

“Excellence is not being the best; it is doing your best.”



How will teachers be assessing my child?

Children are assessed in a number of ways at school.

As a truly inclusive school where every child is valued and every child's abilities are celebrated, whatever they might be, we believe our Ethos *'Lighting a spark in every child'* is embodied in assessment processes.

Buzz words for Parents and Carers are:

- **Success Criteria**
- **Self-assessment**
- **Peer Assessment**
- **Oral feedback**
- **Written feedback (marking) and targets for learning**
- **Standardised assessments or tests**
- **Assertive Mentoring**

During every lesson and activity children are given expectation of what they are learning and what they should achieve. These are known as their learning objectives and the expectations are called **Success Criteria**. Children know what they should have learnt by the end of each activity /lesson.

In addition children are given opportunities to assess how they think they learnt (**Self-assessment**) and also their class mates may be asked to review their work or give them feedback on their learning (**Peer Assessment**).

The teachers give regular **oral feedback** at an individual level and to the group or class .We also mark children's work against an agreed policy and then feedback that marking back to the children so they know how they have got on and what their next steps, to learning targets need to be. (**Written feedback and targets for learning**).

We listen to children read at an **individual level** at a group level in **guided reading** sessions to assess how well they are managing and what they need to be able to do next to accelerate their reading skills and understanding.



Ongoing Assessment for Learning

Each week there are some **standardised assessments or tests**.

Different age groups have different assessments; spelling tests, mental maths **and times tables tests**. **Under new legislation** the school no longer report levels against how children are learning (1c/1b/1a etc.) but should be reporting progress against learning outcomes of the new curriculum. To ensure this process is objective and accurate we have decided to continue to use a system called **Assertive Mentoring** for our reading, writing and maths assessments.

This system has been in school for over a year now but has **been updated to reflect the New National Curriculum**. We believe this system gives accurate analysis and feedback for children and clear teaching priorities for children.

The overriding principles to **assess children for a purpose** – to clarify, confirm and celebrate what they have learnt and achieve and to give clear next steps for the next stage in their learning. We track pupil progress on a system called Target Tracker.

Expected Pupil Progress.

Each child is assessed on entry to a year group and their progress is mapped against the expectations for that year. A summary of where your child is against the national curriculum outcomes is made.

This is done against agreed **developmental bands in Year N and Year R**, and against **6 expected steps of progress within Target Tracker against year outcomes in Years 1, 2, 3 and 4.**

The assessment shows you at the **start of the year where a child sits on the continuum of learning bands** and will also show **through the year what progress they are making ,and if it is at an expected level, above or below expectations.**



For Early Years (Nursery and Reception)

Development bands are identified at intervals from 22-60 months.

These are broken down into 3 developmental bands of 22-36 months/ 30-50 months/ 40-60 months

The end of Year R children are assessed and their overall progress through the Early years

Foundation Stage is confirmed against national expectations

These are 3 stages of learning which are

E1 Emerging – working towards the nationally expected stage of learning

E2 Expected – working at the nationally expected stage of learning

E3 Exceeding – working above the nationally expected stage of learning



Years 1,2,3,4

Whatever the child's starting point against national Are Related Expectations for Years 1,2,3,4 6 steps of learning a year will be considered good progress for that child.