

Clarendon Primary School



Understanding Assessment Guidebook for Parents



At Clarendon Primary School, we expect our pupils to “Shine” every day. This can be anything, from their relationships with friends, independent work, or in academic subjects. We constantly stress to children that they must try to do their best in everything in order to feel fulfilled.

Key Stage One:

At the end of key stage 1, teacher assessment in mathematics and reading will be informed by externally-set, internally-marked tests. There will also be an externally-set test in grammar, punctuation and spelling which will help to inform the teacher assessment of writing. The tests reflect the challenging National Curriculum and will be expressed as a scaled score. Teacher assessment is also required for the assessment of speaking and listening and science.

Performance descriptors, interim teacher assessment framework are used to inform statutory teacher assessments at the end of Key Stage 1. For mathematics, reading and writing, teachers will assess pupils as meeting one of several performance descriptors; working towards expected, expected, working at greater depth or working below working towards. For science, there are two performance descriptors working at the expected standard, or working below.

Key Stage Two:

At the end of key stage 2 pupils will sit externally-set and marked tests in mathematics, reading, and grammar, punctuation and spelling. Teacher assessment in mathematics, reading, writing and science will give a broader picture of children’s attainment.

Performance descriptors are used to inform the statutory teacher assessments at the end of Key Stage 2. For writing, teachers will assess pupils as meeting one of several performance descriptors; working towards expected, expected, working at greater depth or working below working towards. For science, reading, and mathematics, there are two performance descriptors; working at the expected standard, or working below.

A sample of pupils will continue to sit tests in science to give a picture of national performance.

The results of the tests in reading; mathematics; and grammar, punctuation and spelling will be reported to pupils and parents as scaled scores, along with the teacher assessment for writing. Parents will be provided with their child’s score alongside the average for their school, the local area and nationally.

Reporting Attainment and Progress to Parents:

During the school year your child will receive two parent's evenings and one printed report.

Ongoing Teacher Assessment in the Classroom:

The Government has given schools the freedom to choose how they would like to create their own curriculum as of September 2014 incorporating the National Curriculum objectives for each subject. To ensure that progress is evident across all subjects, ongoing teacher assessment is vital as part of effective quality first teaching. Both teacher assessment and testing are important methods to ensure that every child makes their best possible progress.

Assessment continues to be at the heart of teaching and learning at Clarendon Primary School; it is fair, honest, ambitious, appropriate and consistent. We have taken the lead in developing our curriculum and assessment systems which meet the needs of all our pupils. We monitor progress, measurable learning that takes place between one year group to another for example Year 2 to Year 6, as well as attainment, age related expectations for a particular year group, to understand the specific needs of each child.

The assessment system followed in school is totally personalised to each child where every single skill within each subject is assessed. This empowers teachers, pupils and parents.

So what does Clarendon's assessment system look like?

Each child has differentiated subject objectives/skills that they need to work towards throughout the course of the academic year. These are attached to the front cover of each of your child's workbooks. Targets for all core curriculum subjects are set each half term and these are communicated with home via your child's learning planners. As skills are acquired and independent evidence has been observed objectives are highlighted in their workbooks.

At Clarendon when we report to parents about your child's progress, we will refer to your child as '**emerging**', '**developing**' or '**secure**' at various points of the year. These terms refer to how the children are progressing through the year group age related curriculum expectations. The children are also and more importantly assessed against how they use the knowledge they have acquired to be able to further develop their own learning. So that we can monitor how well your child can apply their skills independently we are also using '**#**' to indicate progress. We call this term '**mastery**'.

There are four Overall Mastery Ratings - Overall Mastery Rating 1 [#1] is the lowest and Overall Mastery Rating 4 [#4] is the highest.

Depth and Application of learning – overall mastery rating			
#1 (low)	#2 (expected)	#3 (good)	#4 (very good)
This is below the expected standard depth of application and	This is the expected standard depth of application and	This is above the expected standard depth of application and	This is well above the expected standard depth

understanding. Does not apply their learning.	understanding. Average application of learning.	understanding. Good application of learning.	of application and understanding. Very good application of learning.
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The National Curriculum sets out expectations for each year group and children will be assessed against those every year, so a child in Year 4 will always be judged in the first instance against the expectations for the end of Year 4.

So how will the process in school work? In the autumn term, the teachers will have had many opportunities to independently assess how the children are working following on from the detailed transition meeting from the end of the previous year.

At the start of each year group, every child will be continuing on their journey from their last assessment in the previous year; i.e. if your child was working at Year 2 Developing and they have now moved up into Year 3, they will continue to work their way through the Year 2 curriculum until they have acquired all of those necessary skills. This will result in your child being assessed as Year 2 Secure and then progressing into the Year 3 curriculum as Year 3 Emerging, when they are ready. (This is because they are being judged against the End of Year age related statements.)

By using their professional knowledge and judgement teachers will know what the children can already do and what they think the children can achieve. They will then give a forecast as to where they think a child will be by the end of the Year. So, for example, children in Year 3 could be given a forecast of 3E#?, 3D#? OR 3S#?. Only very exceptional children will have a forecast from a lower year group.

During the year, when we have conversations with you about your child's progress you will be given the position of where they are on this scale; you will be told whether your child is on track to meet their end of year target.

I hope that you find this guide useful to help you further understand why we assess your children and how assessment will be shared with parents and carers. The school website has a copy of non-negotiable skills the children are expected to have learnt during each academic year, as well as leaflets for parents.

Miss Coldwell
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