive Evidence gathering: Science Humanities</p>	<p>Wb 25th January - Assessments to be completed within the week.</p> <p>Pupil Progress meetings</p> <p>Data reported to Governors in February</p>
<p>Spring 2</p>		<p>Wb 28th February</p>



	Deep Dives: Science Humanities	15 th March 2022 31 st March 2022
Summer 1	KS1 Tests	Wb 3 rd May
	KS2 Tests	Wb 10 th – 13 th May
	<u>Summative Assessment Week Year 1, 3, 4 & 5</u> Writing- moderating books against TAF's White Rose Summer PIRA Reading assessments (Yr 1, 3, 4, 5)	
	Deep Dive Evidence gathering: RSE PE Art	
Summer 2		
	Reception GLD data input	TBC
	Year 1 & 2 Phonics Check	TBC
	Deep Dives: RSE PE Art	Due 7th July
	Progress report and class analysis for next academic year/ next class teacher.	