

Wylde Green Primary School Assessment

At our school, assessment means continually evaluating children's knowledge, skills and understanding, establishing what children can do and what their next learning steps should be. Assessment is at the heart of the learning process. It provides valuable evidence to guide and improve teaching and learning. Alongside this, it offers an opportunity for children to demonstrate and review their progress. It is an integral part of our relentless drive for improvement and culture of expectations.

We are committed to:

- seeking and interpreting evidence for use by children and their teachers to decide where learners currently are in their learning and where they need to go next.
- using assessment, day-to-day, in the classroom to raise children's achievement and their aspirations. We believe that pupils will improve most if they understand the aim of their learning, where they are in relation to this aim and how they can achieve the aim (or close the gap in their knowledge).
- providing children with clear, precise and easily comprehensible feedback, in oral and written forms, that will support their learning. We will always expect children to engage with this feedback and frequently we will ask them to respond to it. The quality and value of teachers' feedback will be evaluated by how great an impact it has on pupils' future progress.
- involving children at all times in an ongoing self-improvement process
Assessment feedback should inspire ever greater effort and a belief that, through commitment, hard work and practice, more can be achieved.
- assessment drawing upon a wide range of evidence that establishes a full picture of what a child can do.
- continually tracking the performance of children and using this information in three ways.
 - to ensure that all children are suitably challenged
 - to provide additional challenge for those who are ready for this
 - to provide additional learning support for those who are currently finding learning more difficult
- giving reliable, meaningful and regular information to parents about how their child is performing and how our school is performing. At all times this information will be clear, transparent and easily understood. It will be communicated in a format that parents can understand and it should assist them in supporting their child's future learning.

- the regular moderation of assessment judgements by professionals working within and beyond our school being used as a mechanism for refining the accuracy of those judgements.
- avoiding the tendency to continually test children, as we know that testing itself does not improve children's performance.

Assessment in the Early Years Foundation Stage (EYFS)

In Reception classes children are continually being assessed by their teachers. The purpose is to:

- ascertain what the child can do
- consider what the child needs to learn next
- plan activities that enable the child to make progress.

Teachers use the criteria in a document called 'Development Matters'. There are assessments at the end of the academic year when children turn 5. These are not tests for the child – the assessments are based on EYFS practitioners' observations. Information from these assessments is used for parents, practitioners and teachers to support children's learning and development. The 7 areas that early years learning concentrates on are:

- communication and language
- physical development
- personal, social and emotional development
- literacy
- mathematics
- understanding of the world
- expressive arts and design



Teaching is often done through play, where the child learns about subjects and other people through play based activities and games.

The national assessment at key points in children's primary education are:

- A short **Reception baseline assessment** that teachers make of children during the first half term in Reception
- A **phonics** (sound-letter correspondence) **check** near the end of Year 1
- A **teacher assessment at the end of Key Stage 1** in mathematics, reading and writing, informed by pupils' scores in externally-set, but internally-marked, tests. Children's writing assessment will be partly informed by a grammar, punctuation and spelling test. There will also be teacher assessments of pupil performance in speaking and listening and science. Parents are informed about the outcome of these assessments in July with their child's end of year report.

- **National SATs tests at the end of Key Stage 2** in: mathematics; reading; grammar, punctuation and spelling; along with a teacher assessment of writing. Parents are informed about the outcome of these assessments in July with their child's end of year report.



In Year 1- 5, at the end of each term, pupils are tested in reading and maths. These tests, alongside ongoing teacher assessment, inform teachers of the progress and attainment of the pupils in their class. Writing is assessed continually throughout the year against our Age Related Standards documents. This information is shared with parents at Parents' Evening and in pupils' end of year reports.