

Types of Assessment

Day to day in-school formative assessment

- Question and answer during class
- Marking of children's work
- Observational assessment
- Scanning work for pupil attainment and development

In school summative assessment

- End of year exams
- Short end of topic or unit tests
- Individual Provisional Map Reviews for pupils with SEND

Nationally standardized summative assessment

- National Curriculum tests at the end of Key Stage 2
- National Curriculum teacher assessments at the end of Key Stage 1
- Year 1 Phonics Screening

Outcomes for Children

When the School Leadership Team make judgements about childrens' outcomes they will consider whether children are:

- Making good progress towards meeting or exceeding the expected attainment for their age
- Being set challenging goals, given their starting points, and are making good progress towards meeting or exceeding these
- Completing work that deepens their knowledge, understanding and skills

They will gather evidence about the progress of children through:

- Observations in lessons
- Discussions with pupils about their understanding of things they have been learning about
- Scrutiny of children's acquisition of knowledge, understanding and skills over time as shown in their work, including that in their books



Assessment Key Stage 1 & Key Stage 2



“To be the best we
can”



Assessment

Assessment considers the level of academic attainment of children in many areas of the curriculum; the standard of knowledge, skills and understanding has been raised. Additionally the curriculum has a greater focus on broadening children's learning and ensuring they are 'secure' in their new skills.

As a school, we assess your child's learning as an ongoing process. We do this by three main forms of assessment: in-school formative assessment, which is used by the teachers to evaluate children's knowledge and understanding on a day to day basis and to tailor accordingly; in-school summative assessment, which enables schools to evaluate how much a child has learnt at the end of a teaching period; and nationally standardized summative assessment, which is used by the Government to hold schools to account.

Assessment without levels has given the school the opportunity to develop our own approaches to assessment that focus on teaching and learning and are tailored to the curriculum followed by our school. We have written our own assessment system to support more informative and productive conversations with children and parents.

By no longer grouping children according to levels, teachers can give more focus to providing children with feedback which clarifies those aspects of the curriculum where their knowledge and understanding is secure and those areas where there are gaps.

The national curriculum is founded on the principle that teachers should ensure children have a secure understanding of key ideas and concepts before moving onto the next phase of learning.

The governors of our school review the 'data' which shows progress of all the children across the school anonymously and this is discussed at governor meetings.

Each year the children will have a new set of requirements, for each subject, to complete to become 'National Standard' for their year group. Teachers will be required to give data for their class in December, March and July to ensure that children are on track to make good progress.

In order for the children to have made the appropriate progress throughout the year the children will be at National Standard by July. Obviously some more able children will have aspects at a mastery standard and be exceeding the statements due to working at a Greater Depth.

	Below National Standard
	Working towards National Standard
	National Standard
	Greater Depth

In order to be assessed at 'Mastery' the children must be able to complete 100% of the National Standard criteria and be able to demonstrate a deep, secure understanding of all aspects of the subject.

High expectations still apply equally to children with SEND as to all other children. For children working below national expected levels of attainment we consider progress relative to their starting points and take this in to account. The children will particularly benefit from the curriculum which advocates understanding key concepts before moving on to the next phase of learning.