

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
- Reviews for pupils with SEN and disabilities

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

Outcomes for Children

When the schools leadership team are making judgements about childrens' outcomes they will consider whether:

- Children are making good progress towards meeting or exceeding the expected attainment for their age
- All children are set challenging goals, given their starting points, and are making good progress towards meeting or exceeding these
- All children, including the most able, do work that deepens their knowledge, understanding and skills

William Reynolds Senior Leadership Team and Governors 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 in their books.



Assessment Key Stage 1 & 2



"To be the best we can be"



Assessment

As you may be aware, over the past year we have introduced the new national curriculum in our school. This is part of the government's initiative to improve 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 new 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 on going assessment, which is used by the teachers to evaluate childrens' progress on a day to day basis and plan for next steps.; in school tests which enables teachers to evaluate how much a child has learnt at the end of a teaching period and national tests.

Life without Levels!

Assessment without levels has given the school the opportunity to develop our own approach to assessment that focuses on teaching and learning tailored to the curriculum. We have developed 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 provide 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 new 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 'b' by July. Obviously some more able children will have aspects at a mastery standard. In order to be assessed at

	Below National Standard
	Working towards National Standard (d,c)
	National Standard (b,a)
	Mastery

'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 new curriculum which advocates understanding key concepts before moving on to the next phase of learning.