

ASSESSMENT AT ST FRANCIS' CATHOLIC PRIMARY

What is Assessment?

Assessment is the process used in school to gather and record information about a child's learning. It helps teachers and learners decide where children are in their learning, where they need to go next and how best to get there.

This information is intended to share with you the different ways in which staff at St. Francis' will be evaluating your child's progress.

How are children assessed?

Assessment sits at the centre of teaching and learning and can take a variety of forms. Learning is assessed through the use of:

Observation

Questioning

Discussion with children

Evaluating children's work in their books

Periodic tests

Assessment is an ongoing process and part of daily classroom life that both children and teachers are involved in. Children are encouraged to self-assess their own learning and be aware of where they need to go next. Teachers use this ongoing assessment to help plan the learning journey for the child, and talking to children about their learning is an important part of this dialogue.

This is assessment *for* learning.

At key times of the year and at the end of each of the key stage children's learning is assessed more formally through tests.

This is assessment *of* learning.

What changes have taken place to assessment?

With the introduction of a revised National Curriculum in 2014 and new standards, the government has also introduced new end of key staged assessments to measure children's attainment and progress. With this has come a new language for assessment.

Since September 2015, schools have no longer used National Curriculum *level descriptors* to describe the attainment and progress of children. Reporting achievement in terms of levels – L2 or L4 for example – has been phased out.

Instead, teachers will now be referring to *end of year expectations* when discussing your child's progress and attainment.

Children will be assessed in these areas:

Reading,

Writing,

Grammar, spelling & punctuation

Maths

They will be assessed in terms of whether they are:

working towards the expected standard,
working at the expected standard
working at greater depth within the expected standard for their year group

This change of focus is centred on ensuring that children have a *breadth* of understanding within the concepts and skills they learn through application across a wide range of curriculum areas.

Rather than moving to the next year group programmes of study, the focus is on moving children's learning 'outwards', developing deeper understanding and broadening of skills.

The expectation is that by the end of the academic year, the majority of the children should be assessed as being 'at the expected standard' for their year group.

At St Francis we now use Key Performance Indicators based on the curriculum for each year group which allow us to track progress for each pupil through the year. They also help us identify next steps for children.

KPIs are the key aspects of maths, reading, writing, spelling, punctuation & grammar that children must learn. Children must show in their learning that they have understood these KPIs in depth in order to reflect the expected standard for that year group.

The KPIs for each year group can be found on each class page.

Teachers review children's progress against these KPIs three times a year, using samples of children's work alongside formal tests, to make judgements about their progress and attainment.

At these points children's achievement is summarised using the following language to describe whether a child is:

Emerging - working towards the expected standard
Expected - at the expected standard
Exceeding - working at greater depth within the expected standard

During Parent/Pupil/ Teacher consultation meetings, teachers will no longer talk about the *level* of your child's attainment, but will discuss whether he/she is '*on track*' to meet age related expectations at the end of the year.

Helping children to 'Learn without Limits'

To help work towards these raised expectations, we have embraced the concept of 'Learning without Limits'. This style of working aims to remove any beliefs regarding fixed ability. Children will all have the same opportunities and expectations and be encouraged to achieve beyond their personal best.

Teachers offer choices of tasks and activities within lessons and children are encouraged to stretch themselves to attempt challenging work. Class teachers monitor this closely.

All children have the chance to surprise us - and themselves - about what they can achieve.

Learning without Limits helps children develop as confident, independent and resilient learners.

What are our principles for assessment?

At St. Francis', we work carefully to ensure that children are assessed accurately and consistently. Our work incorporates the following agreed principles of assessment:

- Assessment is at the heart of teaching and learning. Assessment for learning is ongoing, celebrates and measures achievement and informs planning across all curriculum areas.
- Assessment sets appropriate and ambitious expectations. Expectations differ for all children but remain high. Assessment will be used to accurately identify knowledge, skills and next steps for learning,
- Assessment draws on a wide range of evidence. Assessments are based on evidence which includes recorded learning, observed learning and tests.
- Assessment is consistent, reliable and transparent. Assessment is rigorous and moderated carefully to ensure consistency across the school. It forms part of ongoing dialogues between staff, children and parents.
- Assessment outcomes are meaningful and accessible. Assessment is a shared process so children understand and take responsibility for their learning and next steps. It provides parents and carers with information about what their child can do, what their next steps are and how well they are achieving in relation to age-related expectations.

If you would like to know more about how assessment is used to monitor your child's progress and attainment, please talk to your child's class teacher or to a member of the Senior Leadership Team.