

# Assessment, Reporting and Rewarding in Years 1 to 6

**By Elizabeth Westwood,  
Head of Primary**

# Thank you for attending our workshop.

This workshop is for parents of children aged 5-12 and will explore our updated reporting system. The aim is:

- To share the assessment and reporting timeline for 2020 -21
- To explain how we assess children
- To share what reports will look like this year and how they will be used in conjunction with SPTCs
- To share more information about our reward system – Class Dojo





# Assessment and Reporting Timeline

Late September Settling report

Late October Assessment Point 1

Student Parent Teacher Conference 1. Early November

(Next year we will be reverting to reports followed by SPTCs for the autumn term)

Autumn report – Wednesday 9 December

Mid March Assessment Point 2

Early April Spring report – Thursday 1 April

Student Parent Teacher Conference 2 immediately follows to discuss the report.

Wednesday 14 & Thursday 15 April

Late May Assessment Point 3

Summer report – Wednesday 23 June (TBC)



# Assessments

## Years 1 to 6

**Assessment will look slightly different in the separate phases of the Primary School.**

For most years and at most assessment points, we are going to use standardised tests from the National Foundation for Educational Research (NFER). These are based on the UK National Curriculum.

Having used these for end-of-year KS2 assessments in the past and found them useful, we were planning to use them for all three data points last year.

We have now used them for the first two data points this year and will use them once again for data point three.

These will allow us to 'dig deeper' in order to inform teaching and learning while reliably monitoring attainment and progress. Alongside teacher judgement, they will inform the termly age-related attainment judgement.



# Assessments

## Years 1 to 6

### **Students (and parents) should not panic!**

These assessment points are all designed for students to show us what they can do and are offered as opportunities for them to be successful.

Students new to English or those with some difficulties will be sitting assessments suited to their needs and this will be reported accordingly. They will also be delivered in such a way as to avoid putting our students, especially our younger ones, under any undue pressure while still exposing them to experiences needed for their future learning.

Staff are very experienced in delivering these assessment weeks and will be supporting students at each point.



# Assessment

## Years 1 – 6 Term 1

**Term 1 gives a baseline from which to monitor progress within the school year.**

Year 1 will be using teacher assessments for reading, maths and phonics.

Year 2 will have NFER tests in reading and maths and a phonics assessment.

Years 3 – 6 will have NFER tests in reading, maths, grammar and punctuation and spelling.



# Assessment

## Years 1 – 6 Term 2

**Term 2 are diagnostic tests and identify areas of strength.**

Year 1 will have NFER tests in reading and maths and a phonics assessment.

Year 2 will have NFER tests in reading and maths and a phonics assessment.

Years 3 – 6 will have NFER tests in reading, maths, grammar and punctuation and spelling.



# Assessment

## Years 1 – 6 Term 3

**Term 3 summarise attainment and track progress within a school year and then year-on-year.**

Year 1 will have NFER tests in reading, maths and a phonics assessment.

Year 2 will have a SATs – style test in reading and maths and a phonics assessment.

Years 3 – 5 will have NFER tests in reading, maths, grammar and punctuation and spelling.

Year 6 will have a SATs – style test in reading, maths, grammar and punctuation and spelling.





# Assessment

## Years 1 – 6 Term 3

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Year 6 will have a SATs – style test in reading, maths, grammar and punctuation and spelling.



# Assessment

## Years 1 to 6

Over to you!

On your tables you will find 3 different envelopes.

In each there are a selection of sample questions from the NFER papers for different year groups.

Envelope 1 – Maths

Envelope 2 – Reading

Envelope 3 – Grammar

Please feel free to have a go at answering some of the questions (or not!), this is to give you an idea of how we assess and the kind of things your children will be doing.





# Autumn and Spring Reports

Class teacher comment, personal and social learning grid, reading, writing and maths comments.

Age-related attainment and effort grades for reading, writing and maths.

Effort grades for Mandarin/Dutch/EAL, MFL, PE and music.





# Summer Report

Full report containing written comments for all subjects as well as age-related attainment and effort grades for reading, writing and maths.

Attainment data for these subjects will also be shared.

We are looking at ways in which we can give you more information regarding your child's progress across the year not just in the core subjects.

We are currently setting up a report working party and will begin by looking at the summer reports for this academic year. Following that, we will move on to autumn and spring next year to see how we can make further improvements.



# Class Teacher Comments

## An example

Child A has had an excellent beginning to the year, growing in confidence across all areas of school life. Her bright and friendly personality has shone through, demonstrated by her strong relationships with both friends and adults. She demonstrated excellent teamwork throughout the term, completing many projects with peers. Child A has shown a maturing side to her personality, taking the responsibility of carrying the class's belongings to and from break and lunch times. Her growing maturity was perfectly highlighted by her being voted the class student council representative at the beginning of this term. Child A's attitude in the classroom led to her being the class star of the week.



# Assessment and reporting

## Years 1 to 6

<u>Personal and Social Learning</u>	With Encouragement	Sometimes	Often	Consistently
Expresses emotions appropriately			√	
Collaborates well in group activities			√	
Displays independence			√	
Reflects on and talks about own learning		√		
Interacts with peers in positive ways			√	
Displays resilience				√
Respects the ideas, feelings and needs of others			√	
Is enthusiastic about learning			√	
Makes positive choices with confidence			√	
Resolves conflicts in a positive manner			√	
Interacts with adults appropriately				√



# Mathematics

Child A has worked well this term. Her accuracy and speed of mental recall has increased and she is now able to use a wider range of methods to solve problems. Child A has benefitted from regular times table practise and is now proficient. Child A has worked with a range of different measures, including length, weight and time. She has begun to see how times tables link not only to division and should now focus on comparing different fractions.

Age-related attainment	Working toward expected level	Working at expected level	Working above expected level	Working well above expected level
Displays Effort	With Encouragement	Sometimes	Often	Consistently



# Reading

## Years 1 to 6

Child A has some fluency and expression when reading. She has begun to take account of speech marks and punctuation. Her vocabulary is growing thanks to regularly reading at home and in school, and by reading appropriately challenging books. Child A is beginning to answer simple information retrieval questions in both fiction and non-fiction texts. She can read aloud to the class and would now benefit from reading more loudly and clearly.

Age-related attainment	Working toward expected level	Working at expected level	Working above expected level	Working well above expected level
Displays Effort	With Encouragement	Sometimes	Often	Consistently





# Writing

## Years 1 to 6

Child A has shown a good attitude towards her writing so far this year. She has planned and written a range of different texts, including information pages and narratives. Child A has shown good commitment to improving her presentation and this has been rewarded by her achieving a 'Pen Licence'. She has begun to use different clauses to vary her sentences and interest the reader and should now focus on this in order to improve further.

Age-related attainment	Working toward expected level	Working at expected level	Working above expected level	Working well above expected level
Displays Effort	With Encouragement	Sometimes	Often	Consistently



# Other Subjects

## Mandarin

Effort	With encouragement	Sometimes	Often	Consistently
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## Music

Effort	With encouragement	Sometimes	Often	Consistently
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## Physical Education

Effort	With encouragement	Sometimes	Often	Consistently
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## Spanish

Effort	With encouragement	Sometimes	Often	Consistently
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## STEAM

Effort	With encouragement	Sometimes	Often	Consistently
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# Assessment and Reporting

## Years 1 to 6

Grade	Description
Consistently	Effort is consistent and sustained, often going beyond what is expected. This exemplary attitude means that achievement is consistently high and frequently leads to excellent attainment.
<u>Almost Always</u>	The pupil almost always demonstrates a high degree of effort and application in all areas. This has a very positive impact on learning.
<u>Sometimes</u>	Effort and focus is sometimes good. This frequently has a positive impact on attainment.
<u>With Encouragement</u>	Effort is shown only with encouragement and is below what we would expect from a student at DISG. This can negatively affect attainment.

Age-related attainment	Description
<u>Working well above expected level</u>	Excellent level of attainment. Continually working and performing at an excellent standard in all areas of the subject. Skills are consistently applied in a range of complex situations.
<u>Working above expected level</u>	High level of attainment. Continually working at a high level throughout the subject and skills are consistently applied in a range of situations.
<u>Working at expected level</u>	Solid level of attainment. Content is mostly understood and skills are beginning to be applied in a range of situations. Some areas are still identified to continue developing and improving.
<u>Working towards expected level</u>	Attainment is working towards expected. Regular support and scaffolding is required to fully understand curriculum content.



# Homework

Our policy is under revision to reflect what our students need and will be shared with parents once it is finalised. It will be a summary of previous learning and designed for students to complete independently.

There will be guidelines as to length of time taken for each year group, gradually building up in order to prepare students for secondary school.

Tasks will be a mixture of formal written, practical, speaking and listening and online tasks depending on subjects and ages.

All homework will be marked as necessary, always celebrated and discussions had with students. Excellent pieces are also often shared as 'What a Good One Looks Like'.



# Rewarding



# ClassDojo

You may have heard your child talk about being given a 'dojo' and wondered what on earth it is!

Quite simply, a dojo point is a reward token designed to reward specific behaviours in our school.



# Rewarding



## ClassDojo

We have just launched our 5 Core Values as part of our calm school programme.

These are:

Identity

Kindness

Honesty

Respect

Responsibility

Children now receive dojos for showing behaviours linked to these. They are deliberately not linked to academic achievement.

Dojos are also linked to house points, so each dojo a child receives goes towards their house point total.

The house with the most points at the end of the year will win the annual house trophy.





## Approaches to assessment, reporting and rewarding

Essentially, our aim is much more than grade based outcomes. We are aiming to develop well-rounded learners who are equipped to succeed as they move through the primary school and beyond.



**Thank you :)  
Questions?**



