

In addition, each of the Key Stages across the school have other assessment systems which are statutory

Foundation Stage

All early years providers must complete an Early Years Foundation Stage Profile for each child in the final term of Foundation Stage (FS2/Reception). The main purpose is to provide an accurate assessment of your child at the end of the Foundation Stage. All parents are provided with a formal report at the end of the academic year which shows how your child has performed in each of the seven areas of learning, along with information about characteristics of learning. We also provide a report for our F1 children, which focuses on their Personal and Social Development, communication and Physical Development.

We will report your child as being one of the following in each of the seven areas:

Emerging – your child is beginning to understand how to do this.

Expected – your child is working at an age appropriate level in this area.

Exceeding – your child understand this area of learning very well.

Key Stage 1

At the end of KS1 (Y2), summative assessment includes National Curriculum Standards Tests in Reading, Writing, Maths and SPaG. These are statutory and known as SATs tests. Your child's teacher will use the results of these tests as well as work done over time to help them form an overall judgement of how well children have progressed against the curriculum in Y1 and Y2. In Year 1, children are required to take a Phonics Screening Check to ensure that their basic sound reading and blending skills are embedded. The results of this Check are reported at the end of the year.

Key Stage 2

Year Six pupils are required to take part in statutory assessments known as SATs tests. The Statutory Assessments include: Reading, Writing, Maths and SPaG. Your child will be assessed, by their teacher, throughout the year against the National Curriculum before completing the SATs tests in May. The tests, alongside teacher assessment, will provide information about how your child is progressing and the objectives they have met by the time they reach the end of KS2.

How can parents/carers help?

Children succeed when parents and school work together. There are many ways in which you can help your child to enjoy success in school:

Attendance – every lesson counts! Please ensure your child comes to school every day. If your child misses a lesson, they miss important input which cannot be assessed by the teacher – if they are absent repeatedly or for several days they miss chunks of learning which will show on their summative assessments. Children who miss important learning struggle to catch up when they return to school.

Homework – Homework is sometimes used to consolidate learning in lessons. Please ensure all homework is completed and handed in on time.

Reading – there is evidence to show that 10 minutes reading together each day has a big impact on your child's learning.

Maths – Practise your child's times tables with them. If your child knows their times tables this is a huge advantage to them in all areas of maths. Talk to your child's class teacher if you are unsure which times tables are appropriate for your child. There are lots of on-line games/apps you could also encourage your child to play.

Parent Consultation Days – Please join us for Parent Consultation – details are always on the newsletter. We can work together to ensure that your child achieves the very best that they can.

Workshops – We know that the way we teach has changed significantly in the past few years. Please join us for a workshop to find out more about teaching and learning at Rawmarsh Ashwood – look out for details on our newsletters!

Keep in touch – please see your child's teacher if you have any questions or concerns about any area of learning so that we can work together to help.



**Information Leaflet
for Parents**

Assessment

October 2016



What is Assessment?

We all know that children learn and make progress at different rates; children also differ in their learning and progress across different subjects.

Last year the Government told us that all children should be expected to achieve age related expectations and introduced new tests for Year 2 and Year 6 pupils. These tests, which are set externally, measure their attainment and progress and the Government uses this information to make judgements about schools across the country.

To ensure that all children in all year groups are on track to achieve the age related standards, at Rawmarsh Ashwood, we use two different forms of assessment throughout the school. These are called formative assessments and summative assessments.

What is Formative Assessment?

Formative assessment is ongoing assessment which shows teachers what your child understands or is able to do at a specific time; this can be within a lesson - for example a quick spelling test, pre or post-teach assessments, iPad games, review or responses to targeted questions. Teachers also mark work (sometimes with your child and sometimes away from your child).

Formative assessment is happening all the time throughout the school day and is very important as it ensures that teachers can fully support your child in their learning. Sometimes formative assessment is used immediately in lessons so that teachers can offer extra support or challenge straight away. At other times, formative assessment is added to our secure online tracking system.

What is Summative Assessment?

Summative assessment takes place at specific points during the school year and compares your child's attainment against age related expectations. Summative assessment also allows teachers to target children who are at risk of falling behind age related expectations for extra support. Extra support can include pre-teaching, structured intervention programmes or booster sessions.

How are these two systems used in school?

When teachers plan their lessons they use their very detailed knowledge of each child and the age related expectations for each year group and subject to plan appropriate lessons.

During all lessons teachers use formative assessment and make notes about how children have performed

- Do they need to repeat something?
- Do they need more input?
- Do they need a challenge? (to deepen learning)?
- Are they ready to move on to the next piece of learning?

When a child has achieved an objective, this is recorded on our electronic assessment tracker. All of this information provides a detailed picture of your child's learning as the year progresses.

Each term we look at this information to ensure your child stays on track to achieve age related expectations by the end of the academic year and Key Stage.

How are Parents/Carers kept informed?

We do this by providing information at the parent consultation evenings held in the Autumn and Spring term. For some pupils we also hold termly structured conversation meetings.

All parents are provided with a formal report at the end of the academic year which shows how your child has performed against each objective in reading, writing (including SPaG) and maths over the year. Our electronic tracking system uses a code to show your child's progress which will be sent to you in their end of year report:

The key to the abbreviations we use:

Novice	Your child is beginning to understand how to do this but still needs adult support to be successful.
Apprentice	Your child is progressing with their understanding of this objective and has shown they can complete this independently within a lesson.
Qualified	Your child understands this objective and has demonstrated this on a number of occasions independently.
Mastery	Your child has demonstrated they can apply their knowledge in a number of ways, across the curriculum. They have deeper understanding and can clearly explain their thinking.