



St Francis CE Primary School Assessment Procedures Information Guide for Families

We are committed to meeting the requirements of the National Curriculum and the Department for Education's removal of the levelling system, whilst maintaining our school's agreed ethos and values. This booklet is designed to explain the removal of the levels system, set out our assessment procedures and answer some of the questions that you may have.

At St Francis we have developed clear assessment principles and practices which are implemented consistently, and to which all staff are committed. Our assessment practice is built around the curriculum informing classroom practice and helping improve teaching and learning. We are constantly seeking to improve our assessment practices too and so it is a continually evolving process.

The system of year group expectations

- Age related expectations which are steadily built upon, often over two years
- emphasis on depth of understanding to be developed through the primary years
- embedding deep and secure skills and knowledge

Q—How do we assess children's progress at St Francis?

A—In line with the 'National Curriculum 2014,' each Year Group has its own set of outcomes/objectives. These are required to be delivered by the end of that academic year within all Subjects, and in particular Maths and English. Teachers work extremely hard planning exciting, engaging and challenging topics and units of work against these clearly defined outcomes.

Each child's ability to access every outcome is assessed using the following statements to describe where they are on their journey

- The child is beginning to be aware of some of the objectives for their current year group.
- The child is beginning to understand the objectives for that year group.
- The child has greater confidence and ease with which they can apply their acquired knowledge.
- The child is able to examine information, make inferences, share opinions based on evidence and show the objectives in a different way.

Q—How are these judgements determined?

A -Fundamentally, judgements relating to your child's progress and their ability to access and work within a set of year group expectations are made using both Formative and Summative assessment opportunities:

Formative: The day-to-day assessment opportunities teachers take to assess progress of children. This is through, discussion, high quality feedback (both written and oral), appropriate activities, questioning (including using the revised Bloom's Taxonomy) and challenge. Every child is involved in their own learning and their next steps for improvement. They participate fully in setting their own learning targets and in the daily assessment of their work.

Summative: Teachers use fixed periods throughout the year to reflect on all the ongoing, formative assessment which has taken place. This informs an overall judgement made, relating to your child's abilities against expected outcomes for their year group.

Q—What happens if my child exceeds their year group expectations?

A—The teacher's daily formative assessment will equip them to identify these children and they will then provide opportunities for learning in greater depth and breadth of the curriculum. The children will be developing enhanced independence and application of the year group's objectives.

Q— What if my child does not meet the end of year group expectations?

A—Additional support and intervention will be provided (this may happen at any point throughout the year) to ensure the child has an understanding of the fundamental necessary concepts to enable them to progress appropriately. Further advice can be sought from the class teacher and our Inclusion Manager, Ms Mace.

Q—What statutory assessments are there?

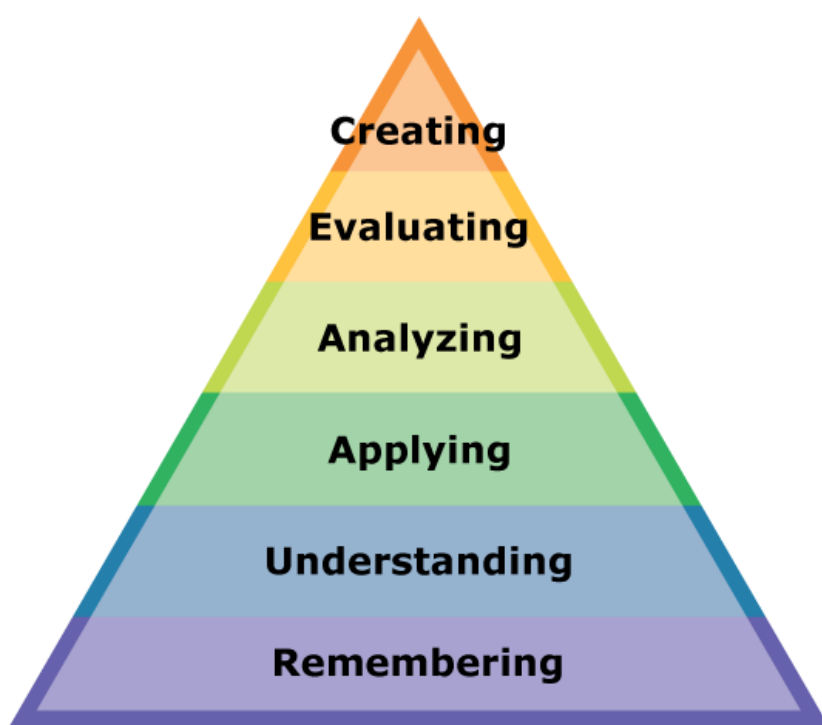
A—Year 1 Phonics Screening, End of Key Stage 1 (Year 2) and End of Key Stage 2 (Year 6) SATs tests in Reading and Writing (including spelling, punctuation and grammar), Mathematics, including arithmetic and reasoning papers, also teacher assessments for Science. They will be assessed using a scaled score which is based on the raw score achieved. A score of 100 will represent the National Standard. The annual report which goes out in July will include information about your child's attainment in relation to statutory assessment. Further to this, our school seeks out opportunities for external moderation, valuing the rigour and robustness of this practice.

Q— How will the school continue to assure high quality and robust assessment practice is in place?

A—This will be achieved through the wide-ranging and varied moderation practice which is embedded in the school calendar. Within school there are frequent opportunities for teachers to moderate all aspects of English and Maths across a range of year groups. A number of teachers are attending professional development this year with a focus of moderating assessment. There will be regular moderation meetings with teachers and senior leaders of a number of local primary schools.

Q—How can I help my child at home?

A—Providing daily opportunities to hear your child read and asking them questions to develop their understanding of what they have read, is very helpful. Also, by supporting frequent practise of key skills such as number facts and times tables. Do visit the classes pages of our website: for details of the National Curriculum. The revised Bloom's Taxonomy provides the cornerstone for our assessment judgements. Bloom's Taxonomy creates an important framework for teachers to use to focus on higher order thinking. By providing a hierarchy of levels, this taxonomy can assist teachers in designing performance tasks, crafting questions for conferring with children, and providing feedback on their work.



Remembering: recalling facts that have been learnt.

Understanding: demonstrating an understanding of facts and ideas by giving descriptions.

Applying: solving problems by applying acquired knowledge.

Analysing: examine and break information into parts and make inferences.

Evaluating: present and defend opinions by making judgments about information.

Creating: compiling information together in a different way by combining elements in a new pattern.



The branches and leaves - represent knowledge a child has developed over time.

The trunk - is the quality of the child's learning experience.

The roots – are the life long skills rooting the child; with the attitude to learn whatever the conditions, with greater confidence, competence and curiosity to face the uncertainties that life will surely present.

We use the imagery of **roots** bearing **fruits** when developing Christian Values within our children too.

'As part of the Department for Education reforms to the national curriculum, the system of 'levels' used to report children's attainment and progress has been removed (from September 2014) and will not be replaced.

By removing levels we will allow teachers greater flexibility in the way that they plan and assess pupils' learning. The programmes of study within the new National Curriculum set out expectations at the end of each key stage, and all maintained schools will be free to develop a curriculum relevant to their pupils that teaches this content. The curriculum must include an assessment system which enables schools to check what pupils have learned and whether they are on track to meet expectations at the end of the key stage, and to report regularly to parents.' (DFE 2014)