



A Guide to Assessment for Parents



National Teaching School
designated by



National College for
Teaching & Leadership

Why do we assess children?

Assessment is part of the teaching process. It happens in every lesson in different forms and helps those working with children to build up a picture of their strengths and challenges. This then informs the planning of future lessons.

Some of this assessment is drawn together in a formal *summative* way so that we can determine at any point in time where a child's learning development is compared to what we would expect for their age.

We often use assessment *formatively* to indicate to a child and those working with them how they can improve their learning and what their next steps might be.

Children do not progress in a linear fashion, making exactly the same amount of progress every day, week or term. There will be periods when they consolidate their learning and deepen their understanding. This might be confused with 'plateauing', but is simply an important time that children need to embed their skills before they are ready to move on to the next step.

What do we assess?

Everything! Teachers are very adept at identifying what children can do, and this helps them to plan effective lessons for further learning.

In English and mathematics, we use additional assessment tools such as tests each term to help validate our assessment. These enable us to make sure that our judgements are accurate and provide us with a clear picture of how well each child is learning. We track this progress on a termly basis so that we know which children are working at or beyond the expected standard of their age, and we can identify and act swiftly in the case of any underachievement.

How do we assess?

Teachers review how well children have grasped new concepts during every lesson. This might be through observation, talking to children, or through marking of written work.

In the Early Years (Reception class), assessment is primarily conducted through observations of learning. These are recorded in online portfolios (on Tapestry), often accompanied by photographs, and build up a picture of a child's capabilities. They may be accompanied by contributions from home. The observations relate to the learning expectations of the EYFS curriculum.



At the start of Year 1, children are judged against criteria that help us to identify how well they are meeting the expectations of the National Curriculum. Teachers judge each child's learning and build up a picture about how well they are progressing compared to expectations for their age. It is important to note that the judgements we make are evidence-based, reflecting each child's performance in a classroom context. Observations of learning will be supplemented by tests which are marked by the teacher and provide an accurate standardised score. Usually, a child will be working within the criteria identified for their chronological age and will be recorded as 'at expectations'. In some circumstances, children may not yet be working at the expected age ('below expectations'), or occasionally may have moved beyond and are 'above expectations'.

Tests are used each term throughout Key Stage 1 and 2. They give children the chance to become familiar with test situations so that they understand how these will be conducted at the end of Year 2 and Year 6.



What does the government expect?

At the end of EYFS, children's learning will be judged by the teacher against the *Early Learning Goals* of the EYFS curriculum. This is reported to you in their report, and scores are submitted to the Department for Education (DFE).

Towards the end of Year 1, children undertake the *phonics screening check*. This is administered 1:1 by the class teacher, under strict conditions. Pupils are judged against whether they have met the **expected standard** or not. Those not meeting the standard must redo the check at the end of Year 2. The outcomes are reported to you in the end of year report, and results are submitted to the DFE.

At the end of Year 2 all children have to sit *statutory tests* in reading and maths. These are done under test conditions, and are marked by the class teacher in the school. The scores are used alongside teacher assessment to identify whether a child is working at the **expected standard** for their age. Writing is assessed by the teacher against a set of criteria established by the DFE. This is then reported to you in the end of year report, and results are submitted to the DFE.

At the end of Year 4, children will undertake a timed *times tables check*. This is a short online activity and will judge whether they have met the **expected**

standard or not. The outcomes are reported to you in the end of year report, and results are submitted to the DFE.

At the end of Year 6 all children take *statutory tests* in reading, grammar punctuation & spelling, and maths. These tests are taken under strict exam conditions and are externally marked. Writing is assessed by the teacher against a set of criteria established by the DFE. Children's test scores determine whether they are working at the **expected standard** for their age, and they are also awarded a **scaled score** between 85 – 120 which identifies how well they performed on the test (100 being the expected standard, and 110 being greater depth). These outcomes are reported to you at the end of the year and are used by the DFE to inform performance tables.



How do I know if my child is making good progress?

Each term we will report to you whether your child is working at, above, or below the expected standard for the current point in time. This will help you to determine how well your child is progressing related to their age. Not all children will meet these expectations in every year, but these give us a good indication of whether they are on track to meet or exceed the expected standard by the end of the Key Stage. If your child is working at the expected

standard in each term, they are making the rate of progress that we would expect.

What should I expect my child to achieve?

We expect all children to achieve the **expected standard** by the end of each Key Stage. In order to be on track to achieve this, they should be working at the expected standard each term. Some may go beyond this and be identified as working at **greater depth**. If your child is judged to be 'not yet meeting the standard' for that year group at the end of the academic year, they are at risk of not meeting the expected standard by the end of the Key Stage, and their class teacher will already have spoken to you about additional provision that we will put in place to boost their progress.

We do not put a ceiling on learning, and regardless of ability we do our utmost to ensure all children have opportunities to develop their full potential. Meeting the expected standard at each Key Stage is a real challenge, but we expect all children to reach this level and will do everything that we can to help them to succeed.



Glossary

DFE	Department for Education
Expected standard	Government measure that indicates whether a child has gained the expected knowledge for their age identified in the National Curriculum. In Key Stage 2 this is linked to the scaled score on the statutory test, where a score of 100 matches the expected standard
EYFS	Early Years Foundation Stage (our Reception children)
Formative assessment	Assessment that is used to indicate the next steps in learning, indicating how a child can improve
Greater depth	The term used when a pupil is working beyond the expected standard
Key Stage 1	Years 1 & 2
Key Stage 2	Years 3 – 6
Scaled Score	Test score on a scale from 85 – 120, where 100 is the expected standard
Standardised Score	Test score that has been standardised with a sample of similar-aged children, with 100 being the norm
Summative assessment	The assessment of a child's learning at any point in time



The Monk Fryston and Saxton Federation of Church of England Primary Schools