

Assessment Information

for Parents

ASSESSMENT FOR LEARNING

At Steyning Primary School, pupils and teachers continually carry out 'Assessment for Learning' which focuses on the gap between where a child is in their learning, and where they need to be. We believe that children learn best when:

- they understand clearly what they are trying to learn, and what is expected of them
- they are given feedback (by word of mouth, marking etc.) about the quality of their work
- they are given advice about how to go about making improvements
- they are fully involved in deciding what needs to be done next, and who can give them help if they need it.

Teachers use 'learning objectives' and 'success criteria' in the classroom which are designed to allow the children to understand what they are learning and how they can achieve success in every task.

For example, in Year 1 the children might have the following learning objective:

- **To write sentences.**

They may then have the following success criteria for this writing task:

- I will start every sentence with a capital letter
- I will leave a finger space between words
- I will read through my writing to make sure it makes sense.

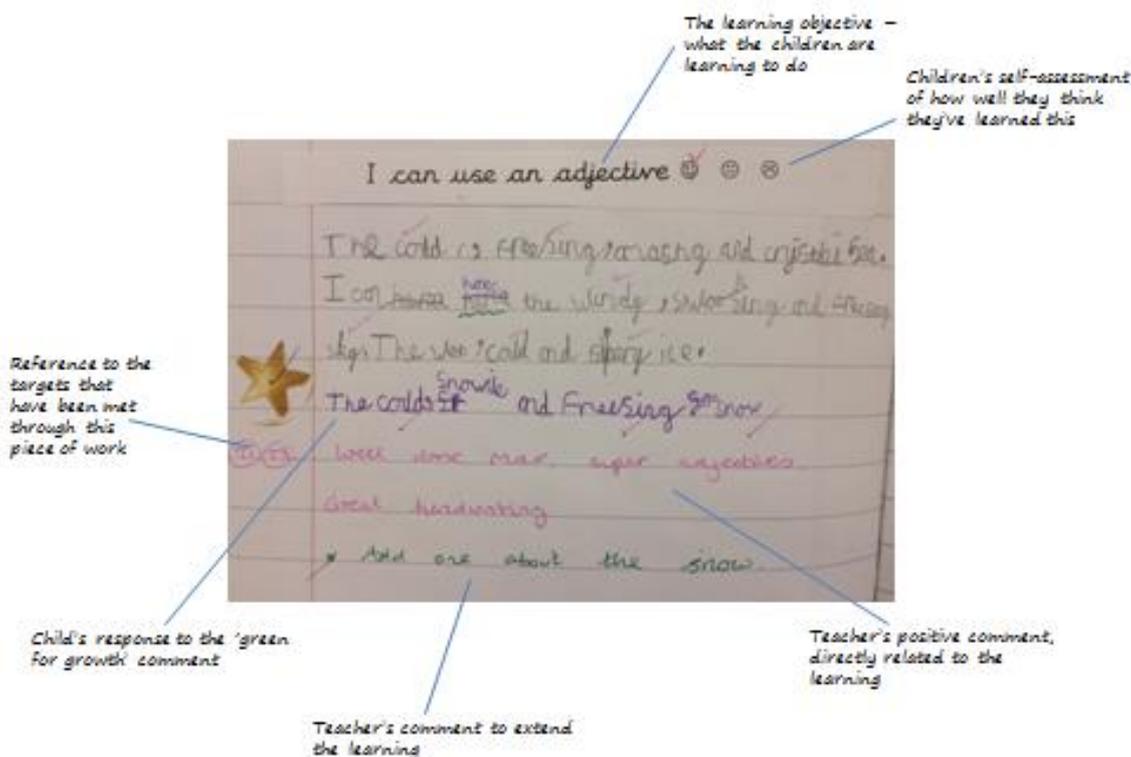
Sometimes the KS2 children are encouraged to create their own success criteria which will be displayed in the classroom as a reminder to the children.

These success criteria are aspects of the task which the child needs to focus on and may be differentiated so that all children are supported and challenged. When marking the children's work, the teacher will refer back to the learning objective of the lesson, the success criteria and sometimes to a specific target a child might be working on.

As a school we use different coloured marking pens to help the children identify where they have been successful and where they need to improve.

- **Tickled pink**: Pink pens are used to celebrate success
- **Green for growth**: Green pens are used to show areas for improvement or challenge a child with further learning.
- **Purple polishing**: Children also use purple polishing pens to improve their work in response to self-evaluation, peer or teacher's feedback.

A child's marked work may look something like this:



Engaging children in their own learning process is a key factor in helping children move forward. Gradually as the children progress through the school they are encouraged to assess their own work against the learning objectives, success criteria or personal targets. They also regularly work with a partner to assess and improve each other's work.

Assessment for learning is an ongoing process which takes place in the classroom all the time. Teachers use the outcomes of this ongoing assessment to inform their planning. This is what is referred to as 'formative assessment'.

ASSESSMENT OF LEARNING

Assessment of learning involves teachers using the vast range of assessment evidence they have collected to make an overall judgment against what is expected nationally. These summative assessments are made and recorded every half term. They assess how far a child has progressed towards achieving their Age Related Expectations (ARE) using the terminology of *Emerging, Developing, Secure and Greater depth*.

ASSESSMENT IN EARLY YEARS

During the year children are assessed against statements from the Early Years Foundation Stage Curriculum, linked to their age. These assessments are used to inform planning and are documented using photographs and adult observations, as well as children's work. During their first year at school the children are banded in the following way:

- 30 - 50 months
- 40 - 60 months
- Early Learning Goals

At the end of the year children are then assessed against the Early Learning Goals using the following terms:

- **Emerging** - Where children are still working in the 40-60 band
- **Expected** - Where children are working within the Early Learning Goals
- **Exceeded** - Where children are working above the expectation for children in Early Years

ASSESSMENT IN YEARS 1 - 6

With the introduction of the new National Curriculum in 2014, all other year groups have a new system for summative assessment. The new learning objectives are linked specifically to year groups (as you will have seen in the information booklets we gave to parents at the start of the school year).

For example:

- A child working in Year 1 is typically aiming to achieve the objectives (ARE) for Year 1
- A child in Year 2 is typically aiming to achieve the objectives (ARE) for Year 2 etc

A child will be assessed against the objectives in the following way:

- **Emerging** - they are beginning to understand the objective but need further teaching
- **Developing** - they are beginning to understand the objective but understanding is still shallow and they need further support and practice.
- **Secure** - they have a secure understanding of the objective and can use it independently
- **Greater depth** - they have a secure understanding of the objective and can apply it independently in a wider range of contexts

Throughout the year, teachers will make judgements about the number of objectives assessed at the above bands and monitor each child to ensure that they are making progress. This information is recorded in reading journals, maths and literacy books so that the children and parents are aware of which objectives have been securely achieved and which still need to be worked on.

At the end of the year, teachers make a final teacher assessment. This is informed by the number of objectives achieved. The following statements are used to inform parents of their child's achievement:

- Working above the expected standard
- Working at the expected standard
- Working towards the expected standard.
- Working below the expected standard

INFORMING PARENTS

The expectations for each year group have risen considerably in the new curriculum. This means that there is no correlation between the old Level system and this new Band system. Using the new system we will continue to keep you informed of your child's progress in the following ways.

Autumn Term:

- Year group information booklets are handed out listing Year group objectives for maths, reading, writing and spelling.
- Parent's consultation meeting in November, year group objectives and targets shared.

Spring Term:

- Parent's consultation meeting in March, progress towards year group objectives and current targets shared.

Summer Term:

- A written report summarising the children's progress and achievements in all subjects

WHAT SHOULD MY CHILD KNOW BY THE END OF THE YEAR?

The Information Booklet for Parents, given out in September, indicates exactly what is expected for each subject in each year group. In some circumstances children will be working on objectives from a different year group, but in these situations parents will have been informed and the children should still be making good or better progress across these objectives.

If you have any questions or concerns about your child's learning, please do not hesitate to contact your child's class teacher, through the school office, to arrange a meeting. Please do not feel you have to wait until the next available formal meeting to discuss your child's progress.