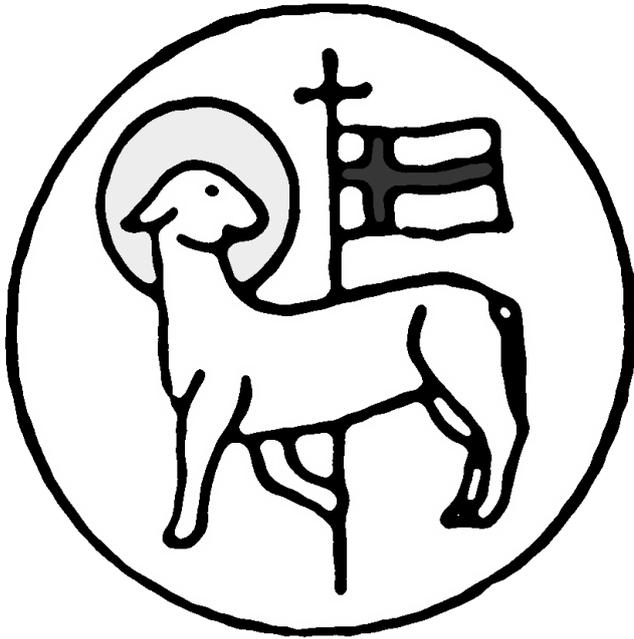


Kidmore End CE School



Assessment Overview Key Stage One and Two

Assessment at Kidmore End CE Primary School

At Kidmore End CE Primary School we recognise the importance of high quality assessment in the provision of excellent learning opportunities. Across the school, assessment is closely linked to curriculum, teaching and monitoring of pupils' progress, and so is a vital element of the work we undertake.

This booklet sets out our approaches to assessment in school, particularly in light of the removal of National Curriculum levels from statutory assessment. It provides parents and other interested parties with an overview of how we approach assessment at Kidmore End. It is underpinned by school policies, including our Assessment and Feedback policy.

Updated January 2018

Key Indicators model

Our model of formal assessment is built upon a structure of Key Indicators. Drawing on the content of the statutory National Curriculum, a number of objectives for each core subject area have been identified which are key in order to make good progress through the curriculum. These Key Indicators are published on our website, highlighted in teachers' planning, and shared with pupils through their books. Teachers make assessments against the key indicators as a routine part of assessment of the curriculum.

Alongside the Key Indicator model, we also make use of published assessment tests. These allow us to track progress towards expected outcomes, and to identify any individuals or groups who are not yet reaching the standard expected of them. These test scores are not normally shared with pupils. Rather, teachers interpret the results along with other assessment information such as observations, in order to support pupils in making progress towards their goals.

As well as Key Indicators for each year, we also consider the Characteristics of Effective Learning (below). These are used in Foundation Stage, but we have adopted them across the school to give us a shared understanding of how children learn and how we can support this learning process.

PLAYING AND EXPLORING - ENGAGEMENT		
Finding out and exploring	Playing with what I know	Being willing to have a go
I am curious about objects, events and people	I pretend with objects	I initiate activities
I use my senses to explore the world around me	I represent experience when I am playing	I seek challenges
I engage in open ended activities	I pretend to be someone else when I am playing	I have a 'can do' attitude
I show particular interests	I act out things with my friends, family and teachers	I take risks, engage in new activities and learn from 'trial and error'

ACTIVE LEARNING - MOTIVATION		
Being involved and concentrating	Keep on trying	Enjoy achieving what I set out to do
I can focus on an activity for a period of time	I keep on trying when something is challenging	When I meet a goal I am satisfied
I find some things fascinating	If something is difficult I try harder and try different approaches	I am proud of how I do things (not just the end result)
I am not easily distracted	I bounce back after activities	I enjoy challenge for my own sake, not just for praise and rewards.
I pay attention to details		

CREATING AND THINKING CRITICALLY - THINKING		
Having my own ideas	Making links	Choosing ways to do things
I think of ideas	I notice patterns and make links between experiences	I plan how I will solve problems and I make decisions
I find ways to solve problems	I make predictions	I think about how well my activity is going
I think of new ways to do things	I test my ideas to see if they were correct or not	I change how I do things sometimes
	I think about grouping, sequencing and cause and effect	I think about how well my approach worked

Classroom Assessment

We recognise the central importance of the assessments which occur every day in the classroom to our practice. Teachers prioritise high quality assessment opportunities throughout the taught curriculum, many of which do not result in recorded outcomes.

In the classroom, assessment is an integral part of the feedback loop which supports both teachers and pupils in identifying next steps in learning. This may take the form of a teacher's informal assessment of children's understanding of a topic, use of questioning, informal tests or quizzes, and specific unaided activities. These activities support the wider aims of the school's assessment and feedback policy to ensure that both teachers and pupils are aware of how learning can be moved on.

In addition to routine self and peer-assessment opportunities provided in the classroom, pupils are encouraged to identify their own progress towards the Key Objectives for their year group using the printed objective sheets displayed in their exercise books. Teachers support this process through discussion of objectives, next steps and target-setting.

Review of pupils' work provides opportunities for both pupils and teachers. One of the primary goals is to provide feedback to the teacher on pupils' success and progress to inform future planning. This may not lead to a significant volume of evidence in pupils' books. Where it is appropriate, teachers will provide written feedback to pupils, in an age-appropriate form, that informs pupils of their progress, and identifies for them their next steps for improvement.

Statutory Assessment

The outcomes of statutory assessments are reported to parents and submitted to the DfE.

- Foundation Stage pupils are assessed against the 17 Early Learning Goals and completed profiles are moderated by the Local Authority.
- Year One pupils undertake a Phonics Screening Check to record their decoding of sounds within words.
- Year Two pupils participate in the end of Key Stage tests and tasks in Reading, Writing and Maths and these contribute to an overall teacher assessment.
- Year Six pupils are assessed through National Curriculum tests for Reading, Maths and Grammar, Punctuation and Spelling. These results along with a teacher assessment in Reading, Writing, Maths and Science are reported to the receiving secondary schools. The data from these assessments form the core of school performance tables which are published.

Reporting to Parents

Annual school reports are supplemented by information shared at Parents' Evenings in November and March. These meetings provide an opportunity to share pupils' progress with parents, and to identify areas for further support. Reports indicate how pupils are progressing against the curriculum expectations for their age (age-related expectations or ARE). Progress will be indicated this year using the same language as used in statutory assessment – working towards the expected standard, working at the expected standard or working at greater depth within the expected standard. Information on Key Indicators for each Year Group can be found in the Curriculum Guides.