

Swimbridge CE Primary School

Assessment Explained



1. WHAT IS ASSESSMENT?

- We use the terms 'achievement' and/or 'progress' when we look at the progress a child has made over a period of time.
- We use the term 'attainment' when referring to the achievement of a child at a given point in time (e.g. end of unit assessments, end of year tests or SATs results).
- Schools are required to have an assessment system that monitors each child's progress (achievements and attainments).
- The tracking, monitoring and evaluation of a child's attainment and progress takes place daily in lessons through questioning, marking and talking to children about their learning. It takes place weekly, termly and annually through informal and end of unit assessments and more structured tests.
- The tracking, monitoring and evaluation of a child's progress and attainment informs a teacher's curriculum planning, enabling areas for development to be swiftly addressed.

2. THE PRINCIPLES THAT UNDERPIN OUR ASSESSMENT:

- We believe that every child can achieve to the best of their ability. It is our job to support and challenge children at all levels of ability. Teachers in our school have the mindset, 'What do I need to do to help each child achieve?'
- We expect the majority of children to make 12 months progress in a twelve month period. This target is set against the National Curriculum objectives. Our target is also that the vast majority of children will have a deep level of understanding of learning in each subject.
- We expect nearly all children to be working towards achieving their end of year expectations throughout the year. We will not extend children onto the next year's objectives until we have exhausted every possible way of exploring their current year's objectives in a richer and deeper manner (ie. Children will be expected to master every element of their year's curriculum before being accelerated).
- Our school's expectation for all teachers is that they will use assessment effectively and accurately, every day, to ensure that the correct scaffolding is built into lessons to ensure that all children achieve at an appropriate level, and to an appropriate depth.

3. OUR ASSESSMENT TERMINOLOGY:

At each Stage of learning, within years 1–6, we use the same terminology. The stages in learning are:

| Terminology | What does it mean? |
|-----------------|--|
| Working Towards | The child has achieved some of the end of year expectations but has not yet grasped them all. |
| Expected | The child has achieved most or all of the end of year expectations. |
| Mastery | The child has mastered all of the end of year expectations and has a deep understanding of how to apply them independently. |
| Greater Depth | The child has mastered all of the end of year expectations, has a deep understanding of how to apply them independently and in a wide range of contexts. |

A child who is in Y2 and is working at **age related** expectations will therefore:

- Be working towards achieving the Year 2 key objectives in the Autumn and Spring terms
- Have achieved most or all of the Year 2 key objectives by the end of the Summer term

The focus is now on the breadth and depth of a child's learning. This means that we approach concepts from various angles in order to deepen a child's understanding and application of their learning.

The following colours explain how deep a child's knowledge, skills and understanding are and these are often used by the children and their teachers against learning objectives as a form of formative assessment:

| Colour | What does it mean? |
|--------|--|
| Red | Child has been unable to grasp the concept, even with support, or this learning objective has not yet been taught. |
| Amber | Child is able to work with scaffolding and prompts and is developing independence. |
| Green | Child is able to work with minimal scaffolding and prompts and they regularly use and apply their knowledge independently. |

4. HOW DO WE TRACK THE PROGRESS OF EACH CHILD?

We track and record children's progress against each key objective from within their year group's part of the National Curriculum.

At Swimbridge, we track and monitor pupil progress on a daily basis, through:

- Questioning, observation and dialogue;
- Children knowing what they are being asked to learn, and more importantly, why;
- Children discussing, formulating and agreeing the success criteria during lessons. Work is then assessed against the success criteria by the child, the teacher, or both;
- Three-way feedback - pupil – peer – teacher – which clearly identifies next steps – This can be verbal or written feedback;
- Regular pupil work scrutiny;
- End of unit and end of term assessments, which help us to assess progress over time;
- Each child's attainment of objectives, which are recorded on a tracking system. Patterns can then be analysed and support targeted accordingly;
- Children's work in books to demonstrate progress. We frequently monitor books to make sure teachers are providing the best possible learning opportunities and feedback for children;
- Differentiation, which ensures that tasks are matched to children's abilities and that they provide challenge for all.

5. HOW DO WE ASSESS THE CHILDREN?

| Year Group | Statutory Assessment / Tests | Internal Assessment / Tests |
|------------|--|---|
| Reception | Reception baseline assessment (upon entry to reception) The children's continual assessment against the Early Learning Goals (ELG's) are reported as the child having reached a 'Good Level of Development' (GLD) if they are at the expected level at the end of their Reception year. | The children are continually assessed against the EYFS Early Learning Goals (ELG's) |
| Year 1 | Phonics Test | Termly progress tests in SPAG, reading and |

| | | |
|--------|--|---|
| | | maths End of unit assessments in Science |
| Year 2 | Phonics Test retake for those children who didn't pass in Year 1. KS1 SATs – Tests in reading and maths are taken by the children and a teacher assessment is reported in reading, maths and writing. | Termly progress tests in SPAG, reading and maths End of unit assessments in Science |
| Year 3 | | Termly progress tests in SPAG, reading and maths End of unit assessments in Science |
| Year 4 | Time tables test (from 2020) | Termly progress tests in SPAG, reading and maths End of unit assessments in Science |
| Year 5 | | Termly progress tests in SPAG, reading and maths End of unit assessments in Science |
| Year 6 | KS2 SATs – Tests in reading, maths and SPAG. | Termly progress tests / previous SATs papers in SPAG, reading and maths End of unit assessments in Science |

SPAG = *Spelling, Punctuation and Grammar*

SATS ASSESSMENTS AT THE END OF Y6.

Y6 children take Statutory Assessment Tests (SATs) in May each year. The government introduced a points system for Y6 SATs scores in 2016 which means that each child's raw score in the test (32/50 in the reading test, for example) is turned into a scaled score, based on making comparisons with the other children across the country who took the same test. The scaled scores are centred around 100. That means that:

- 80 is the lowest possible score and 120 is the highest.
- A score of 100 means the child is working 'at the expected standard' for a Year 6 child.
- A scaled score of 99 or less means they haven't reached the government's 'expected standard'.
- A scaled score of around 110 indicates that the child is working above the expected standard for a child in year 6.

SATS ASSESSMENTS AT THE END OF YEAR 2.

Subjects to be tested in the end of Year 2 SATs tests are: reading and maths. These tests give an indication to help inform the teacher assessment that will be reported to parents.

EARLY YEARS – RECEPTION.

Children in Reception continue to be assessed against the Prime and Specific areas of Learning in the EYFS profile.

Assessments are based on daily activities and events. At the end of Reception, for each Early Learning Goal, teachers will judge whether a child is meeting the level of development expected at the end of the Reception year:

- Emerging – not yet reached the expected level of development
- Expected – they are at the expected level of development for their age
- Exceeding – beyond the expected level of development for their age

Progress is tracked using a points system.

CHILDREN WHO ARE WORKING AT GREATER DEPTH (GDS)

For children who have securely met their end of year objectives, rather than moving on to the next year's curriculum, these children will work on 'mastering' their knowledge through the application of skills in different contexts – they will be deepening their learning.

The depth and application of a child's learning is an important marker of their achievement and progress.

LESS ABLE CHILDREN AND THOSE IDENTIFIED AS HAVING SPECIAL EDUCATIONAL NEEDS.

Less able children have specific learning interventions and in class support identified within class provision maps, in order to meet their needs and help them to make progress. They will be expected to make progress in line with their peers, but they may not meet the age related expected level of attainment. Children on our Special Educational Needs (SEND) register have individual education plans detailing specific intervention, in class provision and external support as appropriate to their needs. Our assessment and tracking systems are designed to support, challenge and monitor the progress of all children.

CHILDREN WHO ARE STRUGGLING TO MAKE PROGRESS.

Any child who is working below the age-related expectation (WTS) is given personalised learning opportunities to help them reach their potential. We have intervention systems that aim to address and support difficulties as soon as they arise and intervention strategies allow children to catch up wherever possible. Over time, intervention systems and quality first teaching help children with large gaps to make accelerated progress.

6. HOW DO WE REPORT TO PARENTS / CARERS?

We use the following systems to keep parents informed about their child's achievement and progress:

- Meetings arranged by parents or class teachers as appropriate where concerns or worries have arisen
- Parents evenings held in the Autumn Term in November and in the Summer Term in April
- Ongoing online assessment journal 'Tapestry' used throughout the Reception year
- End of Autumn and Spring Term progress reports are issued (years 1-6)
- End of Summer Term annual reports are issued (Year R – 6) which include (as appropriate):
 - EYFS Assessment information
 - Year 1 phonics test result
 - KS1 & KS2 SATs results