

## Assessment Information for Parents and Carers

This information has been put together to inform you on the assessment procedures we have in place here at St. Joachim's.

Effective Assessment Systems should;

- Give reliable information to parents about how their child, and their child's school is performing
- Help drive improvement for pupils and teachers
- Make sure the school is keeping up with external best practice and innovation

## Different forms of assessment

St Joachim's staff have developed their own approach to assessment which aims to meet the needs of the pupils, parents, staff and curriculum. Statutory teacher assessment at the end of the key stage is just one part of the broader assessments that teachers make. There are 3 main forms of assessment in schools:

1. Day-to-day formative assessment – to inform teaching on an ongoing basis
2. In-school summative assessment – to understand pupil performance at the end of a period of teaching
3. National statutory summative assessment – to understand pupil performance in relation to national expectations and comparisons

## Early Years Foundation Stage (Nursery and Reception)

Children in the EYFS will continue to be assessed against the Early Years Foundation Stage (EYFS) Profile. This consists of age bands with outcomes taken from the Development Matters document which makes it clear how children should progress from their on entry assessment in pre-school or nursery and work towards the Early Learning Goals for Reception aged learners.

During the children's time in the EYFS a pupil portfolio of work is collated. At the end of Reception the children are reported as either Emerging, Expected or Exceeding the Early Learning Goals in each area of the prime areas

(Personal, Social and Emotional Development, Communication and Language and Physical Development) as well as in Literacy and Mathematics.

Evidence in the EYFS is gathered through observations of learners, samples of work, and photographs of play and conversation records which demonstrate the child's understanding of a given concept. The school also makes use of an electronic system called 'Target Tracker' to record the experiences. Profiles and books are regularly shared with parents through open mornings, parent meetings, assemblies etc. Parents are also welcome to share information and home learning experiences with the school during these times, which is really useful in gaining a well-rounded picture of the child in all assessments.

## Key Stage One and Two (Years 1 – 6)

St Joachim's staff are teaching from the National Curriculum and are therefore covering all the requirements for the specific year groups. At the end of each unit teachers complete structured evaluations to assess the children's understanding. The unit evaluations have been devised to ensure continued progress throughout the year in line with age expected standards.

End of unit bands are monitored using 'Target Tracker' every half term and children are given appropriate targets which are also reviewed frequently. Targets for English, Mathematics, Science and RE are utilised by the children during lesson time, when a target is met they tick it off and date it, this is then checked off by the class teacher. This system ensures that children know their next steps to further develop their learning. Targets are shared and discussed with parents twice a year at parent's evenings.

Children are assessed against the each subject and unit in terms of whether, at each stage, they are Beginning (B/B+), Working Within (W/W+) or Secure (S/S+). Below is a table which shows how bands are developed throughout the school. Children are formally assessed each half term using the NFER test papers in reading, maths and grammar. Children are also assessed in writing.

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
NFER	NFER	NFER	NFER	NFER Statutory Y2 Statutory Y6	Y1 phonics