

**EVERGREEN PRIMARY**

**SCHOOL**

**ASSESSMENT**

**POLICY**

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| --- | --- |
| **Executive Head** | **Rena Begum** |
| **Proprietor** | **Rena Begum** |
| **Implementation date** | **September 2019** |
| **Review date** | **September 2020** |

**Our Principles**

At Evergreen Primary School assessment is an implicit part of the teaching and learning programme.  In order to plan an appropriate programme of work, each teacher needs to know the skills and abilities of each child. Alongside this children need to know what they are going to learn and how this fits into the learning programme for the term; how they are going to learn; and how their success will be measured.

In this way they are able to take ownership for their learning, and in consequence make greater progress.

Information gained from assessments is used to review and improve teaching and the curriculum that is offered to children.

**Policy Statement for Assessment.**

The Aim of Assessment

Evergreen Primary School values the success and achievement of every pupil and we strive to ensure that each child realises their full potential. Assessment allows us to track an individual’s progress on their learning journey. The focus of assessment is on teachers and pupils gaining clear knowledge and understanding of what pupils have learned as distinct from what teachers have taught in the lesson. We recognise that the teacher’s assessment and the pupil’s own assessment, are both central functions in the learning process.

The school recognises that different forms of assessment are used for different purposes. Formative assessment describes processes of teaching and learning, whereas summative assessment takes place after the teaching and learning. The following analogy helps to explain the definition and purpose of the two types of assessment:

**If we think of our children as plants…summative assessment of the plants is the process of simply measuring them. The measurements might be interesting to compare and analyse, but, in themselves, they do not affect the growth of the plants. Formative assessment, on the other hand, is the garden equivalent of feeding and watering the plants – directly affecting their growth (Page 4, Unlocking Formative Assessment, 2001).**

Information gained from different forms of assessment serve many purposes. Assessment can be used to inform pupils, parents and outside agencies of an individual pupil’s attainment and progress. Effective assessment procedures provide the means for identifying strengths and weaknesses in pupils learning and narrowing the learning gap thereby creating a positive impact on pupils’ attitudes and motivation. Assessments can also assist the school in setting appropriately challenging targets and can serve as an aid in evaluating the school’s overall effectiveness. The intention is to lead to an improvement in the provision the school makes for its pupils and the standard they achieve.

Assessment of Learning (Summative Assessment)

The definition and purpose of assessment of learning, Assessment of learning is often referred to as summative assessment. It is assessment that takes place at the end of a unit of work, year or key stage to:

* Provide information on the pupils’ level of academic performance
* Evaluate the pupil’s present knowledge, skill and /or understanding within a subject
* Evaluate the pupil’s progress against a national criteria, their previous work, and where       appropriate, the cohort
* Indicate future placement in class groupings
* Fulfil statutory requirements at the end of a key stage
* Inform the school’s target setting procedure
* Inform and report on the pupil’s progress and attainment to parents
* Monitor and evaluate the effectiveness of the school’s provision with regard to cohorts and individual pupils, including: pupils of different genders, ethnicity, abilities and age; pupils with English as an additional language; looked after pupils, refugees and travellers. Assessment of learning may be in the form of a test or an assessed piece of work demonstrating attainment or through teacher assessment of pupil’s level of attainment using a range of pieces of work and responses. For the current assessment of learning programme see Appendix 1.

**Assessment for Learning (Formative Assessment)**

The definition and purpose of assessment for learning.

Assessment for learning is often referred to as formative assessment. This aspect of assessment is an essential element of effective teaching and provides one of the main foci the school has for improving the standards pupils achieve. Assessment for learning provides the teacher and pupils with a clear understanding of the goal they are to achieve, the necessary information to identify where the pupils are in relation to that goal and the next steps they should take to achieve the goal.

Assessment carried out by the teacher provides information on a pupil’s strengths and weaknesses within specific tasks, activities and skills. The teacher and pupils then build on these strengths and address the weaknesses both inside and outside lessons. The essential element of assessment for learning is that the teacher uses the information gained from the assessment to modify the teaching and learning in order to close the gap between the pupil’s performance and the goal. Consequently, the school seeks to ensure that the communication between pupils and teacher about the pupil’s performance is of the highest quality. The school recognises that a key element in raising standards is the use made of good quality feedback from the assessment to inform the teaching and learning process.

Planning for Assessment

The school’s starting points for using assessment as a tool for learning are the National Curriculum Programmes of Study, the Agreed Syllabus for Religious Education and the level descriptions for each subject, and the Early Learning Goals and Stepping Stones for the areas of learning within the Foundation Stage. Assessment in the schemes of work in each subject the scheme of work provides the teachers with a programme, which, if followed, has the aim of enabling pupils to move towards the ultimate goal in terms of the knowledge, skills, concepts they are to gain. The appropriate stepping stones, early learning goals and National Curriculum level descriptions define the goal for each area of learning and subject and the reference standard against which pupils’ performance will be assessed at the end of the key stage. The scheme of work for each subject contains:

* Learning objectives or units being studied arising from the skills, knowledge and concepts from the appropriate levels of the Areas of Learning and Programmes of Study. These form the goals towards which pupils are aiming and against which their performance and progress will be assessed.
* An indication of the opportunities presented to pupils to enable them to learn.
* An indication of the opportunities for pupils to demonstrate in order to assess whether they have learned.

**Using Assessment in the Classroom**

Assessment during the lesson is a key element in enabling pupils to learn and should focus on pointing the way forward in learning. Both during and at the end of the lesson, the teacher:

* Assesses pupils’ performance against the learning objectives through questions, discussion looking at written work and watching performance
* Provides oral and, where appropriate, written feedback to the pupil, with an indication as to how well they are performing and information on how they can improve their performance
* Records, where appropriate, the individual pupils, groups or the percentage of pupils not achieving the learning objectives and those exceeding expectations. The teacher uses the assessment information gained in the lesson to make changes to the lesson and learning objectives.

Using Assessment in Marking Pupils’ Work

Marking is the assessment of a task. This can be done with the pupil present as they complete the task or after a task has been completed. It is an essential aspect of both the assessment for and of the learning processes. The school sees the overriding purposes of marking as to:

* Provide pupils with information on where they have performed well and on how they can improve their performance.
* Provide teachers with information on where the pupils have performed well and what areas of weaknesses they have and what the teacher now needs to do to improve their performance and move them on in their learning
* Evaluate the effectiveness of the teaching, including methods and resources
* Provide part of the record keeping for individual pupils It is essential that the teacher:
* Ensures that pupils know and understand the purpose of the work and the criteria against which their work will be assessed.
* Marks using those criteria
* Provides either oral or written feedback to the pupils on their performance concentrating on how they could improve their performance. Teachers mark in accordance with the policy for marking children’s work.

**Target Setting**

*Statutory and non-statutory targets*

The school makes full use of all assessment information in setting both statutory and non – statutory targets. Assessment information provides the head teacher and Proprietors with the information necessary to ensure that the targets set are challenging yet realistic, taking into account the previous attainment of the pupils. Individual pupil targets

Target setting in our school involves the identification and creation of achievable, challenging and measurable targets, based on previous achievement, aiming to raise self-esteem and fulfil learning potential. Pupils are set individual targets in terms of knowledge, skills and concepts in English and Mathematics. Occasionally a child may be set targets regarding behaviour in an effort to improve their readiness to learn. Pupils are involved in setting these targets which provide a motivation for improving their work. The targets are set in early October and are recorded onto pupil target cards. They are reviewed and updated each half term with the assessment manager during pupil progress meetings. Targets are shared with parents at formal meetings in October and March. Recording Pupil progress is tracked closely and recorded on the Pupil Achievement and Record Tracker (see Appendix One which lists when information is collected). This data, along with Benchmarking meetings and Pupil Progress meetings, serve as a means of providing information and as a basis for taking action. In particular this information is used:

* To track individual pupil’s and cohort attainment and progress over time
* To project future information
* To gain information about the effectiveness of the school’s provision
* To base changes within the school
* As a basis for reporting to parents and outside agencies

**Reporting to Parents**

The school values and nurtures the partnership it has with parents in helping to make good progress, achieve highly and develop fully as people. Written and oral reports to parents on pupils’ progress, development and behaviour are an important means of assisting parents to be fully involved in this partnership. The reports are an important way of helping pupils to make progress. Highlighting their strengths and recognising and valuing their achievements in different areas of school life will motivate pupils. Identifying areas for development and giving suggestions on how to improve provides pupils with a clear picture for future development. Written reports are provided at the end of the academic year. The school seeks to ensure that reports are personal to the pupil and provide parents with information they will find helpful. Reports are written for parents in a straightforward way so that they will know:

* How their child is performing in relation to their potential and to national standards
* Their child’s strengths and any particular achievements
* Areas for development and improvement as well as how parents can help
* Whether their child is happy, settled and well-behaved. Oral reports. The school will seek to ensure that all parents feel welcome and able to discuss their child’s progress and difficulties. The school encourages parents to ask questions and gain insight into their child’s performance and attitudes. The school seeks to be both honest and constructive in the picture that is given of each child. Where appropriate, specific advice is given as to how parents can help their child.

**The Management of Assessment**

The school’s Assessment Co-ordinator has overall responsibility for the procedures and practices of assessment and record keeping within the school.

The Monitoring and Evaluation of Assessment Practice and Procedures

In conjunction with the Senior Management Team, the Assessment Co-ordinator is responsible for devising and implementing a programme for monitoring the implementation of assessment procedures and evaluation their effectiveness across the school.

**Review of the Assessment Policy**

The Assessment co-coordinator will review this policy annually and make amendments where necessary.

**Shubnam Assessment Coordinator**

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**Calendar for Assessment and Record Keeping**

**Autumn Term:**

**September**

* Parallel spelling test for children in year 2 to year 6. Weekly spellings of 5 words for Year 1 and 10 for Year 2 will be given by the class teacher.
* Reading Test for children in year 2 to year 6
* 2simple portfolios – foundation stage set up with names and front sheets and baseline

**October**

**Test Week** (years 1 to 6)

* Reading Test in years 1 to 6
* Maths tests for years 1 to 6
* English (Writing, reading and spelling)
* Pupil Progress Meetings with Inclusion Manager
* Foundation Stage Profile baseline assessment
* Individual Pupil Targets set in English and Maths and entered onto Target Cards
* End of unit Science test (year 1 to year 6) Rising Star/ twinkle
* Teachers submit profile grids for Reading, Writing and Maths to Head Teacher, Assessment Coordinator and Inclusion Manager in preparation for benchmarking

The first of two formal meetings this term with parents discussing how well children have settled and general behaviour towards learning.

**November**

* The first of two benchmarking meetings, to discuss children who fall below, at or above national benchmarks as well as strategies/intervention which need to be put in place
* Phonics Assessment week 2ND WEEK Monday November

* 99 names of ALLAH Competition
* Hifz Assessment Whole school
* Arabic Letter Recognition Early Years end November
* Parents Conference

**December**

* End of unit Science test (year 1 to year 6).
* Target Cards reviewed – new targets given, if appropriate
* Reception teachers to update Foundation Stage Profiles
* Parents Conference to discuss their child’s progress and share targets

**By the end of term**

* Portfolio – One Science investigation and one example of Computer Science evidence through a core subject entered into pupil portfolios in Rising Star (Year 1 to 6 only)
* Analysis and reporting of DATA – WHOLE SCHOOL DH

**Spring Term**

**January**

* Parallel spelling test for children in year 1 to 6
* Practice SATs tests yr6
* Reading Test for children in year 1 to 6
* Maths tests for years 1 to 6 times table
* English (Writing, reading and spelling)
* Whole school 99 names of Allah assessment January

**February**

* Pupil Progress Meetings with Inclusion/ assessment Manager
* End of unit Science test (year 1 to year 6).
* Target Cards reviewed and new targets given, if appropriate
* Reception teachers to update Foundation Stage Profiles
* Intervention phonics and literacy Reception

**March**

* Teachers submit for Reading, Writing and Maths to Head Teacher and Assessment Coordinator in preparation for benchmarking meeting
* The second of two benchmarking meetings to review pupil progress and determine if strategies/interventions in place have had the desired impact
* Individual Pupil Targets reviewed and new targets set
* The second of two formal meetings with intervention parents only to review their child’s progress and share new targets

**April (beginning)**

* End of unit Science test (year 1 to year 6)
* Target Cards reviewed and new targets given, if appropriate
* Reception teachers to update Foundation Stage Profiles

**By the end of term**

* Portfolios – One Maths investigation and one example of Computer Science through a foundation subject entered into individual pupil portfolios (Year 1 to 6 only)

**Summer Term**

**April (end)**

* Parallel spelling test for children in year 1 to 6

**May**

* Reading Test for children in year 1 to 6
* Maths tests for years 1 to 6
* English (Writing, reading and spelling)
* Pupil Progress Meetings with Ms Shubnam Suleman
* Key Stage 1 and Key Stage 2 SATs (dates to be confirmed)
* End of unit Science test (year 1 to year 6)
* Target Cards reviewed and new targets given, if appropriate
* Reception teachers to update Foundation Stage Profiles

**June**

* End of year teacher assessments for English, Maths and Science for years 1 and 6

**July**

* End of unit Science test (year 1 to year 6)
* Foundation Stage Profile Data
* Each year group team to place all children on a profile grid for maths, reading and writing. This is then placed in the CR (central register) so each teacher can access for their new class list.
* Annual reports are sent to parents, along with SATs results and teacher assessments for year 2 and 6
* Reception Portfolios completed (this includes one piece of writing, one piece of art work, one photograph, one piece of work to demonstrate ICT through another subject in the curriculum)

**By the end of term**

* **Portfolios**– One piece of writing and one photograph of a piece of Art/DT work entered into individual pupil portfolios (year 1 to 6 only)
* **Year 6 leavers Graduation**

**WHAT IS ASSESSMENT?**

Assessment is a judgement based on evidence at a particular point in time.  A range of well-planned assessment strategies and activities allows pupils, teachers and school to:

* Involve all pupils including those with Special Educational Needs.
* Ensure that assessment is a coherent part of the whole school teaching and learning policy.
* Enable teachers and schools to evaluate achievement.
* Enable schools and teachers to evaluate their teaching and learning programme.
* Enable schools to set targets and measure attainment and progress within a year group and across the school.
* Enable schools to judge their success – compare progress with similar schools.
* Enable teachers to set targets for pupils.
* Encourage pupils to take ownership of their own learning.
* Enable teachers to identify children for Booster Groups, SEN, pivotal pupils and high achievers.
* Enable teachers to plan appropriate and challenging activities.
* Help children recognise their strengths and what they need to do to make further progress.
* Involve all pupils.
* Enable schools to provide evidence of attainment.

Following the introduction of a new National Curriculum framework from September 2014, the government has decided to remove level descriptors, which was the way in which children were bench-marked up until July 2015.  The government’s policy of removing level descriptors from the National Curriculum is set out in terms of freeing schools from an imposed measure of pupil progress. The Department for Education has said that levels are not very good with respect to helping parents to understand how far their child is improving. In their place, from September 2014, “it will be for schools to decide how they assess pupils’ progress”.

With levels removed and the focus now on raising the achievement of every pupil, School leaders and teachers have chosen a new way to measure pupil attainment and progress.

During the academic year 2016-2017 the school was in a period of transition from old levels to new assessment descriptors:

* Nursery and Reception assessments are not changing in school or nationally.
* All other year groups will now be assessed against the new national curriculum only Year 6 receiving statutory government standardised tests at the end of the academic Year 2 tests are done in house.

**Our new assessment system**

The old and new curricula have different content. Many of the objectives in the old curriculum have shifted to lower year groups in the new, more rigorous curriculum, this means it is not possible to have an exact correlation between a level that was the outcome of the old National Curriculum assessment and the requirements new National Curriculum, this means a shift in thinking and in the way, we assess out children’s outcomes.

The school has welcomed the changes in the National Curriculum and saw it as an exciting opportunity to review our assessment and reporting systems to create a more holistic approach that makes sense to parents.  We were very clear that whatever assessment tool we used, it needed to be robust and track pupils’ progress across the school and not just at the end of a Key Stage.

We are now assessing children against the new framework, one for which they may have not been taught the previous years’ objectives and content, so we are in a time of transition between old and new sets of data.  During this transition time children and teachers have completed baseline assessments to find out their starting points for the new national curriculum.

The principles that underpin our new assessment system are:

* Every child can achieve: teachers at Evergreen have the mindset, ‘What do I need to do next to enable a child in my class to achieve?’
* The new National Curriculum objectives will be used as the expectations for all children.
* Children will make age appropriate progress – 12 months in 12 months.
* Teachers are experts at assessment – assessment will be effectively used to ensure the correct scaffolding is built into lessons to ensure all children achieve.

In order to be ‘secondary ready’ children need to meet the required end of Key Stage 2 expectations; this is broken down into key outcomes for each curriculum year. We use the National Curriculum objectives to assess outcomes for children at the end of each curriculum year – for example:

* A child that has achieved all the objectives set out for Year 3 for English (and no further) would be said to be working at the end of Year 3 expectation for English.
* A child achieving half or so of the mathematics objectives for Year 5 would be classed as working at the mid-Year 5 expectation for maths.
* A child achieving only a few reading objectives for Year 1 would be classed as working at the beginning of Year 1 expectation.

A model of ‘best fit’ is no longer relevant and pupils are expected to demonstrate that they are hitting all of the statements in the assessment frameworks at the end of Key Stage 1 and Key Stage 2.

***Our assessment and reporting system includes both formative and summative assessments:***

*Formative examples:*

* Ongoing assessment by the class teacher throughout each lesson, through questioning, observation and dialogue.
* Children knowing what they are being asked to learn and more importantly, why.
* Pupils are encouraged to self-assess against a success criteria when producing written work.
* Three-way feedback, pupil, peer, teacher with clearly identified next steps – this can be written or verbal feedback.
* Regular marking in maths ‘Dedicated Improvement and Reflection Time’.
* Regular pupils’ work scrutiny, teachers’ planning scrutiny, learning walks and lesson observations.

*Summative examples:*

* Termly tests produced by Twinkle and White Rose maths.
* An age standardised reading test in the spring term.
* Rising Stars end of year assessments in Years 1, 3, 4 and 5.
* Statutory government standardised tests in Years 2 and 6.

The above will all be used to make a judgement as whether a child is emerging, developing, secure or mastery for their year group at the end of each term.  This information will be inputted into School Pupil Tracker Online.

Teachers will complete a class profile at the end of each term and this, in addition to all of the above will feed into our termly pupil progress meetings.

Pupils who are disadvantaged and need additional support will have a longer appointment time for parent-teacher consultations to enable parents to be fully aware of where their children are achieving.  Teachers of these pupils will meet with the headteacher annually (in addition to termly whole class pupil progress meetings) to ensure that there is a sharp focus on where these sometimes hard to reach children are achieving and how their attainment and progress can be raised.

**Tracking progress over time**

We will use Rising Star to track pupils’ progress over time, against age-related expectations in each subject area:

* Working below      = previous year +grade
* Emerging =
* Secure, reflecting that age-related objectives have been achieved
* Exceeding, showing that age-related objectives have been achieved and the child is working at a deeper level of understanding and application
* Exceptional strands from next year group are implemented

The Codes and tracking scheme are the back-bone to track progress across the school.  These will be recorded on School Pupil Tracker (SPT) as the year group followed by the code, for example: Yr3E (Year 3 Emerging), Yr4S (Year 4 Secure).

Average Point Scores (APS) have been replaced with Tracking Points. Tracking Points can be used to examine progress and attainment numerically (as an average).

The Tracking Point scale starts at Tracking Point 1, which is the first term in the first year in Nursery. This can then be counted up to Tracking Point 15 (the end of Year 2) and Tracking Point 27 (the end of Year 6).  All year groups move on 3 tracking points in a year, one for each of the Golden Codes.  The expectation is that children make 12 months progress in 12 months.

**More able children**

Rather than moving onto the next year’s curriculum, able pupils will work on ‘mastering’ their knowledge through the application of skills in different contexts – they will be deepening their learning.

The depth and application of a child’s learning is an important marker of their achievement and progress.

**Early Years – Nursery & Reception**

Children in Nursery and Reception will continue to be assessed against the Prime and Specific areas of Learning in the EYFS profile.

Assessments will be based on observation of daily activities and events. At the end of Reception for each Early Learning Goal, teachers will judge whether a child is meeting the level of development expected at the end of the Reception year:

* Emerging, not yet reached the expected level of development
* Expected
* Exceeding, beyond the expected level of development for their age

Progress will be tracked using Tracking Points (see above)

***Assessment follows the following cycle:***

Plan – Plan learning effectively

Assess – Making judgements in the classroom

Record – Record judgements and set targets

Analyse – Identify patterns and trends

The DfE and Ofsted will measure progress formally at the end of KS1 and the end of KS2 against the performance descriptors.  This will be reported as a scaled score.  This will also be used as a progress measure for children from the end of KS1 to the end of KS2.

***Examples:***

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **National Curriculum 2014** | | | |  |  |
| **National Curriculum Year** | **Assessment Scale** | **Assessment Step** | **Progress ‘Step’** | **P scales equivalent** |  |
|  |
| Birth-11m | Birth-11m | 0-11 Emer | 1 |  |  |
| 0-11 dev | 2 |  |  |
| 0-11 sec | 3 |  |  |
| 8-20m | 8-20m | 8-20 Emer | 4 |  |  |
| 8-20 dev | 5 |  |  |
| 8-20 sec | 6 |  |  |
| 16-26m | 16-26m | 16-26 Emer | 7 |  |  |
| 16-26 dev | 8 |  |  |
| 16-26 sec | 9 |  |  |
| 22-36m | 22-36m | 22-36 Emer | 10 |  |  |
| 22-36 dev | 11 | p1 |  |
| 22-36 sec | 12 | p2 |  |
| 30-50m | 30-50m | 30-50 Emer | 13 | p3 |  |
| 30-50 dev | 14 | p4 |  |
| 30-50 sec | 15 | p5 |  |
| 40-60m | 40-60m | 30-50 Emer | 16 | p6 |  |
| 40-60 dev | 17 | p7 |  |
| 40-60 sec | 18 | p8 |  |
| EYFSP | EYFSP | ELG Em. | 19 |  |  |
| EYFSP | EYFSP | ELG Exp. | 20 |  |  |
| EYFSP | EYFSP | ELG Exc. | 21 |  |  |
| Year 1 | Stage 1 | 1 Emer | 22 |  |  |
| 1 Emer+ | 22.5 |  |  |
| 1 dev | 23 |  |  |
| 1 dev+ | 23.5 |  |  |
| 1 Sec | 24 |  |  |
| 1 Exc | 24.5 |  |  |
| Year 2 | Stage 2 | 2 Emer | 25 |  |  |
| 2 Emer+ | 25.5 |  |  |
| 2 dev | 26 |  |  |
| 2 dev+ | 26.5 |  |  |
| 2 Sec | 27 |  |  |
| 2 Exc | 27.5 |  |  |
| Year 3 | Stage 3 | 3 Emer | 28 |  |  |
| 3 Emer+ | 28.5 |  |  |
| 3 dev | 29 |  |  |
| 3 dev+ | 29.5 |  |  |
| 3 Sec | 30 |  |  |
| 3 Exc | 30.5 |  |  |
| Year 4 | Stage 4 | 4 Emer | 31 |  |  |
| 4 Emer+ | 31.5 |  |  |
| 4 dev | 32 |  |  |
| 4 dev+ | 32.5 |  |  |
| 4 Sec | 33 |  |  |
| 4 Exc | 33.5 |  |  |
| Year 5 | Stage 5 | 5 Emer | 34 |  |  |
| 5 Emer+ | 34.5 |  |  |
| 5 dev | 35 |  |  |
| 5 dev+ | 35.5 |  |  |
| 5 Sec | 36 |  |  |
| 5 Exc | 36.5 |  |  |
| Year 6 | Stage 6 | 6 Emer | 37 |  |  |
| 6 Emer+ | 37.5 |  |  |
| 6 dev | 38 |  |  |
| 6 dev+ | 38.5 |  |  |
| 6 Sec | 39 |  |  |
| 6 Exc | 39.5 |  |  |
| Year 7 | Stage 7 | 7 Emer | 40 |  |  |
| 7 Emer+ | 40.5 |  |  |
| 7 dev | 41 |  |  |
| 7 dev+ | 41.5 |  |  |
| 7 Sec | 42 |  |  |
| 7 Exc | 42.5 |  |  |
| Year 8 | Stage 8 | 8 Emer | 43 |  |  |
| 8 Emer+ | 43.5 |  |  |
| 8 dev | 44 |  |  |
| 8 dev+ | 44.5 |  |  |
| 8 Sec | 45 |  |  |
| 8 Exc | 45.5 |  |  |
| Year 9 | Stage 9 | 9 Emer | 46 |  |  |
| 9 Emer+ | 46.5 |  |  |
| 9 dev | 47 |  |  |
| 9 dev+ | 47.5 |  |  |
| 9 Sec | 48 |  |  |
| 9 Exc | 48.5 |  |  |
|  | Exceptional | Exc. | 49 |  |  |

***Standardisation and Moderation***

While we are getting used to a new curriculum, it is essential that regular standardisation and moderation opportunities are planned in.  At Evergreen, reading, writing and maths are moderated in school termly and cross-school at least annually.

***Computing, science and non-core subjects.***

Pupils are observed during learning sessions and written notes are collected where appropriate.  Rising Stars half termly tests are administered when appropriate.  Any recorded work, observations and findings from tests are used to consider whether pupils have met the relevant assessment criteria.  The assessment criteria for each subject are as follows:

**Science:**  The objectives from the National Curriculum is on Rising Star

**Computing:**  The objectives from the National Curriculum as on Rising Star

**All other foundation subjects:**  Key assessment criteria from Rising Star.

In science and computing, the objectives are used in the same way as maths, reading and writing, where teachers use a range of evidence at the end of each term to consider whether children are working towards the objectives, have mostly achieved them, achieved them or understood them at greater depth.  This information is the used to determine whether a child is emerging, developing or secure for their year group (or below).

In all other foundation subjects at the end of each term, evidence is used to highlight where the majority of pupils have achieved each assessment criteria in Rising Star. This information is then used to determine whether a child is emerging, developing or secure for their year group (or below).

Pupils will also be assessed formatively in terms of their learning skills and social skills.  Soft data will be collated to ensure that any interventions that have been put into place are having the required impact.