



# Parent Information Evening

08.03.22

Assessment at the Lower School



# Reading is assessed using:

PM Benchmarking - assesses reading accuracy, fluency and understanding

Half termly phonics assessments in Reception and KS1

Pira assessments - Assessing reading comprehension

Practice SATS assessments in Year 2 and Year 6

Teacher Assessments

Decodable reading books

Reading records and parent comments

Reading moderation termly

# Writing is assessed using:

Ongoing daily teacher feedback and assessment

Teachers planning matches the learning to meet the needs of each pupil based on learning produced in lessons

Feedback from teachers is given to help children improve parts of their writing either verbally, 1:1 conferencing, in small groups or written comments in the pupil's book.

Writing is in most subjects and teachers provide children with a model example of what is expected in every piece of writing so the children can see what they are expected to produce from a good model.

Focus teaching groups in lessons

Termly writing moderation

# Maths is assessed using:

Ongoing daily teacher feedback and assessment

Teachers planning matches the learning to meet the needs of each pupil based on learning produced in lessons

Puma assessments - assessing the children's maths knowledge in all areas

Practice SATS in year 2 and 6

Feedback from teachers is given to help children improve parts of their maths either verbally, 1:1 conferencing, in small groups or written comments in the pupil's book.

Termly moderation sessions

Focus teaching groups in lessons

Multiplication Facts practice

# Foundation subjects are assessed using:

Ongoing daily teacher feedback and assessment

Teachers planning matches the learning to meet the needs of each pupil based on learning produced in lessons

Planned assessment questions in every lesson from the National Curriculum to assess each child's understanding of the learning covered which is recorded and half termly assessments are made for each child

Overall assessment made at the end of the year based on all the evidence collected throughout the year

# Children in Reception are assessed using:

Ongoing daily observations assessing children's progress in the 17 areas of learning. These are added to the 2 Simple assessment tool and parents receive weekly observations online

Termly parents evenings - Parents receive an email of the child's learning journal to that point

Termly moderation with phase leader

# Statutory Assessments

EYFS Benchmarking on arrival in Reception Year

Year 1 phonics check in June

Year 2 SATs assessments in May

Year 4 Multiplication check in June

Year 6 SATs assessments in May

Parents Evenings

End of year reports to parents in July

# Target Tracker

Is an ongoing online assessment tracker which we use to record our assessments, track children's progress throughout the year and report to parents in the end of year reports

We use Target Tracker for:

Reading, Writing, Maths and Science

Target Tracker consists of statements from the National Curriculum for each year group which is completed for every single child in the school.

The statements have just been updated to meet the New National Curriculum objectives and you will be able to find them on the school website tomorrow.



# Here is an example of the statements we use . It is taken from Year 3 Maths.



EES *for schools*

Band 3 - Maths All



Steps

## Number and Place Value

Count from 0 in multiples of 4, 8, 50 and 100; find 10 or 100 more or less than a given number.

*I can count from 0 in multiples of 4, 8, 50 and 100 and can find 10 or 100 more or less than a given number.*

Recognise the place value of each digit in a three-digit number (hundreds, tens, ones).

*I can recognise the place value of each digit of a number with hundreds, tens and units.*

Compare and order numbers up to 1000.

*I can compare and order numbers up to 1000.*

Identify, represent and estimate numbers using different representations.

*I can find, show and estimate numbers using objects and pictures.*

Read and write numbers up to 1000 in numerals.

*I can read and write numbers up to 1000 in numbers.*

Read and write numbers up to 1000 in words.

*I can read and write numbers up to 1000 in words.*

Solve number problems and practical problems involving these ideas.

*I can solve number and word problems.*

## Addition and Subtraction

Add and subtract numbers mentally, including a three-digit number and ones.

*I can add and subtract numbers in my head, including a three digit number and ones.*

Add and subtract numbers mentally, including a three-digit number and tens.

*I can add and subtract numbers in my head, including a three digit number and tens.*

## Fractions

Count up and down in tenths; recognise that tenths arise from dividing an object into 10 equal parts and in dividing one-digit numbers or quantities by 10.

*I can count up and down in tenths, and know that tenths are made from dividing an object into 10 equal parts and in dividing one-digit numbers or quantities by 10.*

Recognise, find and write fractions of a discrete set of objects: unit fractions and non-unit fractions with small denominators.

*I can write and find fractions for a set of data and can recognise fractions with small denominators.*

Recognise and use fractions as numbers: unit fractions and non-unit fractions with small denominators.

*I can find and use fractions of numbers e.g.  $1/4$  of 8 = 2 and  $3/4$  of 8 = 6.*

Recognise and show, using diagrams, equivalent fractions with small denominators.

*I can identify and show equivalent fractions.*

Add fractions with the same denominator within one whole e.g.  $5/7 + 1/7 = 6/7$ .

*I can add fractions with the same denominator within one whole.*

Subtract fractions with the same denominator within one whole e.g.  $6/7 - 1/7 = 5/7$ .

*I can subtract fractions with the same denominator within one whole.*

Compare and order unit fractions, and fractions with the same denominators.

*I can compare and order fractions with the same denominator.*

Solve fraction problems.

*I can solve fraction problems.*

## Measurement

Measure, compare, add and subtract: lengths (m/cm/mm); mass (kg/g); volume/capacity (l/ml).

*I can measure, compare, add and subtract: lengths (m/cm/mm); mass (kg/g); volume and capacity (l/ml).*

Measure the perimeter of simple 2-D shapes.

*I can measure the perimeter of simple 2-D shapes.*

Add and subtract amounts of money to give change, using both £ and p in practical contexts.

*I can add and subtract money giving, change and using pounds and pence. I can do this with real coins and notes.*

Tell the time from an analogue clock, including using Roman numerals from I to XII, and 12-hour and 24-hour clocks.

*I can tell the time on a clock face. I can do this if it uses Roman numerals from I to XII, and I can use 12-hour or 24-hour clocks.*

Write the time using an analogue clock, including using Roman numerals from I to XII, and 12-hour and 24-hour clocks.

*I can write the time on a clock face. I can do this if I use Roman numerals from I to XII, and I can use 12-hour or 24-hour clocks.*

Estimate and read time with increasing accuracy to the nearest minute, record and compare time in terms of seconds, minutes and hours, use vocabulary such as o'clock, a.m./p.m., morning, afternoon, noon and midnight.

*I can estimate and read the time to the nearest minute. I can record time in seconds, minutes and hours. I can use the words o'clock, a.m., p.m., morning, afternoon, noon and midnight.*

Know the number of seconds in a minute and the number of days in each month, year and leap year.

*I can tell you the number of seconds in a minute and how*

# Social and Emotional Development

We are also very aware of our children's social and emotional development and how this has an impact on our children's learning.

Where it is noticed that children are struggling with the social or emotional development, these children are provided with interventions, in-school support or a referral is made for out of school support. These children are tracked weekly in SLT meetings and with teachers and parents to ensure that progress is being made.

We value our parents support in this area of our children's development

We ensure that parents are regularly informed during any intervention process