

Lower School Assessment Policy and Procedure November 2021

Reviewed by: Sarah Fox

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Related documents: Curriculum Policy; Year Plan Template; Art of Teaching app; Termly Holistic Assessment Template; On Track Point Guidance; Pupil Progress Meeting Template; Curriculum Framework documents; Solving the Riddle of the Child; The Educational Tasks and Content of the Steiner Waldorf Curriculum; School Readiness Policy, Assessment and Observation Policy (Early Years); Upper School Assessment Policy.

This policy should be read in conjunction with SWSF [Framework for Curriculum Practice](#) (K. Bransby and M. Rawson).

Endorsement

Full endorsement is given to this policy by:

Name: Joel Chalfen

Position: Cambridge Steiner School Trustee

Signed:



Date: November 2021

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1. Aims

This policy aims to:

- Provide clear guidelines on our approach to formative and summative assessment
- Establish a consistent and coherent approach to recording summative assessment outcomes and reporting to parents
- Clearly set out how and when assessment practice will be monitored and evaluated

2. Legislation and guidance

This policy relates to the following expectations set out in the Independent School Standards:

3. *The standard in this paragraph is met if the proprietor ensures that the teaching at the school—*

(g) demonstrates that a framework is in place to assess pupils' work regularly and thoroughly and use information from that assessment to plan teaching so that pupils can progress;

4. *The standard in this paragraph is met where the proprietor ensures that a framework for pupil performance to be evaluated, by reference to the school's own aims as provided to parents or national norms, or to both, is in place.*

32(1)(f) *an annual written report of each registered pupil's progress and attainment in the main subject areas taught is provided to the parents of that registered pupil except that no report need be provided where the parent has agreed otherwise;*

3. Principles of assessment

In keeping with the ethos of the school, all teachers should strive to recognise the unique individuality of each pupil; learning to appreciate the strengths and weaknesses, approaches to learning, attitudes and behaviour of each child, and in so doing, ensuring that all pupils have the opportunity to learn and make progress.

We recognise that that learning-centred assessment is a vital support for learning and development that enables quality development and high levels of teaching effectiveness. Its value is in giving the teachers feedback on the pupils' learning so that this can inform their teaching. It also gives the pupils information on how they are doing and what they might do better. It enables pupils to acquire new knowledge and make good progress according to their ability so that they increase their understanding and develop their skills in the subjects taught.

“Good practice occurs when the self-reflective teacher assesses his or her own teaching and its outcome with individual children and shares this with colleagues on a regular basis. This insight should feed directly back into the classroom. The Steiner Waldorf approach sees assessment as a means of gaining knowledge of, insight into and understanding for the child. The more accurate and comprehensive the observations, the richer the understanding. Increased understanding can lead to positive development in the child. In ideal circumstances, the outcome of an assessment of a child is that meaningful help is offered and new developmental opportunities are created. Assessment can lead to transformation in teaching and learning.”

The Educational Tasks and Content of the Steiner Waldorf Curriculum

Teachers will attempt to deepen their understanding of the children by:

- carefully observing the pupils and their responses to what they are taught
- reflecting on their classroom experience
- sharing observations with colleagues
- sharing observations with parents
- undertaking regular study of Steiner Waldorf Pedagogy and Child Development
- engaging with colleagues in a detailed study of a particular child
- engaging with colleagues in a study of a particular class
- seeking the help of outside expertise where necessary

Our learning-centred approach to assessment takes the whole human being into account. It is not just about measuring the delivery of cognitive, disciplinary knowledge and subject-based skills, but has to do with making judgements about pupils' learning processes and overall development and appreciating their development as persons, their achievements and interests. It is also about recognising emergent qualities in the person. In this sense our approach to assessment is relational because it sets out to value and appreciate what people do, and as much as possible, it is a dialogic process focused on well-being based on trusting relationships whilst seeking to avoid hierarchical relationships. The core aim of assessment is to enhance learning, including interest and motivation in learning as a lifelong disposition, and development not just of individuals but of the school as community and in a wider sense by contributing to the well-being of society.

4. Assessment approaches

At Cambridge Steiner School (CSS) we see assessment as an integral part of teaching and learning, and it is inextricably linked to our curriculum.

We use day-to-day in-school formative assessment and in-school summative assessment as our main overarching forms of assessment.

4.1 In-school formative assessment

Effective in-school formative assessment enables:

- **Teachers** to identify how pupils are performing on a continuing basis and to use this information to provide appropriate support or extension, evaluate teaching and plan future lessons

- **Pupils** to measure their knowledge and understanding against learning objectives, and identify areas in which they need to improve
- **Parents** to gain a broad picture of where their child's strengths and weaknesses lie, and what they need to do to improve

Knowing how pupils are learning, what difficulties they may have, and what they can do well enables teachers to offer the right kind of support at the right time and provides the teacher essential information about the effects of her teaching. Therefore, formative modes of assessment are used to accompany learning processes and give individual pupils ongoing and concrete feedback. It is important that pupils understand in age-sensitive and language appropriate ways, what the learning aims are, how to achieve them, how they are currently doing and what criteria will be applied to assess a particular assignment or a whole learning block. This may be implicit (i.e. reinforced by teacher behavior and classroom practice) or explicit (i.e. cognitive or through the use of a rubric).

See also *Appendix 1: Assessing skills, knowledge and dispositions*

Ipsative methods

One-to-one pedagogical conversations, both informal and formal, in which the learner is helped to recognise her own progress measured against her own previous achievements and levels of participation. Thus the pupil has the feeling that she is not competing with others or external standards but is trying to do better, or maintaining her own standards. Children and young people undergo all manner of developmental crises prompted from outside or through changes in themselves and this often impacts on school learning. They need to be helped to see what these causes and symptoms are, recognise the effect they are having on them, rather than having the feeling "I am too stupid" or "it's the teacher's fault that I don't get it". Then they can find ways of moving on with the help of the teachers.

At CSS we periodically carry out individual case studies (referred to as child studies) in which a group of teachers who teach a particular pupil meet, share their experiences of the pupil, look at her work across all subjects and activities, discuss her situation in school, take into account her overall development throughout childhood (as much as is known). The parents are involved and can contribute their perspective and when the pupils are old enough, they too can contribute their own views in age-sensitive ways (though they usually don't participate in the case study itself). The teachers try to form a picture of the pupil's learning and developmental pathway, how it has been and what is now in the current situation and try to sense the nature and character of the emergent person and her biographical intentions. The purpose of such case studies is to grasp the 'meaning' or signature of the pupil's biographic trajectory through her life course so the teachers can understand her situation better. Of course the process also leads to possible support and interventions. It is also a significant pedagogical learning process for the teachers involved. For further information please see: *Solving the Riddle of the Child: The Art of Child Study* by Wiechert, Christof.

Self-assessment

Pupils are encouraged to assess their own activities in age-sensitive ways. Younger children are invited to express their feelings and thoughts about their activities. Older pupils can participate in formulating appropriate criteria (what makes a good presentation?) and self-assessment. Students in middle school can apply the same or similar criteria used by the teachers.

Learning Strategies and Techniques – some examples

Eliciting evidence of achievement

Teachers use a variety of techniques to draw out what students know in a 'low-stakes' classroom environment. This means that there is no formal test or assessment involved. The information elicited then

informs the next steps taken by the teacher. This strategy is particularly useful during the recall segment of Main Lesson and in assessing the spoken language components of our assessment framework.

Techniques

- Re-grouping based on understanding
- Physical actions / dramatic representations of understanding such as freeze frame tableaux
- Use of cue cards, props and the like to do on-the-spot assessments of student comprehension
- Students draw / free render artistic interpretation of their understanding.

Sharing learning intentions

Teachers can make clear to students what the learning objective of the lesson is and, if possible, involve the students in designing their own assessments.

Techniques

- Wherever possible, share examples of the work the students are expected to complete that have been annotated by the teacher.
- In the lower classes, where learning is primarily imitative, this could take the form of small groups repeating the teacher's verse, song, dance, or action sequence while the teacher gives guidance in the form of feedback.
- In older classes, the objective could be shared with students on paper or the whole class could work together to formulate ways of creating work that shows their understanding.

These co-created guidelines could then be shared on paper or on the board.

Students as owners of their own learning

Teachers give students a 'low-stakes' way of owning their learning by providing opportunities for them to clearly communicate, in the moment, that they understand or need help.

Techniques

- A showing of hands / thumbs up, thumbs down
- Use of a designated gesture or the use of some sort of prop such as flags, blocks or cups. A green side up means 'I understand' and a red side up means 'I need help'. In this way, students who lack confidence are able to begin taking part without raising their hand and admitting they don't understand.
- Also, students learn to annotate their own work and pictures and are encouraged to ask for clarification if they do not understand a comment, so that they will be clear about what they need to do in their next piece of work as a result of the feedback they have received.
- Have students keep a diary / learning journal within which they record areas to focus on.

Activating students as instructional resources for one another

Teachers give students the opportunity to assess each other using rubrics and other means that are student created: in this way both the student who created the assessment and the students using it are self-assessing.

Techniques

- The student who creates the rubric *and* the students who use it are both *being assessed and assessing* the quality of the rubric at the same time.
- Peer to peer teaching and learning are also useful as techniques to assess learning: the teacher can either ask for students to create evidence of their learning or observe conversation between students.

Effective questioning

Effective questioning is a key and should be planned such that a range of responses are anticipated. Good questions lead the learner on a journey in which there is a balance between content (who, what, when) and process (how, why).

Techniques

- #1. What do you think?

This question interrupts us from telling too much. There is a place for direct instruction where we give students information yet we need to always strive to balance this with plenty of opportunities for students to make sense of and apply that new information using their schemata and understanding.

- #2. Why do you think that?

After students share what they think, this follow-up question pushes them to provide reasoning for their thinking.

- #3. How do you know this?

When this question is asked, students can make connections to their ideas and thoughts with things they've experienced, read, and have seen.

- #4. Can you tell me more?

This question can inspire students to extend their thinking and share further evidence for their ideas.

- #5. What questions do you still have?

This allows students to offer up questions they have about the information, ideas or the evidence.

Providing feedback that moves learners forward

Teachers provide feedback that gives the learner something to do so that the immediate reaction of the learner is that they have to use their knowledge and the teacher's feedback to find a solution / extend their learning. Feedback is primarily in the moment and verbal. This strategy draws heavily on Lev Vygotsky's Zone of Proximal Development theory.

Techniques

- Feedback could take the form of informal tests that are formative in nature and not summative: the student can then use the feedback to strengthen their understanding *before* the end of a Main Lesson Block.
- This type of feedback also works well in practice blocks: students can use the feedback given about books during Main Lesson to strengthen their understanding through practice while the connections are still fresh in their mind.

Marking & Feedback

We believe that feedback to pupils is very important, as it tells children how well they have done and what they need to do next in order to improve their work.

We give children verbal feedback on their work whenever possible and give written comments to children of all ages, providing they can read and understand those comments.

Feedback in both oral and written format aims:

- to show interest and appreciation
- to encourage, reassure and build confidence
- to monitor and review progress against the target or objective set
- to identify next steps in learning
- to help a child overcome difficulties and improve
- to help a child evaluate his/her work

We encourage the children to evaluate their own learning and that of others and make positive and constructive comments. Children are given time to respond to their learning and recognise that making mistakes is the key to also making progress. Models of successful work are shared and discussed with children in order for them to appreciate and understand the expected target.

Class Teachers look at the children's bookwork during daily lesson time, giving feedback in situ - mostly not recorded. Main Lesson and practice books are reviewed regularly, with verbal and/or written (from Class 3 onwards) feedback in pencil. Guided self-assessment can also be undertaken by the children right from Class 1. For example, they can check that all the i's are dotted and t's crossed; that all their pictures are finished to the best of their ability. Peer assessment may include reading their work back to a partner or swapping work to mark one another's, children 'critiquing' each others' work, or being guided/taught to give constructive feedback. Teachers may make informal written notes/observations of the above assessments to help inform their planning and monitor pupil progress.

Class teachers set clear expectations when setting work for pupils. Expectations for pupils may vary depending on individual needs and aptitudes. All work should be dated. For the younger classes, the teacher may write the short date onto the child's work, or the teacher can keep a record sheet of which piece of work was done when.

Class teachers use a simple coding system (appropriate to the age of the class) to identify what type of task the children have been set. Written work generally falls into the following three categories:

Type of Writing	Benefits	Example Code
Dictated	Dictations provide opportunities for ongoing assessment, particularly for phonological knowledge and accurate spelling.	Encircled 'D'
Emergent / independent	This should form the main bulk of pupils' work. Independent work may first be written up in a practice book, to be edited by the pupil and checked for corrections, before writing the work up neatly.	Encircled 'M' (mine); blue dot (independent)/ purple dot (with help)
Copied	Giving children work to copy from the board allows for high expectations of work to be put in place and encourages handwriting and spelling skills. This method of learning is used sparingly, with specific purpose in mind e.g. a starting sentence for independent writing; a poem exemplifying structure and form.	Encircled 'C'; red dot

4.2 In-school summative assessment

Effective in-school summative assessment enables:

- **School leaders** to monitor the performance of pupil cohorts, identify where interventions may be required, and work with teachers to ensure pupils are supported to achieve sufficient progress and attainment
- **Teachers** to evaluate learning at the end of a unit or period and the impact of their own teaching
- **Pupils** to understand how well they have learned and understood a topic or course of work taught over a period of time. It should be used to provide feedback on how they can improve

- **Parents** to stay informed about the achievement, progress and wider outcomes of their child across a period

Summative methods are used at the end of learning blocks and year-end assessments to show performance of groups or individuals over time and for purposes of quality assurance.

The emphasis is on assessment being useful for pupils and teachers. Meaningful learning outcomes are best established in authentic learning situations through performance of the skills being assessed using methods such as naturally occurring evidence, rather than in isolated, de-contextualised tests. Many tasks in reality involve teamwork and therefore group assessments are appropriate.

Modes of assessment include observation and monitoring of performance or activities, projects, group work using checklists with criteria (including naturally occurring evidence), both verbal and written feedback on main lesson books and other work, presentations, portfolios (in which pupils select the work they want assessed), end of block written tests, oral exams (often in small groups), and self-evaluation. Monitoring includes noting when students have completed a piece of work, when feedback was given, the need for follow-ups, the degree of originality (e.g. on a spectrum from copied to entirely self-produced), what is a draft, improved version, final version etc. The emphasis is on giving feedback that is *kind, helpful and specific*. Internal moderation of typical examples of children work and teachers' assessments of this (e.g. two poor pieces, two competent pieces and two examples of very good work) by other teachers can raise awareness and standards. Occasional external moderation of assessments by colleagues from other schools can help define and maintain quality through comparison.

5. Collecting and using data

Point in Time Assessment

On the half term (November, February and June) the class teachers make a Point in Time Assessment (PITA) for each child with regards to the Age Related Learning Opportunities (ARLO's) for Writing, Reading, Speaking and Listening, Number and Space and Measure which are entered into our school tracking system. On the full term (December and April) PITAs take place as part of the termly review for the subject lessons. These assessments allow pupils' progress to be tracked and analysed by school leaders. Teachers reflect on the question, 'is this child on track to master the key concepts and skills for this area this year?' and make a professional judgement. The assessment uses 'On Track Point Guidance' grade descriptors (see appendix 2) that help the teacher to accurately assess the progress of each child with reference to the end points outlined in the curriculum framework. The PITA's feed into termly Pupil Progress Meetings between Class teacher, SENDCo and Education Manager.

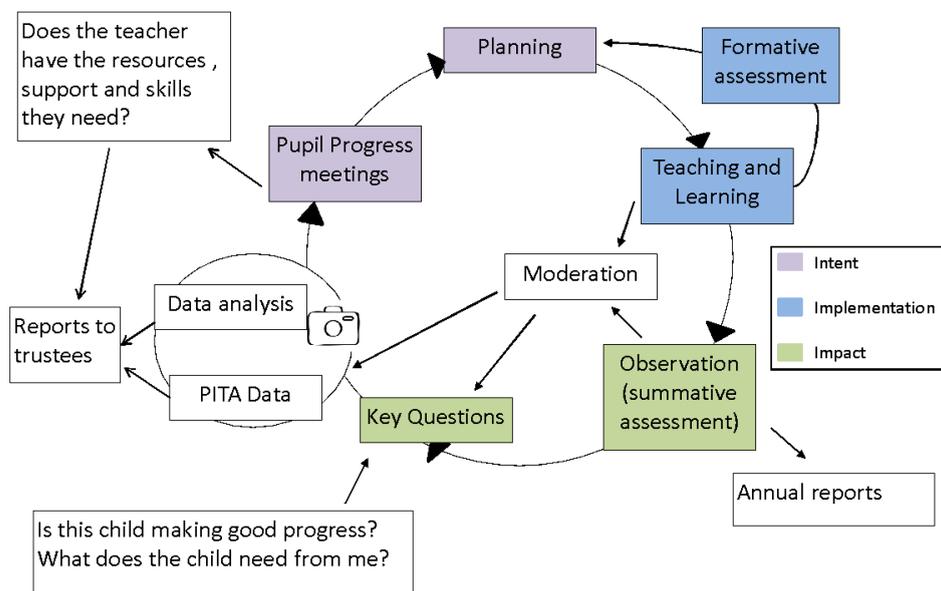
See Appendix 3 for Assessment and Planning Timeline.

SLT, the SENCo and all other staff use this data to ensure that each child is on track to achieve their full potential. While it is expected that class teachers enter data onto the system and monitor the progress of each child to ensure he/she attains or exceeds their targets, moderation meetings with the Education Manager, SENDCo and Teaching and Learning committee **take place once a term**, to discuss the progress of each child and use the data; to identify pupils who require involvement in intervention programmes; to support the identification of children with SEN or those who are more able, and to ensure the progress of vulnerable groups; mid-year transition, gender, looked after children and those with English as a second language, as appropriate. Through the analysis of the attainment and progress recorded as well as standardised tests, book looks and lesson observations, curricular trends and areas for development are also identified which can then feed into school improvement plan.

Termly Summative Observations

This is a qualitative and holistic assessment (appendix 4) that looks at the child's progress each term in all areas of the curriculum as well as their social skills. It allows the teacher to comment on the specific

challenges and achievements of individual children, and to set individual learning goals. It also highlights areas that need attention or further support. This then informs the subsequent planning of the teachers. A specific set of questions is used to guide the thinking of the teacher when carrying out this assessment. These assessments are completed at the end of each term, in the summer term this takes the form of the child's annual progress report.



**Comprehensive model of assessment that keeps key questions at the centre:
Are children making progress? What do they need from the teacher?**

Recording

We recognise various methods of assessing a child's learning. The type of assessment that we make varies from subject to subject. We think that it is unnecessary to keep a formal record of all these assessments; we record only information that affects future learning and/or supports our monitoring processes. Our teachers record the progress of each child against the expectations set, in their planning and when completing PITA's in our tracking system. This information is continually reviewed, and shared with appropriate staff. The teacher's paper records are stored in a locked cupboard in their classroom, in compliance with data protection regulations.

6. Reporting to parents

We recognise that an important element in the education of children is their experience of the cooperation between parents and teachers.

During the course of the year the Class Teacher will organise at least two meetings with the parents of each child in the class, usually in the autumn and the summer term. This meeting will provide an opportunity to:

- discuss their child's progress
- share observations about the child's development
- discuss if there is the need for any extra support
- discuss any issues which the parents or teachers think are relevant to further mutual understanding of the child and to help meet his/her needs. Such meetings may be requested by the teacher or by the parents.

If a child is experiencing difficulty in some aspect of life (academic, social or health) it may be helpful for parents and teachers to have a number of shorter meetings to ensure that a supportive dialogue is established.

A written progress report for each child will be sent to parents annually and will be completed before the end of the summer term. These reports give parents a detailed and clear qualitative assessment of the performance of their child, in relation to the school's aims, with comments on their progress and attainment in each main subject area.

Mid-Year Parents' Evening with subject teachers

This usually takes place during the Spring Term. It gives parents an opportunity to meet with subject teachers as well as the Class Teacher.

Pupil Records

Pupil records will be kept securely in the School Office /SEND room. They will contain:

- any records from previous school
- profiles from kindergarten
- copies of annual reports
- copies of assessments from outside agencies

7. Inclusion

The principles of this assessment policy apply to all pupils, including those with special educational needs or disabilities.

Assessment will be used diagnostically to contribute to the early and accurate identification of pupils' special educational needs and any requirements for support and intervention.

We will use meaningful ways of measuring all aspects of progress, including communication, social skills, physical development, resilience and independence. We will have the same high expectations of all pupils. However, this should account for the amount of effort the pupil puts in as well as the outcomes achieved.

For pupils working below expected level of attainment, our assessment arrangements will consider progress relative to pupil starting points and take this into account alongside the nature of pupils' learning difficulties.

8. Training

Staff receive training on assessment during INSET days, staff meetings and via the Steiner Waldorf Schools Fellowship CPD program (webinars available on Mighty Networks).

9. Roles and responsibilities

9.1 Trustees

Trustees are responsible for:

- Being familiar with how the school's system of assessment captures the attainment and progress of all pupils
- Holding school leaders to account for improving pupil and staff performance by rigorously analysing assessment data

9.2 Education Manager

The Education Manager is responsible for:

- Ensuring that the policy is adhered to

- Monitoring standards in core and foundation subjects
- Analysing pupil progress and attainment, including individual pupils and specific groups
- Prioritising key actions to address underachievement
- Reporting to trustees on all key aspects of pupil progress and attainment, including current standards and trends over previous years

9.3 Teachers

Teachers are responsible for following the assessment procedures outlined in this policy

10. Monitoring

This policy will be reviewed annually by the Education Manager. At every review, the policy will be ratified by the Teaching and Learning link trustee.

All teaching staff are expected to read and follow this policy. The Education Manager is responsible for ensuring that the policy is followed.

The Education Manager will monitor the effectiveness of assessment practices across the school, through:

Wide Range Achievement Tests: As part of our process for monitoring pupil progress the school periodically conducts Wide Range Achievement Tests: a brief achievement test measuring reading recognition, spelling, and arithmetic computation. These take place for all pupils from Class 3/4 onwards, usually in October and May/June.

Book Looks: Teachers meetings provide a forum for discussions about the expectations placed on pupils and the quality of work being produced. 'Book looks' – either within department meetings, subject lead areas meetings or mentor sessions – contribute towards these discussions and provide a more formal framework for reviewing pupil's work. A 'book look' may take a particular focus (such as marking and feedback, presentation, appropriate challenge, links to key concepts and skills and progress) and should include a sample of pupil's books (for example high achievers, EAL pupils or pupils on the SEND register).

Teaching staff meet at least termly to moderate books so that everyone is aware of what level of work represents the school's descriptors of student attainment:

- Cause For Concern
- Emerging
- Developing
- Secure
- Exceeding

Moderating in this way also allows teachers to benefit from the experience of colleagues.

Cambridge Steiner School is also collaborating with other Steiner Waldorf schools in the UK to work towards a method of national moderation across schools/ a process of benchmarking pupil work. Although reviewing book work provides significant insight into our child's learning journey, this is just one means by which to assess pupil progress and cannot ever fully represent the full breadth of learning that takes place.

Pupil progress meetings: During the pupil progress meeting, staff will briefly review the impact of the previous meeting. They will then use the 'Pupil Progress Meeting' proforma to support discussions of children and how to best support their progress. This meeting takes place on the half term (November, February, June) following the PITAs. The subjective view of the PITA is compared to the objective WRATS score (Mathematics and English). This meeting provides a space for discussion about children who are not making sufficient progress or who are excelling. The teacher can explain what support is needed and discuss

what support plan could be put in place for a child if needed. Where possible, book moderation is done at this time also.

Learning Walks (a focused 'walk' through the school, visiting a range of different classes) take place regularly. Learning walks by the Education Manager and Subject Leads allow accurate monitoring of the Quality of Teaching; giving all staff the opportunity to participate allows for Continuing Professional Development (CPD) opportunities. Each learning walk should have a predetermined focus, which could range from academic (around a particular subject area, or relating more generally to stretch and challenge) to housekeeping, some example questions to consider might include: Is the content of the lesson tailored to children's starting points? Is the level of challenge appropriate for the most able? Is the classroom tidy and inviting? Are children respectful and kind? The Education Manager oversees the learning walk schedule.

Class folders (in line with SWSF purple folder system) contain a checklist to help keep track of completed paperwork and class folders are checked termly to help monitor assessment and planning.

Annual appraisals, termly check ins and mentoring sessions/lesson observations are scheduled by the Education Manager. Termly check ins include a brief overview of planning and staff wellbeing.

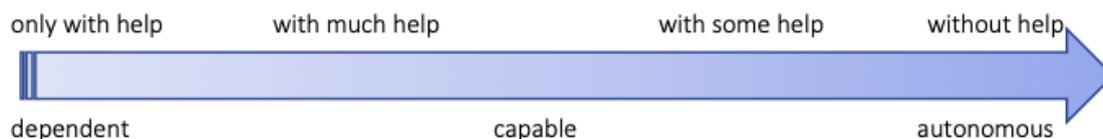
Appendix 1: Assessing skills, knowledge and dispositions

Assessing the learning of dispositions, skills and knowledge require somewhat different perspectives. We can start by judging the degree of autonomy in learning.

Learning skills benefits from being scaffolded by teachers or competent others offering support and help. It is helpful to recognise different stages in learning skills, such as only being able to do something only with help, with a lot of help, with occasional guidance and quite autonomously. Skills can be performed on a

spectrum from dependent on scaffolding to autonomous performance. Skills can thus be assessed in terms of whether they can be performed with help or without help along a spectrum or continuum from:

The learner can do this:



The level of skill can be assessed along a continuum, showing the direction of movement in the growth of independent skill.

Assessing knowledge progression

Having subject-based knowledge is important but it is more important to know the meaning of subject knowledge in the wider academic, social and ecological context, and this has both a global and a local perspective of where we are now. The two key questions are always; what does this mean for humanity and the world as a whole, and what does this mean to me personally (with perhaps, what does this mean for us locally? as a middle position). As Gill and Gergen (2020, 41) put it, from a relational perspective: knowing that something is the case is far less important than knowing how to participate generatively in ongoing relational processes from which something becomes meaningful and significant. What one takes to be useful knowledge will change over time and circumstance. In fact, students tend to remember little of the content they have acquired in the first 12 years of schooling. But the challenge of relating to others, the communities, and the wider world in a possibly enriching way will remain for a lifetime. This is so not only in the demands for continued learning, but also for human well-being more generally.

Therefore, it is important to emphasise contextualised knowledge and the meaning we give to it. We can show the student's knowledge progression along this continuum and assess her ability to recall and use knowledge in context. The continuum starts with unconnected knowledge (what, when) and progresses through knowing things in context, moving towards meaningful knowing in different contexts/or multi-perspective knowing. The aim of knowing is understanding, which implies knowing in context as well as knowing from different perspectives. Understanding is, of course, unconstrained. We can go on deepening and broadening our understanding throughout life. In a school context we can aim to arrive at understanding, which will inevitably be relative and relational. Understanding is a key stage that can be reached but is itself the starting point for unconstrained further learning. Here this process is phrased as self-assessment, but it can of course be assessed by a teacher, if she can gather appropriate evidence, ideally in context ('naturally occurring evidence', Hipkins, 2012).



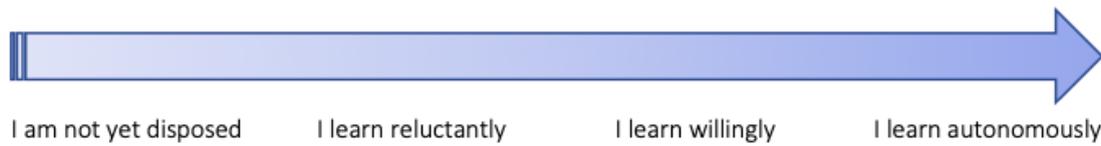
Assessing knowledgeable action with purpose (skills)

We define skills as knowledgeable action with purpose because applying any skill requires knowledge (e.g. of tools, materials, techniques, context etc.) and a reason or meaningful purpose for applying them (i.e. other than the purpose of merely demonstrating the skill, as in conventional testing). We can therefore assess learners' capacity to apply knowledge to solving problems or being productive in other ways by judging performance on a continuum between being unable to act skillfully and being expert



Assessing dispositions

Similarly we can assess dispositions to learn. Learning dispositions include being a resilient learner, being enthusiastic, engaged and motivated, being persistent and not giving up when faced with difficulties, seeing the positive in every situation, and so on. These can all be observed and monitored. In the example given below, the assessment is expressed as self-assessment, but can of course be assessed by a teacher.



Extract from: XX

Appendix 2 - Point in Time Assessment - ontrack guidance

On Track Point Guidance

On Track Point	Description of a child at this point
1 (Well Below)	<ul style="list-style-type: none"> • Regularly unable to access the curriculum for their class or the class below. • Requires additional classroom support, will often have significant SEND or EAL barriers to learning. • Will undertake different tasks to the rest of the class.
2 (Cause for Concern)	<ul style="list-style-type: none"> • Is able to access the curriculum of their class or the one below with support and scaffolding. • Likely to have SEND or EAL barriers to learning. • May undertake tasks that are modified or completely different to the rest of the class. • Struggles to grasp new concepts without significant support and scaffolding. • Struggles to embed new concepts.
3 (Emerging)	<ul style="list-style-type: none"> • Is able to access the curriculum of their class, will regularly require scaffolding and support. • Does not grasp new concepts quickly. • Needs support to embed concepts. • Can apply concepts with support or scaffolding.
4 (Expected)	<ul style="list-style-type: none"> • Meets many of the curriculum expectations for their class. • May make errors, but is usually able to improve work following feedback and support. • Has some gaps in learning. • Is generally successful in grasping and embedding concepts. • Can apply skills and understanding independently, but not always successfully.
5 (Exceeding)	<ul style="list-style-type: none"> • Meets the vast majority of the curriculum expectations for their class. • Usually grasps new concepts and embeds them quickly and independently. • Is able to attempt learning that is beyond the complexity of their class with some success. • Can apply their age appropriate understanding and skills to a wide range of contexts, and is generally successful. • Can often explain and justify their ideas. • Can critique their own work and improve it.
6 (Well Above)	<ul style="list-style-type: none"> • Is exceeding the curriculum expectations for their class. • The vast majority of times grasps new concepts and embeds them quickly and independently. • Is often able to attempt learning independently that is beyond the complexity of their class with some success. • Can apply beyond age appropriate understanding and skills to a wide range of contexts with regular success. • Can clearly explain and justify their ideas. • Can critique their own and others' work, leading to improvement.

Appendix 3: Planning and Assessment Timeline for Class Teachers

By first day of term:

- Year Plan complete
- Subject Lesson Term Plan (autumn) complete (per subject)
- Main Lesson Block plans for this half term drafted/complete
- Brief outline for parents for what is coming up this term: main lesson / specialist subject lessons plus copy of class timetable shared

By first day back after half term:

- PITA scores for literacy and numeracy complete
- Main Lesson Block plans for this half term complete / evaluated

By end of the first week following the half term break:

- Pupil Progress Meeting complete (following PITA scores)

Spring Term

By first day of term:

- Subject Lesson reviews for autumn term (including PITA scores) complete
- Subject Lesson Term Plan (spring) complete (per subject)
- Ensure all block plans from the autumn term are complete and evaluated
- Check curriculum coverage and amend plans accordingly
- Main Lesson Block plans for this half term complete
- Year Plan revised
- Pupil Progress Assessment (holistic) complete
- Brief outline for parents for what is coming up this term: main lesson / specialist subject lessons

By first day back after half term:

- PITA scores for literacy and numeracy complete
- Main Lesson Block plans for this half term drafted/complete

By end of the first week following the half term break:

- Pupil Progress Meeting complete (following PITA scores)

Summer Term

By first day of term:

- Subject Lesson reviews for spring term (including PITA scores) complete
- Subject Lesson Term Plan (summer) complete (per subject)
- Check curriculum coverage and amend plans accordingly
- Ensure all block plans from the spring term are complete and evaluated
- Main Lesson Block plans for this half term complete
- Year Plan revised
- Pupil Progress Assessment (holistic) complete
- Brief outline for parents for what is coming up this term: main lesson / specialist subject lessons

By first day back after half term:

- PITA scores for literacy and numeracy complete
- Main Lesson Block plans for this half term complete

By end of the first week following the half term break:

- Pupil Progress Meeting complete (following PITA scores)
- First draft reports complete

Ensure all block plans from the summer term are complete and evaluated

WRATS will take place for all new starters and Class 3 pupils in the autumn term. Repeated for all pupils in May.

Appendix 4 - Holistic Progress Assessment Template

'Holistic' Progress Assessment Record for

Class:

Year: 2021-2022

	TERM 1	TERM 2
Literacy. Reading, writing, recall, speech.		
Numeracy Processes, problem solving, times tables.		
'The Arts' - Drawing, Music, Singing, Movement etc		
Contributions to learning, and class activities. Social Interaction.		
Areas of improvements.		
Areas to make progress.		