

## ASSESSMENT STATEMENT 2017-2018

This information and advice has been put together to inform parents and governors of Our Lady of the Assumption Catholic Primary School's assessment procedures for this and coming years.

### **Why do we assess?**

Our assessment provides valuable information to help children, teachers, parents and school leaders to acknowledge, analyse and review achievements and progress in learning against expected standards. Our assessments inform our immediate and long term planning. Our assessment gives:

- **Children** - the learners - an understanding of where they are secure, what it is that they need to do to rectify any gaps and the next steps needed to extend their learning
- **Teachers** the detailed knowledge of their children's achievements which they can use to inform future learning, their planning and their teaching
- **Parents and carers** regular reports on their child's progress in meeting expectations and ensures that teachers, children and parents can work together to secure learning and raise standards for all children
- **School leaders and governors** information that they can analyse and use to make decisions about future actions to improve standards, learning and teaching in the school
- **External agencies and partners** (such as those schools organisations in which a pupil will receive the next stage of his/her education, or the Council, the DfE and Ofsted) the evidence that a school knows its children well and sets and maintains high standards in learning and teaching as part of the school's public accountability to its children's future.

### **What are schools and settings statutorily required to assess at present?**

Teachers carry out day to day assessments and checks on children's understanding and progress as part of their day to day teaching. Statutory, formal assessment procedures and examinations also exist to measure attainment against national standards. Our children's achievements are compared nationally with all those children of the same age and against schools in the local authority and in England.

### **What is assessment?**

Assessment is much broader than just 'taking a test'; there are 2 main types of assessment - summative and formative assessment. Summative assessment looks at what a pupil has learnt at the end of a period of time, relative to the learning objective and relevant national standards. Summative assessment may take the form of a test, observation, conversation or task. Formative assessment (or assessment for learning) takes place during learning and allows the teacher to adapt learning to address gaps or extend the pupil.

## Summative assessment

The new National Curriculum was tested at Key Stages 1 and 2 for the first time in 2016 based on interim frameworks. In 2017 the testing followed the same format as shown below.

At Key Stage 1 pupils sit

- 2 reading papers;
- 2 mathematics papers

These papers will be teacher marked and the raw scores for each subject (set of papers) will be converted into a scaled score and each child will receive an overall result indicating whether or not they have achieved the required standard on the test.

In 2017, at Key Stage 2 pupils sit

- 1 reading paper;
- 2 papers designed to assess grammar, punctuation and spelling;
- 3 mathematics papers.

These papers will be externally marked and the raw scores for each subject (set of papers) will be converted into a scaled score and each child will receive an overall result indicating whether or not they have achieved the required standard on the test.

We administer the following statutory formal assessment procedures to measure outcomes against all schools locally and nationally.

Assessment	Reported as	
<b>End of EYFS</b>	% of pupils achieving a 'Good Level of Development'	Pupils are teacher assessed against the Early Goals in all areas and given a level of emerging, expected or exceeding in each area
<b>End of Year 1 - phonics screening check</b>	% of pupils achieving the required level	1:1 phonics decoding check completed by all Year 1 pupils nationally
<b>End of Year 2</b>	% of pupils achieving expected levels in reading; grammar, punctuation and spelling (GPS); writing; maths; speaking & listening and science	Tests and teacher assessment in reading, GAPS and maths and teacher assessment in writing speaking & listening and science
<b>End of Key Stage 2</b>	% of pupils achieving expected levels in reading, writing, Grammar, Punctuation and Spelling (GPS), maths and science	Tests in reading, GAPS and maths and teacher assessment in writing and science

In addition to the statutory tests we record progress towards end of year expectations in each class at least 5 times a year. All assessment is made by the teacher using some formal tests but also based on what they observe in class.

Effective Assessment Systems should;

- **Give reliable information to parents about how their child, and their child's school is performing**
- **Help drive improvement for pupils and teachers**
- **Make sure the school is keeping up with external best practice and innovation**  
(DfE Assessment Principles)

### **Early Years Foundation Stage (EYFS)**

All children in the reception class will be taking part in a Baseline Assessment. This is non statutory and has been developed with our EYFS colleagues in our Unity cluster. This will give a starting point for the children in full time education. The children in the nursery will be assessed during the first half term against the Development Matters statements; this will be their starting point.

Also children in the EYFS will continue to be assessed against the Early Years Foundation Stage Profile (EYFSP for short). At the end of Reception these are reported as **Emerging**, **Expected** or **Exceeding** the Early Learning Goals in each area.

Evidence is gathered across the year to create 'Learning Journeys' for all children in EYFS and we value all contributions from parents and carers to these documents. Assessment in the EYFS is gathered through observations of learners, samples of learning, photographs and conversations which demonstrate the child's understanding of a given concept. In addition to this, staff identify the learning behaviours of children and plan lessons and activities to develop a wide range of learning skills in preparation for the next stage of their education in Key Stage 1.

### **Key Stage 1 and 2**

In line with the New National Curriculum and raised expectations, children will be assessed in a number of ways.

Our Lady of the Assumption staff teach from the New National Curriculum which covers all requirements for the specific year groups. These are called 'Year End Expectations'. The 'Year End Expectations' have been taken from the New National Curriculum and state the minimum requirements a learner must meet in order to ensure continued progress throughout the year in line with age expected standards.

Any gaps identified in learning for the children due to the increased expectations will be covered and staff have worked together to ensure that the coverage for children is in place.

We have developed an assessment progression framework in line with the 'End of Year Expectations'.

Learners are assessed against the each area in terms of whether, at each stage, they are **Beginning, Developing or Secure**.

The National Curriculum focuses very much on ensuring children have a breadth of understanding within the concepts and skills they learn. The application of skills and understanding across a wide range of curriculum areas is key. Rather than moving 'up' the stages, the focus is on moving 'outwards' developing a deeper understanding.

Staff continue to differentiate all activities to ensure that all learners needs are met.

Gathering evidence of learners progress and development will continue:

- **Formative Assessment**; (day to day assessment through learning completed, observations, conversations and guided sessions) which will inform staff's planning
- **Summative Assessment** (more formal assessment/tests) which will play a part in the overall assessment and progress checks for learners at set times in the year.