



The new National Curriculum was introduced in September 2014. Teaching Staff and Subject Leaders at Petersfield continue to work hard to ensure our children continue to have the all round education & learning experiences which we pride ourselves on, whilst meeting the demands of the new requirements. Instrumental in this is Assessment. We strongly believe that assessment provides information to improve teaching and learning.

Aims and Principles of Assessment

Assessment is central to high quality teaching and learning at Petersfield. At Petersfield, we ensure there is always a clear purpose for assessing and assessment is fit for its intended purpose which is tailored to the underpinning knowledge and skills being taught. Assessment is used to monitor and support children’s progress, attainment and wider outcomes. Assessment supports informative and productive conversations with pupils and parents. Assessment is inclusive of all abilities. To do this, a range of assessments are used including ‘Day to Day In-School Formative Assessment’, ‘In School Summative Assessment’ and ‘Nationally Standardised Summative Assessment.’

Day-to-Day In-School Formative Assessment

‘Day to Day In-School Formative Assessment’ is an integral part of teaching and learning. It helps pupils and staff to identify strengths and areas for development for individuals and groups identifying where they need to target their efforts to improve. It allows teachers to understand pupil performance on a continuing basis, enabling them to diagnostically identify when pupils are struggling, when they have consolidated learning and when they are ready to progress further.

‘Day-to-Day In-school Formative Assessments’ include a range of strategies: question and answer sessions; targeted questions; written and verbal feedback

including marking of pupils’ work, using tickled pink (highlighting areas of success), green for growth (next steps) and yellow non negotiables; observational assessments; ‘post it note’ observations or photos ‘catching children at it’; opportunities for pupils to make their learning visible – e.g. on whiteboards; regular short re-cap quizzes; discussions with individuals and groups; pupil self-assessment e.g. traffic lighting, purple polishing pen, self-marking against agreed success-criteria and peer marking.

‘In-School Summative Assessment’

‘In-School Summative Assessments’ are used to monitor and support children’s performance. They provide children with information about how well they have learned and understood a topic or course of work taught over a period of time, providing feedback on how they can continue to improve. They inform parents about achievement, progress and wider outcomes over a longer period of time e.g. a term. These assessments support teachers in planning for subsequent teaching and learning. In-school summative assessments are also used at whole school level to monitor the performance of pupils, groups and cohorts, to identify where interventions may be required and to work with teachers to ensure pupils are supported to achieve sufficient progress and expected attainment.

‘In-school summative assessments’ include end of year tests; short end of topic or unit tests or tasks; reviews for pupils with SEND; termly Pupil Progress meeting reviews; termly assessment relating to the National Curriculum age related expectations; termly reports/ consultations with parents; end of year annual reports outlining progress and attainment of children in relation to National Curriculum age related expectations and transition information shared with secondary schools.

Nationally Standardised Summative Assessment

Nationally standardised assessments are used to provide information on how children are performing in comparison to children nationally. They provide parents, teachers, school leaders and Ofsted with

information on how the school is performing in comparison to schools nationally.

A range of ‘Nationally standardised summative assessments’ are used:

- A Baseline Assessment at the start of Year R
- County ‘Ages and Stages’ for Year R pupils in the Autumn term
- EYFS Early Learning Goals assessment at the end of Year R. Children are expected to achieve a Good Level of Development (GLD) by the end of the year, and this involves meeting expectations in personal, social and emotional development; communication & language, and physical development; as well as requirements in reading, writing & maths. Teachers also assess pupils’ Characteristics of Learning.
- A phonics test in Year 1 (and Year 2 if this test was not passed in Year 1)
- National Curriculum tests at the end of Key Stage 2
- National Curriculum teacher assessments at the end of Key Stage 1
- Descriptors (from 2016)

Age Related Expectations (AREs)

As well as the new Curriculum, the Government has changed the way schools report children’s progress. At Petersfield, in line with Government policy, we have moved away from levels. Teachers now assess children against a set of expectations for the end of each year group. We have produced a booklet of AREs for each year group EYFS to 6 available on the school website.

Previously, we worked in levels and this information was reported to parents at the end of each academic year. Specific levels were considered benchmarks for each year group e.g. at the end of Year 2, children were expected to be a 2b and at the end of year 6 National Expectation with a level 4b.

National Expectation is now that pupils should be secure in their Age Related (Year groups) Expectation by the end of the school year. Progress through the expectations is defined as ‘Emerging, Developing,

Secure'. Whether pupils are below, at or above Age Related Expectations, is reported to parents throughout the year through Teacher Consultation Evenings and an annual report.

Teacher Consultations Evenings.

At Parents' Evenings, parents/carers are offered a ten minute slot to discuss their child's progress and attainment. In the Autumn term, teachers will record 'developing', 'usually', or 'almost always' against the expected learning behaviours:

- Understands and follows the school rules
- Manages and expresses his/her own feelings well
- Listens attentively
- Is not easily distracted
- Works well independently
- Works well with other children
- Takes responsibility for personal learning
- Tries his/her best
- Keeps trying even when tasks are difficult
- Presents work carefully
- Uses previous knowledge when learning
- Homework is completed to his/her ability

Attendance will be identified as:

- 100% Expected
- Below 96% - this needs to improve as this impacts on learning
- Below 92% - this must improve as this has a high impact on learning

Pupil effort will be identified as 'developing', 'good' or 'excellent'. Next steps will be identified for reading, writing and maths.

Staff, pupils and parents will be asked to contribute to this record of pupil progress.

Additional key points from the discussions you have will be noted on the record and you will be asked to sign this. A copy will be sent home.

Progress

At the October Teacher Consultations, the report will indicate where pupils are on track to meet the ARE or where additional support is being provided. The

Spring Parents' Evening and the summer report contain information about your child's attainment and progress. Pupil progress is measured from the previous summer's attainment of AREs and will be discussed with parents/carers at consultations.

SEND

For more information about how we meet the needs of all our pupils, please see our SEND policy and leaflet.

If you have any questions about assessment at Petersfield, please read the full policy on line or speak to your child's class teacher in the first instance. In addition, Mrs Penrose is the Assessment Leader & SENDCo



Mrs Laura Penrose
SENDCo &
Assessment Lead

Assessment

Welcome to Petersfield Church of England (A) Primary School

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Co-Headteachers

Mrs Karen Gwynn
Mrs Laura Penrose

School Secretaries

Mrs Claire Davy
Mrs Vimi Ahuja

SENDCo

Mrs Laura Penrose

Please take a leaflet.

**Working together both to safeguard and to
enable all children to reach their full
potential.**

If you are unsure about anything or have any questions or concerns during your visit, please inform a member of staff immediately or let the school office know.

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