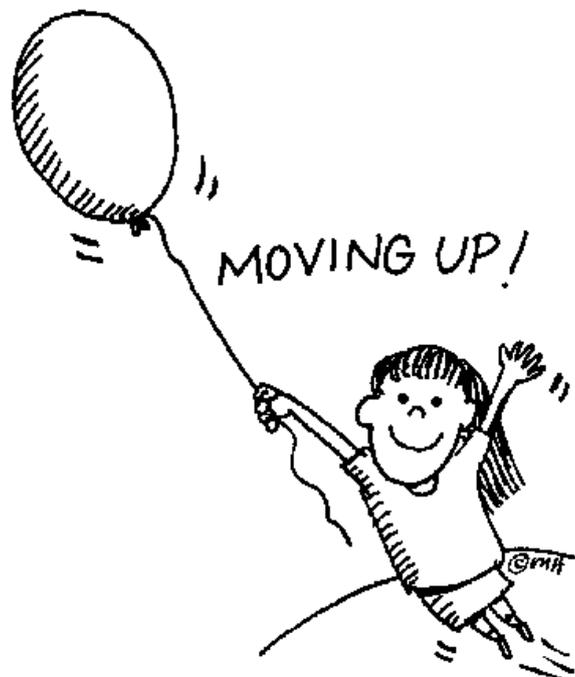




# A Parent's Guide to Assessment



2020-2021

Assessment is an integral part of the teaching process which supports learning. It helps teachers, learners, parents and others to understand the depth and breadth of learning undertaken so that progress and next steps can be discussed and planned. It refers to the wide variety of methods and tools that teachers use to evaluate, measure and document the academic readiness, learning progress, skill acquisition or educational needs of their children.

The aim of this guide is to give you some clear information about our approach to assessment at Westfields Junior School.

### **ASSESSMENT AT WESTFIELDS JUNIOR SCHOOL**

The National Curriculum sets out clear objectives and expectations for each year group. At Westfields Junior School, we assess the children against these end of year expectations across each core subject (reading, writing and maths), awarding one of the following:

<b>Judgement</b>	<b>What this means</b>
Working below year group expectations	Your child is securing the end of year expectations for a previous year group's curriculum and is receiving additional support and intervention.
Working towards end of year expectations	Your child is showing a growing understanding and is working towards the end of year expectations.
Close to meeting end of year expectations	Your child is showing an increased understanding and is close to meeting end of year expectations.
Meeting end of year expectations	Your child has achieved the end of year expectations.
Greater depth against end of year expectations	Your child has exceeded the end of year expectations, has deepened their learning and added more depth and breadth to their knowledge.

### **WHAT DOES ASSESSMENT LOOK LIKE?**

All children are continuously assessed by their teachers across all areas of the curriculum. The information gathered informs us of the progress and attainment achieved by each individual child. More importantly, information gathered informs our planning to ensure it is appropriate to the individual needs of the learner. There are two types of assessment:

#### **FORMATIVE ASSESSMENT**

Formative Assessment is assessment for learning as children are a part of the learning process and receive verbal and written feedback from teachers. It is achieved when we:

- make clear the learning objectives and share the steps to success that our children will need to take in order to achieve the learning objective;
- make effective use of key questions and open-ended questioning;

- give our children the opportunity to evaluate and make comparisons to previous completed tasks and then generate checklists for themselves to refer to when completing tasks;
- make use of talk partners;
- make observations during the learning process;
- talk with our children during the lesson to assess their knowledge and understanding;
- encourage our children to use a range of self-assessment strategies;
- incorporate self/peer assessment/marking;
- include retrieval quizzes and quick tests;
- utilise mind maps, essay responses, evaluations and use of plenaries; and
- provide accurate and informed verbal and written feedback and give our children time to respond to this.

## **SUMMATIVE ASSESSMENT**

Summative Assessment is the assessment of learning. During each term, children will complete a range of assessment tasks in reading, writing and maths. The results will be used by teachers to help inform their judgements and plan next steps to support and challenge their children.

## **SATs**

SATs are national tests that children take twice during their primary school life - firstly, at the end of Key Stage 1 (KS1) in Year 2, and secondly, at the end of Key Stage 2 (KS2) in Year 6.

Our children sit their SATs in May during Year 6. These tests are more formal than those taken in KS1 and nationally, all children will take these tests on the same days and these will be externally marked. Children will complete papers in reading comprehension, grammar, punctuation, spelling, mathematical reasoning and arithmetic. We are currently awaiting information in regards to the 2021 KS2 SATs and we hope to have this information from the Department of Education before the Virtual SATs meeting on Wednesday 14<sup>th</sup> October.

At the end of the academic year, the Year 6 children will receive a scaled score; their raw score (the actual number of marks they accrue) is translated into a scaled score which helps to allow for differences in the difficulty of the tests from year to year so that children's results can be compared accurately. You will be told your child's raw score, scaled score and whether they have reached or exceeded the national standard for that subject.

## **HOW IS ASSESSMENT INFORMATION USED?**

Each time your child moves into their next year group, their new class teacher is handed a wealth of assessment information from their previous teacher during a rigorous handover process. This ensures that the teachers can hit the ground running in September, planning with knowledge and understanding of the children in their class to ensure their individual needs are met. Ongoing assessment continues throughout the year to ensure our children are supported, stretched and challenged.

Assessment information assists teachers in identifying children's next steps and involving the children with this process is key so that they are aware of their achievements and strengths as well as their areas for development.

Most importantly, assessment information is used to monitor the progress children make from their individual starting points. We strive to ensure children reach their academic potential and close monitoring supports us with this. Should the rate of progress slow or if children require further support at any point throughout their time with us, assessment information will help identify this and intervention can be planned and provided.

### **HOW WILL I KNOW ABOUT MY CHILD'S ATTAINMENT AND PROGRESS?**

Due to the school closures during the 2019-2020 academic year, we have made changes to our assessment calendar. Through the autumn term, our focus will be on effectively assessing our children and tailoring the teaching and learning to address any gaps, moving children on in their learning, deploying staff effectively to provide any necessary intervention.

After the October half term, we will carry out more formal assessments in order to assess our children against the previous year's objectives as we were unable to complete this during the summer term. Using this information, combined with the knowledge teachers will already have of their children, teachers will make judgements and during the autumn term Parents' Evening, you will receive your child's 'Attainment and Progress Tracker'. This will detail your child's attainment against the previous year's expectations for reading, writing and maths. As well as this information, you will also be able to see what your child is on track to achieve at the end of the year in relation to their current year group's expectations. As usual, you will also receive the key targets your child's class teacher has set your child in the areas of reading, writing and maths. These are personalised and tailored to address any specific areas identified for development or challenge.

In the spring term and summer term, teachers will continue to use formative assessment strategies and again, we will carry out more formal assessments. During the spring term Parents' Evening, 'Attainment and Progress Trackers' will be handed out and you will receive information about the progress your child is making, areas of strength and specific areas that require further focus. At the end of the academic year, you will receive your child's annual report which summarises the progress, achievements and attainment of your child.

To find out more about end of year expectations, please refer to the 'Assessment' section found in the 'Curriculum' area on our school website or contact your child's class teacher for further information.