

What is 'Teacher Assessment'

"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, we believe our ethos '*Lighting a spark in every child*' is embodied in assessment processes.

The overriding principles to **assess children for a purpose**. So the aim is to **clarify, confirm and celebrate** what children have learnt and achieved and **give clear next steps** for the next stage in their learning.

Buzz words for Parents and Carers about assessment are:

- **Success Criteria**
- **Self-assessment**
- **Peer Assessment**
- **Verbal or 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 then know what they should have aimed to learn 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 **verbal /oral feedback** at an individual level and to the group or class as they are working.

We also mark children's work against an agreed policy and feedback that 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.



What happens each day, week, half term ?

Ongoing assessment for learning

In Years 1-4 each week there are some **standardised assessments or Tests**. Different age groups have different assessments including **spelling, mental maths and times tables tests to help them with regular and rapid recall of 'building blocks' for maths and writing.**

To assess maths and reading objectively we also use a system called **Assertive Mentoring** for some of our reading and Maths assessments. This system helps children learn **resilience** in their learning. They soon get the idea of leaving a question they might not get and move on to finishing those they are confident with, before moving back to try a trickier question again.

In this way they learn it is **OK to go back and have another try** at a question, but also gain marks where they are confident. This is a good strategy for future assessments they will face and **also means they can see themselves what they need to go back and check or learn to do more work on.**

This system has been in school for a few years now. We believe this system gives accurate analysis and feedback for children and clear teaching priorities for children.

We assimilate the assessments three times a year to 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 (Key performance indicators or KPIs). 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 steps of progress within Target Tracker against the expected 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 that is progress at an expected level from where they started from, or above or below expectations.

For Early Years (Nursery and Reception)

For Early Years 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. BY the end of Year R children are assessed and their overall progress through the Early Years Foundation Stage is confirmed against national expectations

These expectations are then reported to Parents and Carers.
The following terms are used to describe children's attainment.

- 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