



Assessment –new arrangements from September 2014

How as a Parent/Carer will I know how my child is getting on in school?

Consultations

We have **two formal Parent Consultations** each year (autumn and spring term) when you will be given information about how your child is achieving in school against the new National Curriculum objectives. It is a great opportunity to share your child's successes or any concerns you may have with us too.

You will hear about how your child is managing in class, what they are enjoying learning and how their ability to work alone and in a group/class is coming on.

A summary of where your child is against the national curriculum outcomes will be explained. This will refer to developmental bands in Year N and Year R, and to progress against 4 bands against outcomes in Years 1, 2, 3, and 4. It will show you at the **start of the year where your child sits on the continuum of learning bands** and will also show you **through the year what progress they are making and if it is at an expected level, above or below expectations.**

We will then discuss with you how your child's learning can continue to progress effectively and **if support or intervention** is needed how this will be offered. You will also know if your child's learning is **being accelerated as they are achieving quickly at outcome beyond expectations.**

Open Afternoons

You also have **three opportunities** to come and see your child's work in the classroom and they can share their learning with you. These are Open afternoons (held on Mondays at 2.45pm) and the End of Year Open evening when you can also meet your child's next teacher and visit their class. We advertise these dates well in advance in the hope a parent /carer who has working commitments may be able to rearrange their timings for these 2 opportunities, but will endeavour to find a time for those for whom this is an impossibility.

School reports

An annual report is written at the end of the academic year to reflect your child's progress, their attitude to learning and their achievements through the year. This is also set against national expectations for the year group.

Progress review meetings

Individual meetings regarding progress are held as necessary during the year and if, from a **progress review meeting held between teachers and the Head teacher/Year group leader**, a concern regarding progress is arising we will discuss next steps for your child with you accordingly.

The basis for these progress assessments is identified (in the table at the bottom of the section below) and will also be explained at Parents Meetings and Consultations on an ongoing basis this year. If your child needs **additional support** we may suggest they have **targeted intervention support** and you would then meet with our Special Educational Needs Coordinator to discuss appropriate next steps.

We also hold a meeting to explain to those parents/carers who have children making very **strong progress, or with higher ability**, how we will ensure they are given as many opportunities as possible to excel.

How will teachers be assessing my child?

Children are assessed in a number of ways at school.

Ongoing Assessment for Learning

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.

Each week there are some **standardised assessments or tests**. Different age groups have different assessments; spelling tests, mental maths and **key skills maths 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 decide 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 the give clear next steps for the next stage in their learning

Expected Pupil Progress.

Each child is assessed on entry to a year group and their progress is mapped against the following 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 to against 4 expected bands of progress 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 band					
22-36 months	30-50 months	40-60 months	E1 Emerging	E2 Expected	E3 Exceeding

For Years 1,2,3,4

Band	Emerging	Developing	Secure	Ready
Progress	0-0.25	0.25-0.5	0.5-0.75	0.75-1.0

How do the School and the Governing body ensure Assessment principles are adhered to?
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At the start of each academic year the previous year's standards and progress is reviewed. On this basis the Head teacher will propose the **School development and improvement priorities for the year ahead**. These are shared with staff at the opening INSET day of the year.

Each term the Governors hold a **School Improvement and Curriculum meeting** and part of than meeting includes an analysis of how each year group is moving towards **expected targets** for the year.

The Governors will question what is being done to **ensure good progress** and will question whether expectations in year groups have been set appropriately and at level of challenge for children.

The **School Improvement Partner** will then review this data with the Head teacher prior to results being submitted to the Local Authority and Department of Education each year.

What is changing in 2016.

New Assessment Legislation

Assessment legislation changed this September and a summary of the changes is given below.

What is happening from now (September 2014) to Spring 2016?
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All schools are preparing this year for new assessments standards in Spring 2016. At the same time as preparing they will be assessing pupils against the new curriculum outcomes this year. This year levels will be reported to the LA and DoE against the former curriculum for EYFS, Years 2 and 4.

Reception from 2016.

New reception baseline of all pupils within their first few weeks at school. This will continue to be supplemented by teachers' broader assessments and observations. The Early Years Foundation Stage Profile is no longer compulsory.

Key Stage 1 2014-2015

Teacher assessment in **reading; writing; speaking and listening; grammar, punctuation and spelling continues. Mathematics and science** assessments continue.

Assessments are also informed by test scores in Standardised Assessment Tasks (SATS) in reading, maths and writing (informed by grammar, punctuation and spelling test). No test is required for speaking and listening and science. As yet 2016 arrangements re in draft format.

Key Stage 2 Year 6 (end of KS2).

Our year 4 children will be mid way through KS2 when they leave the school. They will be assessed against national expectation for Year 4 and then will sit formal assessments (SATS) which will be sent to away to SATS markers for marking. The floor standards (expected achievement levels for pupils to meet) will be raised and set at 85% for each school).