



## *Celebrating learning together in faith, hope and love*

### How Children Are Assessed at Bishop Perrin CE Primary School (Dec 2019)

#### Introduction

We have created this document to help parents understand how children are assessed in their learning at the different stages in their time at Bishop Perrin. We hope it is informative and supportive and helps give you a clear understanding of what you can do to help reinforce and support at home what we do here at school. Assessing a child's learning and understanding of what they have been taught is a key component in supporting and challenging them.

We believe that assessment provides the basis of informed teaching, helping pupils to overcome difficulties and ensuring that teaching builds upon what has been learned. It is also the means by which pupils understand what they have achieved and what they need to learn next. Responsive teaching creates a positive learning environment where children can see the steps necessary for their own success. It enables teachers to scaffold and challenge learners to ensure children's continuing progress. Summative assessment (a summary snapshot of what child knows at a given moment in time) is important for accurate information regarding a child's attainment and progress over time. It informs whole school target setting and prediction of a cohort's future attainment and therefore overall school performance.

We have a comprehensive Assessment Policy that can be accessed from the school website under: Key Information/Key Policies/Assessment Target Setting Recording and Reporting

#### How We Assess Children In Each Year Group

##### Reception Class (Early Years Foundation Stage)

During the beginning of the Autumn term, a baseline assessment of the cohort is carried out by the class teacher based on observations and takes into consideration children's prior attainment from their previous settings.

Children in the Foundation Stage are under continuous observation. Practitioners record observations of children's learning with reference to Development Matters, Mary Sheridan and the EYFS Profile. Observations are ongoing and recorded in many varied ways. Often, learning is captured through photographs, recorded on labels and on documents filed for each child in their individual learning folder or the class observation folder. All the evidence for each child will help teachers make judgements on the Foundation Stage Profile which is shared with parents during parent consultations and the annual report.

The Reception teacher will record a termly assessment of children's attainment at the end of the Autumn and Spring terms as well as before the submission of statutory information to the Local Authority at the end of June.

##### Timing of Assessments in Years 1-6

Children in Years 1-6 are assessed at key points during the school year. They will undertake assessments in December, March/April and in May/June.

##### Assessment of Writing in Years 1-6

For writing, each child will complete two pieces of independent written work for each text type studied (approximately two per half term), each completed independently. The written work will be assessed using Bishop Perrin Writing Assessment Grids and teachers use their professional judgement to assess children's attainment in relation to their age.

When children start a new genre of writing, such as instruction writing, report writing and fiction, they will undertake some writing without any input from their teacher. This is called “cold” writing as it enables a teacher to assess exactly what the class already know and understand about that particular genre of writing. Teachers will then tailor their planning for writing over the following weeks to ensure they provide the children with all the skills and knowledge they need in order to write successfully in this genre. Once the children have been taught how to write confidently in this style of genre, they will then write a “hot” piece of writing, enabling their teacher to see the progress they have made between the cold and hot pieces of writing. This method of teaching has proved very successful in supporting children with their writing and enabling them to show progress.

Samples of written work across the school are moderated by teaching staff to ensure accurate assessment judgements are made. Teachers in Year 2 and Year 6 are able to meet up with other Year 2 and Year 6 teachers locally to moderate judgements in their writing to make sure they are accurate. Every few years schools will receive a visit from external writing moderators appointed by the Local Authority. This is to ensure that national standards are being adhered to.

### Year 1 Specific

In Year 1, children start to access the National Curriculum, which is what they are assessed against as they move through the school. To assess Maths we use Sandwell Maths which is carried out by a trained specialist on a 1:1 basis. It provides a standardised score and maths age for each child.

Children in Year 1 also undertake the Phonics Screening Check, which is administered nationally during a week in early June. In order to help the school measure children’s progress, they will undertake a baseline Phonics Check in January using a Phonics Check from previous years.

The Phonics Screening Check for Year 1 is a statutory assessment and comprises of a list of 40 words that pupils read one-to-one with their class teacher. The list of words is a combination of both real and pseudo-words. There is no time limit, but the screening check should take between 4-9 minutes per pupil.

Results from the screening check will be reported to the Local Authority and will also be reported to parents (in their child’s end-of-year written report). Parents will be informed as to whether their child has met the required standard (which is normally gaining a pass mark of 32 out of 40). Results are reported to the local authority and DfE.

Pupils who do not achieve the threshold score will re-take the test in Year 2, and again in Year 3, if necessary, although the results of the re-check are only reported to the DfE for Year 2 children.

For more information about the Year 1 Phonics Check, please click through on this link:

<https://www.gov.uk/government/collections/phonics>

### Phonics Teaching in Reception, Year 1 and Year 2

At the end of each half-term in Reception, Year 1 and Year 2, the children are assessed on their phonics knowledge in respect of what has been taught in the preceding weeks. Early identification of those children who are finding the learning of their phonics challenging will be enable additional adult support to be put in place.

### Year 2 Specific

Children in Year 2 will undertake assessments in December and March using previously published national Standardised Assessment Tests (SATs) tests from previous years. In May they then take brand new, unseen nationally published SATs tests which all other Year 2 children across the country will take. These tests can be administered at any time during May. The tests are marked internally by the class teacher and the results are submitted to the Local Authority. The children will take written tests in Maths and Reading and their writing will be assessed against expectations laid out in an assessment grid that is used by all Year 2 teachers across the country.

Children's results in Reading, Writing and Maths are shared with the Local Authority and the DfE. Children also sit a Spelling, Punctuation and Grammar (SPaG) test but this is not reported externally and is used for our own progress measure as the children move into Year 3.

The Year 2 SATs tests are timed but there is scope to be flexible with this if a child needs longer to complete the test. The test can be administered in small groups rather than as a whole class.

For more information about the Key Stage 1 SATs, please click through on this link:

<https://www.gov.uk/government/publications/key-stage-1-and-2-national-curriculum-tests-information-for-parents>

### Years 3-5

Children in Years 3, 4 and 5 undertake published tests which are aligned to the National Curriculum and are designed to replicate the style of the real Year 6 SATs tests. The children complete tests in Reading, SPaG and Maths. The tests are marked by the class teacher and are recorded internally for our own attainment and progress measures.

In order to help with the transition from Year 2 to Year 3, the tests that Year 3 children take in December will be timed in a similar way to the SATs tests that they will have taken the previous year in Year 2 meaning that those children who need extra time will be given it. From January onwards, in order to get the children ready for their end-of-year assessments in June, additional internal practice tests will be timed, as the end-of-year assessments will be timed according to the guidance given by the publishers. Children who meet certain criteria in regards to reading and writing speeds are given an extra 25% amount of time for all tests.

### Year 4 Specific

In addition to the internal tests that the children undertake in Year 4, from the 2019/20 academic year onwards, all state-funded maintained schools and academies (including free schools) in England will be required to administer an online multiplication tables check (MTC) to year 4 pupils.

The national curriculum specifies that pupils should be taught to recall the multiplication tables up to and including  $12 \times 12$  by the end of Year 4.

The purpose of the MTC is to determine whether pupils can recall their times tables fluently, which is essential for future success in mathematics. It will help schools to identify pupils who have not yet mastered their times tables, so that additional support can be provided.

Schools will have a 3-week window to administer the MTC. Teachers will have the flexibility to administer the check to individual pupils, small groups or a whole class at the same time.

### Year 6 Specific

Children in Year 6 undertake assessments using previously published SATS tests from previous years in September (the results of which are used as a baseline to measure progress against over the course of the academic year), December and March. They are tested in Reading, SPaG and Maths. They then take brand new, unseen nationally published end of Key Stage 2 SATs tests in May, along with all the other Year 6 children across the country. These tests are sat in a dedicated week (normally around mid-May) under strict exam conditions. The papers are collected by the DfE and are marked externally by trained markers across the country. The school receives the marks and access to the papers around early July. The results are published nationally and are shared with a child's new secondary school.

For more information about the Key Stage 1 SATs, please click through on this link:

<https://www.gov.uk/government/publications/key-stage-1-and-2-national-curriculum-tests-information-for-parents>

### Reporting to Parents

At the start of the new school year, teachers meet with the Headteacher to set end of year targets for all children. The targets are based on children's results from the previous academic year with an expectation that all children will make their expected progress, depending on their different starting points based on their ability.

Teachers are able to share how each child is progressing against their end-of-year target when we hold our Spring Term Parent Interviews around late January/early February. Using the assessment data generated from the December tests, teachers can inform parents if their child is on track or not to meet their end of year target.

Teachers will not share actual test scores during the Parent Interviews. If there is a concern that a child will not meet their end of year target/s, then teachers will explain to parents what measures the school will put in place to support their child and equally, what parents can do to help support their child at home.

Children in Years 5 and 6 are invited to accompany their parents at the Spring Term Parent Interviews so they too can be made aware of how they are progressing and what areas of the curriculum they need to focus on.

After the end-of-year assessments are taken in May/June, parents are informed of how their child has performed over the course of the year via the end-of-year written report which comes out in July. Within the report there is written text with a focus on how a child has performed in Literacy, Maths, RE and Science. Targets for improvement for the following year in Literacy and Maths will be given, based on areas for development that have been identified from the current academic year's work. There will also be a general comment about how a child has conducted themselves socially and their attitude and approach to school. Accompanying the written report will be a year-on-year assessment report informing parents of how their child has performed against year group expectations. From Year 1 onwards, parents will be able to see how their child has performed in Reading, Writing, SPaG and Maths. The codes for each of these subject areas will let parents know if their child is working below the expected standard for their particular year group, if they are working at the expected standard for their year group or working at greater depth for their year group.

There is space for children to write a comment about how they feel they have performed over the course of the academic year and parents are invited to complete a "comments" form to share their thoughts with the school as to how their child has performed.

### Next Steps

If you require any further information about how the school assesses how your child is performing, then please do not hesitate to speak to your child's class teacher or a member of the Senior Leadership Team (Head/Deputy/Assistant Head)