

# Northbourne CE (A) Primary School



## Assessment at Northbourne 2016

Information for  
parents



### Our assessment principles

At Northbourne, we believe assessment needs to be at the heart of teaching and learning. Good assessment is not about 'tests' and is not used to label children—but, instead, is a means to help a child continue to improve their knowledge, skills and understanding and to attain highly.

Assessment happens every day through questioning, observation and marking and analysis of work completed by pupils.

Assessment is used by teachers to evaluate the progress made by pupils and identify further needs. Without assessment, meaningful teaching is not possible.

We aim to ensure assessment information is useful for...

**Pupils**, to develop their learning and secure further progress

**Parents**, to support pupils with their learning

**Teachers**, to plan meaningful and accurate next steps in teaching and learning

# National Assessment Points

The systems used by schools to assess pupils have undergone significant changes which have taken effect fully from last September (2015). The previous system of National Curriculum levels, which saw the attainment of pupils described with a level and a sub-level (for example, 2c, 2b and 2a) has been replaced with systems and procedures developed by individual schools or Local Authorities.

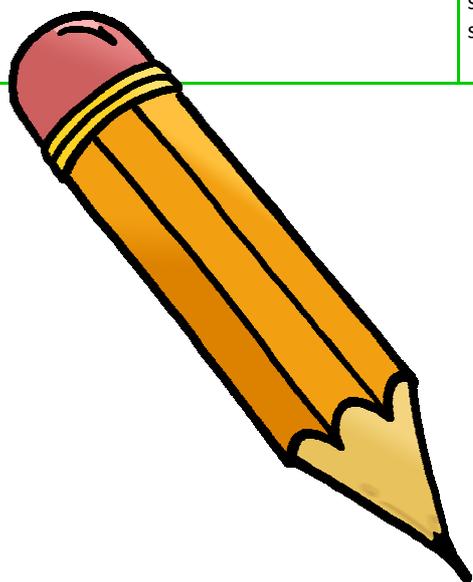
A number of statutory (compulsory, by law) assessment points will remain in the new system; these are summarised below, along with a comparison of the previous requirements.

Assessment information used	
Reception (aged 4 / 5)	<p>Throughout the Reception year, children are assessed against the 7 areas of learning to see if they have achieved a 'good level of development'. They achieve this benchmark if they meet the Early Learning Goal (ELG) in the prime areas of learning (Personal, Social and Emotional Development; Physical Development; Communication, Language and Literacy) and in the specific areas of Literacy and Mathematics.</p> <p>Staff in Reception assess on an ongoing basis, using their observations of children during their play, in structured groups, and in adult-led activities to make these judgements. Where pupils are not on track to meet any of the ELGs, extra support will be put in place to ensure they get their learning off to a good start and meet the GLD milestone.</p>
Year 1 (aged 5 / 6)	<p>Children take a phonics screening check in June; parents will receive a letter included in your child's end-of-year report outlining whether your child has reached the expected standard. This test is administered to pupils by their class teacher, one-at-a-time, and involves them reading 40 words. Some of these are real words, and some are made-up (nonsense, or 'alien' words); all of them are based on the phonics pupils have learnt during Reception and Y1.</p> <p>The number of correct words which constitutes the expected standard is determined by the government each year; since the introduction of this test, this has been set as 32 words out of 40 read correctly.</p>
Year 2 (aged 6 / 7)	<p>SATs tests will be taken in reading; spelling, punctuation and grammar; mental arithmetic; and maths. There will be no writing test; this will be assessed by teachers using work from throughout the year.</p> <p>These are externally-set tests, which are marked internally (ie by class teachers) and used to inform teacher assessment. As such, the test result is not the only piece of assessment evidence used by staff to make judgements on the attainment of pupils, and their work and learning throughout the year is also considered.</p> <p>This will be graded against the performance descriptors:</p> <ul style="list-style-type: none"><li>• Mastery standard</li><li>• National standard</li><li>• Working towards national standard</li><li>• Below national standard</li></ul> <p>In addition, in those subjects where a test is taken (ie not Writing), pupils are assigned a 'scaled score' from 85—115, where 100 is the nationally expected standard. This score is used by teachers as part of the picture they build of a child's attainment when deciding on whether they have met the expected standard.</p>
Year 6 (aged 10 / 11)	<p>SATs tests will be taken in reading; maths (2 papers and a mental arithmetic test); and spelling, punctuation and grammar. These will continue to be externally set, externally marked tests.</p> <p>Results are in the form of a 'scaled score', where 100 is the expected standard, and pupils awarded a mark showing their attainment relative to this (from 80—120). If a child's score on the test equates to 100 (the expected level), they are judged to be working at the nationally expected standard. If they score 110+, they are judged to have a 'high score'.</p> <p>Writing will continue to be assessed by teachers through ongoing work completed in the classroom throughout the year. This will be in the form of a 5-part judgement graded against the performance descriptors:</p> <ul style="list-style-type: none"><li>• Mastery standard</li><li>• Above national standard</li><li>• National standard</li><li>• Working towards national standard</li><li>• Below national standard</li></ul> <p>Finally, teacher assessment will be used to determine if children are at the national standard for Science.</p>

# How will I know how my child is doing?



When?	What?
Throughout the year	<p>Your child's teacher continually assesses how well your child is doing through questioning, working with them in the classroom, and thorough marking of their work each day. In Foundation Stage and Y1, teachers regularly make detailed observations and notes. Ongoing assessment is also informed by occasional tests. You are welcome to come and look through your child's books and Foundation Stage profile and see how your child is doing at any point.</p> <p>All of this information helps class teachers build up a picture of your child's strengths and areas for development. It is used by teachers to form judgements as to how the current attainment of pupils compares to that expected by the end of the year; these judgements are tracked across each class, year group, and the whole school.</p> <p>Standardised tests are used by class teachers throughout the year to contribute to this picture of your child's attainment and identify next steps. These may allow teachers to determine your child's 'reading age' or 'number age', or to diagnose particular barriers to their further progress. Children receiving extra support from teachers or teaching assistants would typically have a standardised test at the start and end of the programme of work, to enable us to evaluate the impact this has had. These scores will be shared with you at parent consultation meetings in October, to try to ensure we are providing you with detailed and specific information.</p>
October	<p>Parent consultation meetings take place to provide you with an opportunity to discuss how your child has settled into their new class; to discuss their end of year targets and current attainment; effort and motivation; and behaviour, as well as their reading and spelling age where appropriate (as described above). Children are welcome to attend these meetings with parents; this can be especially beneficial as children move into Key Stage Two (Y3 upwards).</p>
February	<p>A second set of parent consultation meetings are held to provide a mid-year update on how well pupils are doing and to share their progress during the school year to date. Your child's attendance will be discussed, and teachers will share a brief written report about their effort and motivation, and their current targets.</p>
July	<p>Two weeks before the end of the school year, a detailed written report will be sent home to summarise your child's attainment and achievements during the year; their strengths as a learner; and their next steps. This will be accompanied by an invitation to make an appointment to discuss any aspects of the report with your child's class teacher, if you would like to find out more information.</p> <p>In Y1, the report includes the results of the phonics screening check; and in Y2, the report includes your child's end of Key Stage One results. In Y6, SATs results are usually returned to school having been externally marked after reports have been sent home; in this case, these are sent after the reports.</p>



In addition to these formal communication points, please remember you are always very welcome to make an appointment to meet your child's class teachers and discuss their work at any time during the school year.

Open and honest communication between parents and teachers is key to ensuring all children attain as highly as possible and make the best possible progress during their time in primary school.

Teachers are usually available in their classrooms from 8:45 until the start of school and after school; please note that it is not always possible to have a more detailed discussion about attainment at these points, but class teachers are always happy to make a longer appointment where appropriate.

# How will my child know how to improve?

## Marking

Your child's class teacher will mark their work thoroughly and give pupils clear guidance about what they have done well and any areas to focus on in the future. English and maths books are marked each day, allowing teachers to adjust the work planned for the following day. Comments from teachers ask pupils to go back to their work and make changes to improve it further to develop their understanding. Children make ongoing improvements and refine their work with a **purple polishing pen**; this helps show very clearly the progress children are making in their learning.

At Northbourne, children are told what they are learning in each lesson, or over a series of lessons, in the form of a Learning Objective. This is included in pupils' exercise books, and highlighted to show whether the intended learning has been achieved: fully achieved objectives are **highlighted fully** in green, partially achieved objectives which require more work are **underlined in green**; objectives not met are left **blank**.

Children know what this highlighting means. Discussions with pupils show that they find this system helpful, and they enjoy making changes to make their work even better. Our full Marking and Feedback Policy is available from the school website or, in paper copy, from the school office on request.

## Discussion

Going alongside written marking, pupils receive ongoing verbal feedback—about their answers to questions, to follow up their written work, and whilst working in groups with teachers and teaching assistants within or outside the classroom. Oral feedback is vital; for younger children, this will be the main way teachers provide feedback—because it can be difficult for children to understand what written comments are asking in the earlier stages of learning to read. Where teachers ask pupils to make changes or check their work, these are shown in purple pen.

## What can I do to help?

The first of our school aims is to create motivated and successful learners, through an inspiring curriculum. Parents, as the first educator of every child, are a vitally important part of this. At Northbourne, we value all of the support and interest you take in your child's education; research shows that this plays a crucial part in ensuring children attain highly and make the best possible academic progress.

To help, you can...

- Seek advice from your child's class teacher—teachers all want the best for every child in their class, and will be happy to provide honest feedback, advice and support
- Read to and with your child as often as possible—enjoy reading together. Experiencing a wide range of texts is one of the most important factors in developing imagination, understanding the world and learning to concentrate
- Note down reading—strengths, areas for development and anything you notice—in your child's reading diary. These are checked regularly by staff and this communication is really helpful
- Ask your child to orally retell you the story or non-fiction text they are looking at in school
- Rehearse number facts and times tables with your child until they are fluent
- Encourage as much outdoor and indoor play as possible. Play is a vital part of becoming resilient, successful and responsible. Make sure your child has time to relax and have fun!