



Assessment 2016-17

Statutory Assessment Structure

Who	What
EYFS/Rec	EYFS Profile assessment remains statutory
Y1	Phonics screening check
Y2	Teacher Assessments in core subjects
Y6	Externally set and externally marked papers in Reading, Maths and Spelling Punctuation and Grammar.

The children at the end of Key Stage 1 and 2 will now be measured against end of year expectations which will be reported as:

- Working towards the expected standard
- Working at the expected standard
- Working at greater depth within the expected standard

How will we form judgements?

Using the National Curriculum subject statements teachers assess children continuously. This is in addition to formal assessments every half term / term. For example, all children have weekly guided reading sessions and the teacher will make judgements against the subject statements each week. We use the assessment programme Target Tracker to support us with this process.

Reporting to Parents:

Target Tracker has organised the National Curriculum statements into Bands from 1 - 6 which broadly correlate to Year groups. (e.g. an average Year 4 child will be working in Band 4).

The Bands are then broken up into three Steps which lend themselves to the three terms in a school year.

- ***Beginning (B)***
- ***Working within (W)***
- ***Secure (S)***

How is progress measured?

We expect children to move through the three stages (B / W / S) over the course of the year. However, children may have different starting points, so it is important to remember that it is not where the children begin that matters but where they finish and the progress they make.

At parent consultations you will have been given a Pupil Summary sheet to highlight the specific targets, which the children are working on - similar to that used last year.

Name:		Class:		Year: 2	
ATTAINMENT					
B- Beginning the national expectations for their year group		W- working within with national expectations for their year group		S- Working securely at the national expectations for their year group	
EFFORT					
4 - Poor		3 - Varies		2 - Good	
				1 - Excellent	
ENGLISH				Attainment	Effort
SPEAKING AND LISTENING					
Can take turns and listen to what others have to say.					
Expresses ideas clearly when speaking.					
READING					
Can read accurately by blending sounds and recognise alternative sounds that they know					
Can understand poems, stories and non-fiction texts they are reading and can re-tell and discuss					
Can read most words quickly and accurately without needing to sound and blend words familiar words.					
Can re-read books sounding out new words correctly to improve speed and confidence.					
Is developing written comprehension skills					

These statements will form the structure of the end of year report. Consequently, as a parent, we hope you will have a clear understanding of your child's progress throughout the year. Assessment judgements are formed through:

- Ongoing assessment by the class teacher throughout each lesson i.e. questioning, observation and dialogue.
- Children knowing what they are being asked to learn and more importantly, why.
- Success Criteria discussed and agreed with or formulated by the children during each lesson.
- Three way feedback, pupil, peer, teacher with clearly identified next steps – this can be written or verbal feedback.
- Regular work scrutiny.

We are confident that our assessment structure supports children in their learning and provides clear information to parents regarding children's progress. If you have any questions please do not hesitate to contact the school office.