



## UNDERSTANDING ASSESSMENT

*How, when & why we assess your child*

### REPORTING TO PARENTS

We report to parents throughout the school year, so that you have a clear picture of how your child is progressing. For the current academic year, we will report to parents as follows:

- Settling-in Report – first 6 weeks of new academic year or commencement at NAIS
- 9th March – Mid-Year Report
- 18/19th March – Parents' Evening
- 22nd June – End of Year Report
- 24th / 25th June – Parents' Evening

As always, if you have any questions or concerns about your child's progress outside of these reporting periods, please email your child's teacher.

### ASSESSMENT FOR LEARNING

#### How Often Do We Assess Pupils?

Every 45 minutes!

During each lesson teachers monitor children's progress towards the curriculum objectives and their personal targets. They then use this information to plan future lessons and strategies to support their pupils. We call this Assessment for Learning or "AFL".

AFL is different to assessment of learning. Assessment of learning is a snapshot of what pupils have learned to date and is also an important part of our assessment process. More on this below.

#### Marking and Feedback

One of the ways we regularly assess is through marking pupils' work.

Most schools have a policy on marking and feedback and may use a range of strategies including; highlighting the learning intention and success criteria, using stamps or agreed symbols, writing comments, rewarding with stickers or house points, showing errors by underlining or circling...the list is endless!


Many of these methods can be used with similar levels of success so ultimately it is important to choose a method that the pupils relate to. So we have discussed with our pupils how they want to receive feedback and what they find effective. We know that all children are different and what inspires and excites a Year 1 pupil won't necessary work for a nine year old.

While ticks, stickers and smiley faces give pupils instant feedback on their work, it is not enough information to promote progress or address misconceptions and areas of difficulty. Pupils need to understand what the symbols mean.


Year 1 Example:

**How we mark in Year 1**

**English**




Teachers mark in **green** pen


 = 1 house point


WALT = We Are Learning To  
WILF = What I'm Looking For  
The WALT and WILF will be highlighted


**Green** = I've achieved this  
**Orange** = I've almost got it  
**Pink/ Red** = I've found this tricky and need more help


*This will be showed on all our work to explain what we have been learning and how we have achieved.*


 = A star, something I've done very well and worked very hard on.

 = A wish, this is my target, what I need to improve on next time.

 = This is what I've done really well.

 = A tricky word or a word I need to learn how to spell. It will be written correctly underneath my work where I can practise it.

 Missing full stops and capital letters are circled.

 = this doesn't make sense.







TLA – Teaching and Learning Assistant support

I – Independent work

CT – Class Teacher (I was working with the class teacher)

VF – Verbal Feedback given (My teacher spoke to me about my work)

### Year 3 Example:

Marking Scheme.	
Mark	What it means
WALT✓	You have achieved the WALT
WALT✓✓	You have gone further in your learning than expected.
WALT?	We are unsure if you have achieved the WALT
	You have tried very hard in this lesson
	You have completed your task but could you have tried harder?
	You could have tried much harder this lesson
	This is what we would like you to try to do next lesson, this is your next steps in learning.
<b>This is what you have done well today</b>	
	Your work has been peer assessed (by friends)
<b>Word is Underlined</b>	You have not spelt this word correctly
<b>Wiggly line underneath</b>	This does not make sense
<b>Green highlighter</b>	This is a great example of what we were learning
<b>Pink highlighter</b>	This is an area you could have made better
	You have done a great job today, very well done
<b>HP</b>	You have been awarded a housepoint
<b>We also agreed not to:</b>	
<b>Use Rx3</b>	Write long comments
<b>Not use crosses in marking the work</b>	Write corrected words amongst the work and write them at the bottom instead

### What About Consistency?

Consistency is often so important when working with children, but we have found that tailoring our feedback so that it is relevant to a particular group is far more effective than a 'one size fits all' approach.

To ensure standards are maintained throughout the school, the Senior Leadership Team monitors books regularly and provide teachers with feedback. Year Team Leaders moderate books within their year group to make sure these targets are met and ensure consistency across the year group.


To be effective the marking process should be a dialogue between the teacher and the child.

For this reason teachers build in time for pupils to reflect on their work and record this. For younger pupils this may be done through 'traffic lights' on their work. Older children will often respond to teacher comments and prompts by writing their own.

Here are some examples:

Year 2:

Monday 15th September 2014  
 LO: To use adjectives to describe  
 Success Criteria  
 I can listen to a story  
 I can think about the different types of characters  
 I say why a character is good and bad  
 I can give reasons for my ideas linked to the text  
 I can use adjectives to describe the different characters



Describe this character:

happy friendly clever  
 caring angry beautiful  
 rude handsome evil  
 helpful smart moody  
 honest ugly kind  
 wicked nasty scary  
 cross shy mean pretty  
 horrible sly polite  
 grumpy calm furious  
 unkind fierce bold

The PRINCE IS KIND  
 The PRINCE IS KIND  
 Why is the Prince kind? He looks after the people

ABCDEFGHIJKLMNOPQRSTUVWXYZ  
 abcdefghijklmnopqrstuvwxyz

Year 5:

LO: To add and subtract fractions with the same denominator  
 13/1/15

Strategy (What are you going to use to help you with your learning?)	Traffic light	Peer/teacher assessment
carrot on string	<span style="background-color: yellow;">   </span> <span style="background-color: green;">   </span> <span style="background-color: red;">   </span>	✓

①  $\frac{2}{8} + \frac{2}{8} = \frac{4}{8} = \frac{1}{2}$     ②  $\frac{8}{10} + \frac{2}{10} = \frac{10}{10} = 1$     ③  $\frac{4}{8} + \frac{3}{8} = \frac{7}{8}$

④  $\frac{7}{10} - \frac{5}{10} = \frac{2}{10} = \frac{1}{5}$     ⑤  $\frac{3}{7} + \frac{5}{7} = \frac{8}{7} = 1\frac{1}{7}$     ⑥  $\frac{8}{10} + \frac{5}{10} = \frac{13}{10}$

⑦  $\frac{5}{20} + \frac{6}{20} = \frac{11}{20}$     ⑧  $\frac{2}{4} - \frac{5}{4} = -\frac{3}{4}$     ⑨  $\frac{1}{4} + \frac{2}{4} = \frac{3}{4}$

⑩  $\frac{1}{3} - \frac{1}{3} = 0$     ⑪  $\frac{4}{5} + \frac{1}{5} = \frac{5}{5} = 1$     ⑫  $\frac{4}{5} - \frac{2}{5} = \frac{2}{5}$

⑬  $\frac{7}{8} - \frac{5}{8} = \frac{2}{8} = \frac{1}{4}$

Excellent work!  
 Well done

Next step: Simplify these fractions

$\frac{4}{8}$      $\frac{6}{16}$      $\frac{9}{12}$      $\frac{50}{100}$

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## **ASSESSMENT OF LEARNING**

### **1. Assessment Week**

Three times a year (once a term) we run an ‘assessment week’ for all pupils. During this week teachers will assess children’s learning in reading, writing, phonics and maths.

For the older pupils this usually takes the form of a test or exam paper as we believe it is important to develop their exam skills prior to starting secondary school.

Our younger pupils are assessed in small groups or individually by the teacher. Often the assessments are presented as fun quizzes and in most cases the children will not know that they are being assessed at all. While the information we gather from assessments is vital for us to ensure that all pupils make progress we do not want children to feel anxious or worry about tests and exams.

#### **Pupil Progress Review – How Do We Use Assessment Results?**

Teachers record the results of these assessments and monitor each child’s progress.

Following each assessment week teachers meet with the Senior Leadership Team to discuss each pupil and together we decide on how we can further support every child to make excellent progress.

Teachers will then share targets with pupils and parents so that they are aware of what to focus on. Detailed information about children’s attainment and progress is shared through school reports and parents evenings.

### **2. Annual Assessment – GL Assessments**

In addition to the three Assessment Weeks each year, our pupils periodically sit standardised, internationally-recognised assessments.

#### **All Pupils: Progress in Maths (PiM)**

This tests a pupil’s mathematical skills and concepts at a given point in the year (June). The test has visual instructions, so that reading is not a factor.

We use a paper version for Year 1 and the digital test from Year 2 onwards.

#### **All Pupils: Progress in English (PiE)**

Progress in English tests a pupil’s reading and writing ability. The assessment consists of non-fiction and fiction comprehension passages and involves writing tasks and spelling and grammar exercises.

PiM and PiE are used to monitor pupil progress year on year to over 500,000 pupils per year. We provide feedback to parents so that they can see their child’s progress.

#### **Year 4 to 7: Cognitive Ability Tests**

As well as the PiE and the PiMs, our older pupils will periodically sit the standardised Cognitive Abilities Test (CAT). This is the most widely used test of reasoning ability, with over 1,000,000 pupils tested last year. Some of you may be familiar with the CAT as it is also the test that many of our pupils (Years 3 to 7 only) sat during their NAIS assessments before starting school.

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CAT 4 testing is a digital test which provides a comprehensive profile of a pupil's reasoning abilities and, as such, the core abilities related to learning.

The CAT allows us to efficiently and objectively (i) track individual and group performance, (ii) measure the impact of intervention and (iii) inform our teaching and learning outcomes.



### What Do the These Assessment Tests Show?

Both the PiM/PiE and the CAT assessments show two very important indicators of how your child is progressing:

- The SAS or 'Standardised Average Score'
- Percentile Rank

The SAS is the most important piece of information derived from any standardised test. It is based on the pupil's raw score (the number of questions answered correctly) which has been adjusted for age and placed on a scale that makes a comparison with a nationally representative sample of pupils of the same age across the UK.

The average score is 100 and GL Assessments define scores between 85 and 115 as the average 'range'.

The Percentile Rank indicates the percentage of pupils in an age group who have obtained scores *below* a particular score. For example, a pupil with a percentile of 70 has a score which was as good as, or better, than 70% of the sample for his or her age group.

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### **3. Reading Test: Suffolk Reading Scale**

In addition to running reading records kept by the teacher and the annual PiE test, we also use the Suffolk Reading Scale.

This assesses reading ability using a multiple choice sentence completion format and provides additional information about pupil attainment and progress.

All these tests are designed to provide an assessment of your child at a set point in time. They should not be viewed in isolation and are analysed alongside the on-going assessment by the class or subject teacher.

**Please contact your child's class teacher if you have any questions about our assessment process.**