



Assessment

St. George's School
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Assessment
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1. Introduction

- 1.1. In 2014 a new National Curriculum was introduced and with this change came the removal of National Curriculum levels. Instead children were to be assessed by age related standards for each subject. These Age Related Expectations are used in order to track progression and allow judgments of progress to be made in the following ways:

End of Key Stage 1

1.2. Mathematics, Reading and Writing

- Below expected National standard
- Working towards expected National standard
- Meeting or at National standard
- Exceeding or Mastery standard

End of Key Stage 2

1.3. Writing

- Below expected National standard
- Working towards expected National standard
- Meeting or at National standard
- Above National standard
- Mastery standard

1.4. Reading

- Meeting or at National standard

1.5. Mathematics

- Meeting or at National standard

1.6. Science

- Meeting or at National standard

2. How we assess at St. George's School

- 2.1. At St. George's Independent School we feel assessment is an integral part of our teaching and should be used to inform planning. We aim to make assessment an ongoing process which will enrich learning alongside the formal set of tests.

3. Measuring Progress

- 3.1. At St. George's we track progress using Teacher Assessment. These judgments will be made in accordance to the Age Related Expectations (A.R.E's) and alongside the Interim Framework in Year 2 & 6. Evidence for progress will be collected throughout the year.
- 3.2. Each child will be working towards age related expectations e.g. Year 1 = 1 this forms the number part.
- 3.3. Each standard is then split into 3 bands: Working towards = W, Meeting = M and Exceeding = E, based on how well they are doing. This gives us a letter.
- 3.4. If a child is doing well within a band but is not quite at the next band then you give them a +. If a child is not secure in that band but above the one below you can give them a -.
- 3.5. This means that are potentially nine stages for the children to progress through each year.
- 3.6. For example a Year 4 child who is doing well but not quite exceeding the expected standard would be given a 4M+ or a Year 2 child who is working towards the expected standard but is finding it a struggle would be given a 2W or 2W-.
- 3.7. This form of measuring progress will allow us to make predictions and track each individual's progress thoroughly through the year.

4. Measuring Attainment

- 4.1. Attainment is measured using a whole school set of formal tests once a term. These are linked to the new national curriculum. At the end of each Key Stage (Year 2 and 6) national tests (SATs) are used in Term 3. These assessment results are tracked and monitored throughout the year.

5. Assessment Timetable

Term 1

5.1. Years 1, 3, 4 & 5

- Teacher Assessment against the A.R.E's (Progress)
- Formal Tests (Attainment)

5.2. Years 2 & 6

- Teacher Assessment against the A.R.E's and Interim
- Framework (Progress)
- Formal Tests (Attainment)

Term 2

5.3. Years 1, 3, 4 & 5

- Teacher Assessment against the A.R.E's (Progress)
- Formal Tests (Attainment)

5.4. Years 2 & 6

- Teacher Assessment against the A.R.E's and Interim
- Framework (Progress)
- Formal Tests (Attainment)

Term 3

5.5. Years 1, 3, 4 & 5

- Teacher Assessment against the A.R.E's (Progress)
- Formal Tests (Attainment)

5.6. Years 2 & 6

- Teacher Assessment against the A.R.E's and Interim
- Framework (Progress)

- SAT's Tests (Attainment)

6. Reporting

6.1. At St. George's School we feel communication with parents and a pupil regarding their attainment and progress is essential. As a result we report in the following ways:

To Parents

6.2. Parents are informed of the progress and attainment their child is making by:

- Informal daily feedback at the start or end of the day
- Formal meetings arranged with a specific concern
- SEND meetings to discuss or review work
- Parents' Evenings twice a year (October and June)
- Written reports – one short (March) and one long (June)
- Regular updates to the website

To the child

6.3. We believe children should be involved in the assessment process and understand where they are and what they need to do next. The children have 'I can' targets set so they know exactly how they are progressing and what they need to do next. We also have informal feedback chats with the children.

To the School

6.4. We have review meetings which have a focus on particular groups. These look at the progress being made, noticeable trends that are developing and what we need to do in the future. A moderation of the assessments will be carried out each term as a group.

13 April 2016
Stuart Compton, Deputy Head Teacher