



**Assessing without levels**

**“We will give schools the freedom to develop a curriculum which is relevant to their pupils and enables them to meet these expectations.”**

**“Schools will be able to introduce their own approaches to formative assessment, to support pupil attainment and progression. The assessment framework should be built into the school curriculum, so that schools can check what pupils have learned and whether they are on track to meet expectations at the end of the key stage, and so that they can report regularly to parents.” DFE 2015**

**Our rationale**

- Is focused on the progress and understanding of elements of the national curriculum an individual has understood, these elements will be assessed using four criteria;
  - emerging
  - developing
  - secure
  - mastered
- Is based on measuring the key knowledge and skills required for success in primary learning.
- Is easily accessible to staff and pupils enabling them to monitor progress through the academic year, with a shared approach and shared vision.
- Is based on high expectations of pupils – developing the ethic of excellence and enjoyment in learning and the philosophy that every child reaches their full potential.
- Is focused on formative feedback from a range of sources allowing for all pupils to grow and succeed.
- Uses half- termly summative assessments to report our ongoing formative feedback.
- Is simple and easy to understand – for staff, parents and pupils.
- Has consistent principles, to be used across the core subjects, but with the flexibility to be suitable for all subjects.
- Facilitates dialogue about the progress pupils make during specific ‘pupil progress’ discussions with the senior management team.
- Builds a picture of national curriculum coverage for each cohort, showing a level of understanding and establishing evaluative information for school staff to identify gaps and weaknesses in learning.
- Links with the school’s tracking information – highlighting progress over different periods of time and by different groups of pupils.
- Establishes a consistency of approach across the Cudworth and North East Collaboration to support the moderation of work across different year groups.