



Assessment @ Nevill Road Infant School

A guide for parents and carers

What is assessment?

Assessment is the ongoing process of gathering information from a wide variety of sources in order to develop a deep understanding of what children know, understand, and can do with their knowledge as a result of their educational experiences. Assessment is always used to improve subsequent learning for children.

What is assessed?

As a school and as highly skilled practitioners our teachers assess many aspects of children's cognitive, personal and social development that enable them to ultimately become successful independent learners who are able to move on to educate themselves.

We assess what children know, understand and can do in all curriculum subjects and across a wide range of skill sets.

For example, we assess reading, writing and maths etc. but we also assess the extent to which children are resilient or independent or collaborative in their learning. Some of this information is collected formally and some is used informally to shape future learning.

How is my child assessed?

At Nevill Road Infant School all children are assessed regardless of their ability so that teachers know where to 'pitch' a lesson so that children actually learn and progress.

There are many types of assessment that can form and shape a knowledge and understanding of what children can do all of which have some place in our school. At Nevill Road Infant School we use 3 main types:

- Formative Assessment
- Summative Assessment
- Observational Assessment

Formative Assessment is concerned with building a picture of what children can do over time in order that next steps in teaching and learning can be formulated by teachers. To ensure children receive opportunities based just beyond their academic grasp so that they progress and move forward, teachers will change and adapt, learning, teaching and support / extension as the lesson progresses. This is often referred to as 'Assessment **for** Learning'.

Summative Assessment is testing what children can demonstrate they know and understand in a closed environment and at a fixed point. This type of assessment can also be used to inform next steps in teaching and learning over a longer period of time. This is often referred to as 'Assessment **of** Learning'.

Observational assessment is undertaken to scrutinise children learning in situ so that their independence is guiding their outcomes and as such teachers are able to either intervene at the right moment of learning to push children on or let the learning play out with a clear indication of the next necessary skills needed for the child.

Assessment judgements

Following Department for Education (DfE) guidance and policy, we are working with a system based on what is 'expected' for each year group. This means we collect assessment information and children are graded in 1 of 3 bands by the end of the year.

- 1 – Working towards age-related expectations (ARE)
- 2 – Working at age-related expectations (ARE)
- 3 – Working beyond age-related expectations (ARE)

The expectation is that the majority of children will finish each year working at ARE, some will be working towards and some beyond. The difference now means that each of the numbers (1, 2 and 3) as mentioned above do not necessarily inter-relate across year groups as they pertain to specific skills, knowledge and understanding within the year group being taught.

Example:

A child may be working below ARE in Y2, this does not mean they are working at the same level as a child who is working above ARE in Y1. The requirements, skill sets, knowledge and understanding are progressive throughout the Primary Phase.

Submitted Assessments EYFS

In Reception the children are continually assessed across 17 'Early Learning Goals' (ELGs) so the teachers can build a picture of what the children can do. Teachers undertake observational assessment primarily supported with formative assessment; children at age 4 and 5 do not experience any summative assessment. At Nevill Road Infant School we believe no child this young should ever sit a summative assessment of any nature.

The areas of learning are:

- Communication & Language Development (3 ELGs)
- Physical Development (2 ELGs)
- Personal, Social & Emotional Development (3 ELGs)
- Literacy (2 ELGs)
- Mathematics (2 ELGs)
- Understanding of The World (3 ELGs)
- Expressive Arts & Design (2 ELGs)

At the end of the year a judgement is made on all of the available evidence of what the children can do to determine if the child has achieved:

- 1 – Emerging level of development
- 2 – Expected level of development

The majority of children will be finally assessed as Expected (2).

The areas of learning in bold are used to make up a 'Good Level of Development'. This is a broad indication of overall achievement and is a national grade used to judge children.

KS1

In Years 1 and 2 the children are continually assessed using formative assessment, observation and some summative assessment.

In Y1 the children sit the phonics screening test; a nationally set test to see if children have attained the required level of phonic ability by reading 40 words and non-words. The outcome will be a judgement of 'working towards' or 'working at' the required standard. Children in Y2 have an opportunity to re-sit the screening if they were 'working towards' the expected standard in Y1.

In Y2 the children sit SATS, which are nationally agreed tests. These are purely to be used to *support* the judgements teachers make and offer an additional piece of evidence in building a picture of what children can do.

Termly Report Card

Every term we will communicate with you regarding the progress and attainment the children are making in Reading, Writing and Maths. This will be in relation to the school term e.g. teachers will judge whether the children have achieved the right expectation for that specific term throughout the year.

Annual Report

At the end of each academic year the teachers write a fuller report on your child's learning, progress and attainment. The reports are positive in nature and provide some easily identifiable ways of making improvements.

The report will summarise the following:

- Personal and social behaviours
- What does my teacher think I have done well this year?
- Literacy incl. effort / progress / attainment / target
- Numeracy incl. effort / progress / attainment / target
- Comments from the children on what they have enjoyed learning about and what they would like to get better at next year.

There will be an opportunity for all parents and carers to make comment on the report as feedback to school.

Parent Consultations

We are an open school and communication with parents is essential for our smooth running.

We hold a formal parent consultation meeting in the Autumn and Spring term with an additional mandatory parent meeting for parents / carers of those children with Special Educational Needs and/or Disabilities (SEND).

During the consultation meetings there will be discussion and information sharing regarding personal development, behaviour and welfare as well as more specific literacy and numeracy attainment and progress feedback.

These meetings are essential, they are a way to convey crucial information between home and school and cement the commitment we all have to supporting the education of our children.