

ASSESSMENT AND REPORTING

Information for Parents

How do we assess pupils' learning?

Knowing where children are at, where they need to go and how they will get there.

These are the underlying principles of our Learning. They are important components within our assessment structure, which children are very much a part of.

Teachers assess children's learning and how they progress through a clearly planned sequence of learning to acquire skills and the knowledge needed to apply them in a variety of ways for all curriculum subjects.

The principles that underpin our assessment system are:

- Every child can achieve: teachers at Fulwell Infants have the mind-set, 'What do I need to do next to enable a child in my class to achieve?'
- Objectives from the National Curriculum and Early Years Foundation Stage Profile are used as the expectations for all children.
- Children will make age appropriate progress from their different starting points - 12 months in 12 months, more for those who need to 'close the gap' to reach age related expectations.
- Teachers are experts at assessment - assessment is effectively used to ensure the correct scaffolding is built into lessons to ensure all children achieve.

Our assessment and reporting system includes:

- On-going assessment by the class teacher throughout each lesson, through questioning, observation and dialogue to inform next steps in teaching. This is based on what children need to know by the end of each block of learning and by the end of each year group and phase.
- Children knowing what they are being asked to learn and more importantly, why they are learning it.
- Children knowing that mistakes/errors are part of the learning journey. Teachers capitalise on this by making them 'teachable' moments.
- Children are partners in the learning process, using pre/post assessment tasks to know where they are at in the learning journey, where they need to go next and what they need to do to get there.
- Success Criteria are discussed and agreed with or formulated by the children during each lesson, work is then assessed against the success criteria.
- Regular work scrutiny.

In addition to the above we have three 'formal' assessment points or 'data checkpoints' in the year. These take place at the end of each term. Teachers assess whether a child is on track to meet the end of year standards in each subject. This also informs our next steps in teaching.

In phonics, half termly checks are made in line with Read, Write Inc expectations and phonics groupings are adjusted through this. Children's reading ability is 'benchmarked' half-termly through Read, Write Inc to ensure a good match of reading book to ability.

In all **foundation subjects and Science**, an elicitation activity happens at the beginning of each block of learning. A quiz at the end of the learning checks knowledge and understanding and informs future learning and any interventions that may be needed.

How we share this information with parents:

- Book shares during the spring and summer terms allow parents to look at children's progress with their child.
- A mid-year report to parents in Year 1 and Year 2. Pupils will be assessed as 'working towards', 'at', or above expectations for their age. These descriptors will be also used for assessing progress from starting points (end of reception or Year 2).
- Discussions at parent, teacher, consultation meetings in the autumn (Nursery parents as partners) and spring terms.

- Parents also receive an annual report and outcomes of statutory assessments at the end of the Summer Term.

This will look like:

Autumn 1	Meet the teacher parent meetings (school classes)
Autumn 2	Parent meetings for settling in
Spring 1	Y1 and Y2 mid-year report update to parents
Spring 2	Parent meetings to share books and progress
Summer 1,	Book shares with parents
Summer 2,	End of year reports to parents

Early Years - Nursery & Reception

Class teachers will use a combination of the EYFS profile and the baseline assessment to measure children's progress.

Baseline:

The baseline assessment will result in a score that forms part of each child's baseline profile. By having a good understanding of the child's abilities when they start school, class teachers are able to measure each child's progress and plan for next steps in learning

The baseline assessment is face-to-face with a mixture of tasks and observational checklists.

EYFS Profile:

The EYFS profile assessment is carried out in the final term of Reception

The main purpose of the EYFS profile is to provide a reliable, valid and accurate assessment of individual children at the end of the EYFS. Parents receive the outcome of this for their child in their end of year report.

Year 1 Phonics Check:

In June children in Year 1 take the National Phonics Check Test. This is conducted on a one-to-one basis with the child's teachers.

The results of this check are reported to parents in July with their end of year report.

At the end of Key stage 1 children are formally assessed to see if they have reached the Expected standard in reading, writing and maths. Teachers use assessment evidence gathered over the year to reach their Teacher Assessment Judgements. These are then reported to parents in July along with the children's end of year report.

Children are assessed to be:

Working towards the Expected standard

Working at the **Expected** Standard

Working at **Greater Depth** in the Expected Standard

The majority of children will be working at the expected standard at the **end** of year 2. Parents are informed throughout the year, through parents evening, pupil learning meetings and reports, as to whether a child is on track to reach the expected standard.