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FIVE ACRES PRIMARY SCHOOL

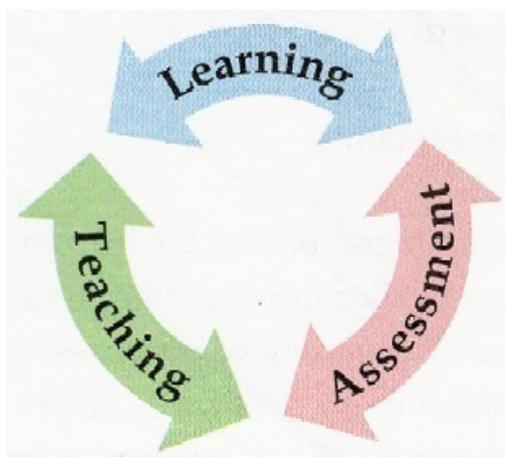
Assessment



INFORMATION FOR PARENTS AND CARERS

Changes to Assessment

In September 2014, level descriptors were removed from the National Curriculum. During 2014-2015 schools developed their own methods of assessing pupil progress towards end of Key Stage expectations. This leaflet explains how we now approach assessment, and the vital part assessment plays in helping your children to learn.



In 2015-16, Five Acres Primary School explored how the changes could be implemented to ensure that children know exactly what it is they need to do to improve and succeed. We implemented a robust assessment process to give clear information to staff, children and parents about children's strengths and the next steps in their learning.

Within all our work on assessment we are guided by these agreed principles:

- All assessment is a true reflection of where children are in their learning
- Everything we do as part of the assessment process has an impact on learning and progress
- Children, parents and staff are actively engaged in the assessment process
- Assessment processes are accessible to all: everyone understand the system and its purpose

In September 2016 we have implemented some minor changes in the way we collect and record assessment information, partly in response to the changes the Government made in assessment processes in Year Two and Year Six during the academic year 2015-16.

Our Approach to Assessment

Children’s on-going progress will continue to be assessed and formally recorded at five points in the year in relation to the expectations for their year group as detailed in the National Curriculum.

The large majority of pupils will progress through the curriculum content at the same pace with the expectation that most achieve the ‘expected’ standard for their age group, which we term ‘secure’ (see below). Pupils are then supported to move on to the ‘secure+’ stage.

Learning Cards

All children will have a Learning Card for reading, writing, maths and science. The children will use their Learning Cards to support their learning in class. Together with their teacher the children will review which targets they need to work on in order to progress their learning.

Learning Target		B	B+	W	W+	S	S+
Being a writer							
1	I can write for real purposes and make some appropriate choices about form						
2	I can use different story planning tools to discuss and record my ideas (maps, mountains, story grids, boxing-up grids)						
3	I can rehearse ideas and draft writing to develop a rich and varied vocabulary appropriate to purpose and form						
4	I can use a wider range of sentence structures in my writing						
5	I can organise my ideas around a theme in each paragraph e.g. use of topic sentence in non-narrative						
6	I can use phrases and nouns within and across sentences to aid cohesion and						

As children become more secure in an area of learning, more boxes are ticked from left to right, with the expectation that if they meet their year group’s expectations, they will be working at ‘W+’ or ‘S’. Some children will show a deeper understanding and achieve ‘S+’. Each Target Tracker step is accompanied by a descriptive statement which enables teachers to make standardised judgements. These are the statements for the Writing Learning Cards:

B	B+	W	W+	S	S+
<i>Some evidence but very limited</i>	<i>With adult support (guided, scaffolded)</i>	<i>Evidence of being able to apply independently but not consistently</i>	<i>Evidence of effective independent application close to point of teaching</i>	<i>Evidence of effective independent application in all contexts</i>	<i>Evidence of the ability to make choices and apply independently for impact and effect</i>

Special Educational Needs

Children who are on the SEN register may be given Learning Cards from another year group. All Learning Cards will look the same so that there is consistency across and throughout the school.

High Quality Formative Assessment

Teachers and classroom-based staff will be continually assessing children's progress through thorough marking, observation and discussion against year group expectations. The Learning Cards will form an important part of our Formative Assessments.

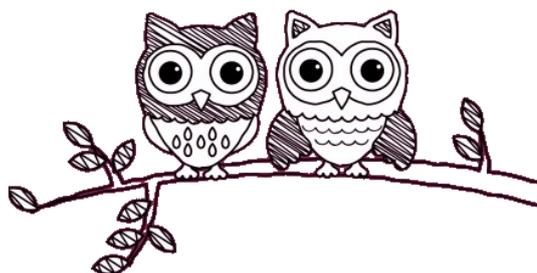
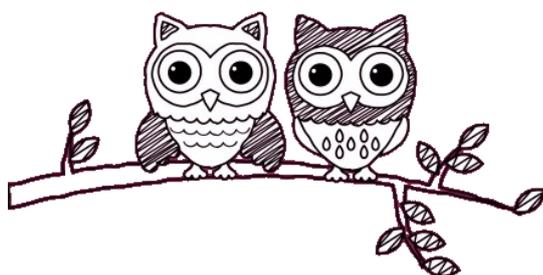
Informative Summative Assessment

Assessment is also informed by tests and other diagnostic assessments, which take place at regular intervals throughout the school year.

This combined and detailed information is then put on the school's Tracking System where the teachers will make a robust judgement about how well children are doing against age-related expectations.

Information for Parents and Carers

We will continue to hold two parents evenings during the year when you can see how well your child is doing, and we will write a detailed report at the end of the year about progress over the whole year. If at any time you have any questions about how well your child is doing, please don't hesitate to ask at any time.



Please also do not hesitate in speaking to your child's class teacher if you would like further information about the school assessment system or how you can support your child's learning at home.