

Assessment changes

- With the introduction of the new National Curriculum in September 2014 the existing levelled system was removed due to too much focus on pupils crossing the next level threshold, rather than being secure in their understanding. (**Final report of the commission on Assessment without levels September 2015**)
- Last year Hexthorpe Primary replaced levels and used the terminology of 'Entering, Developing, Secure' statements. This however has been reviewed in light of further clarification as to the expectations of pupils and the concept of **deep conceptual understanding** (**Final report of the commission on Assessment without levels September 2015**).
- This report has clarified our expectations of deeper learning (ensuring all pupils know, apply and understand the matters, skills and processes specified in the relevant programme of study/age appropriate curriculum (**Final report of the commission on Assessment without levels September 2015**).
- The majority of pupils will start each new year group working towards the national expectations for that new year group, as they have not yet met the new year group curriculum. As they are taught the programmes of study for their year, they will move towards having secure attainment for each age group.
- Children's attainment will be presented in terms of whether they achieve the **national age related expectations** for their year group, usually during the summer term. This is the language we will use to talk about your child's attainment.
- **Working below national age related expectation**
- **Working towards the national age related expectation**
- **At national age related expectation**
- **Exceeding their national age related expectations**

Language of Learning

At Hexthorpe we encourage the children to use our 5 Cs to talk about their learning.

Curiosity.

- I can find things out.
- I can ask questions.
- I am curious about...
- I know different ways of finding answers.
- I will research.

Challenge.

- I can talk about what I have learnt.
- I am able to explain the purpose of my learning.
- I will teach someone else my learning.
- I know how to challenge myself and learn from my mistakes.
- I can apply previous knowledge/learning to new situations.

Collaboration

- I can work with a partner.
- I can work with other people to do things.
- I am part of a team.
- I will listen and share.

Creativity.

- I can be creative.
- I can think of new ideas.
- I will use my imagination.

Confidence.

- I am confident.
- I am confident to try new things.
- I will always have a go.

ASSESSMENT

A guide for parents
about the assessment
arrangements of pupils
at Hexthorpe Primary
School.

November 2015

Why do schools assess children?

There are three broad overarching forms of assessment, each with its own purpose.

Day-to-day in-school formative assessment, for example:

- Question and answer during class
- Marking of pupils' work
- Observational assessment
- Regular short re-cap quizzes
- Scanning work for pupil attainment and development

In-school summative assessment, for example:

- End of year exams
- Short end of topic or unit tests
- Reviews for pupils with SEN and disabilities

Nationally standardised summative assessment, for example:

- National Curriculum tests at the end of Key Stage 2
- National Curriculum teacher assessments at the end of Key Stage 1

School Assessment Information Y1 to Y6

Teachers at Hexthorpe Primary School are assessing children all the time, constantly considering how well they have understood their learning and what the next steps are.

- Teachers use assessment strategies to assess reading, writing, spelling, punctuation and grammar (SPaG) as well as maths. These are used to set targets for your child (formative assessment).
- Teachers will regularly talk to children about their next steps so that they know the things they need to focus on.
- We will also track progress by recording electronically; we are currently reviewing this system.
- Teachers submit summative assessment information at set points during the year, these are discussed with school leaders to check that your child is making expected progress appropriate for them.

- Children's attainment/progress will be shared throughout the year with parents at parents evenings each term and targets sent home for you to support your child with. **(Please note-in school summative assessment is gathered at the end of each term as recommended by (Final report of the commission on Assessment without levels September 2015-limited use of standardised tests may be used to inform this).**
- Moderation of our assessment is moderated and quality assessed internally and across different schools.
- Therefore the parents' evenings in November will focus on behaviour for learning, attitude, effort and attendance as the majority of pupils will be working at below age related expectations.
- Hexthorpe Primary School's ambitious long term goal is for the majority of pupils to achieve at their year group's expectations by the end of the year.
- Hexthorpe Primary School is working with similar minded schools to ensure that accurate judgements are made.