

Assessment at Stalham Infant & Junior Schools



At Stalham Infant & Junior Schools, we place a great deal of emphasis on regularly and correctly assessing children's performance in the curriculum in order that we can help them make the best progress throughout their time at school.

Our main reason for assessment is to find out where children are in their learning and what we need to do next to continue to help them move forwards in their learning. All of the assessment we do is done with a consequent action as a result of carrying out that assessment. We call this approach '*Assessment for Action*'.

Assessment for Action allows us to give a clear focus to what we are measuring, why we are carrying out the assessment and what we will do with the consequent results, data or outcomes. These assessments might be formal or informal.

All teachers informally assess their children on a daily basis and includes:

- asking probing questions
- regular review sessions in class about what they have been learning
- ensuring children know what they have to do to achieve the best standards by setting 'success criteria'
- giving children feedback on their work with comments or verbally

All this information contributes to teachers' knowledge about the children's learning, and so helps them to make plans for their next lessons.

We make notes on and discuss children's progress regularly at our termly pupil progress meetings, to make sure we are providing the right curriculum support for all. Where necessary, this allows us to put in additional support for children who may be finding some aspects of learning difficult, and to provide even more challenge when appropriate.

In addition to regular ongoing Teacher Assessment, we also follow statutory assessment guidance:

- At the end of the Early Years Foundation Stage, Reception children's attainment (as assessed by the teacher, and then externally moderated) is shared with parents.
- In Y1, all children take the 'Phonics Test'; they either reach the required standard or not. If they do not reach the required standard, we re-test them in Y2.
- In Y4, all children take the Multiplications Timetables Check.
- In Y6, all children take externally marked tests in reading, maths and spelling, punctuation and grammar. In addition, they are teacher assessed in science and writing. Children are checked to see if they have achieved the national standard for their age.

In year groups 1-5, children take tests in reading, maths and grammar, punctuation & spelling to help with Teacher Assessment through QLA processes.

Summative assessment - There is a 5 point range for English and Maths (Pre Key Stage, Working Below, Working Towards Standard, Expected Standard and Greater Depth Standard). We summatively assess using this scale every term.

Attainment in foundation subjects (such as History and Art) is also checked by Teacher Assessment, against the knowledge and skills the children are taught during the year. This assessment is carried out in relation to the '*Horizontal*' & '*Vertical*' progression we expect our children to make.

Horizontal learning is assessed against the clearly identified learning objectives and vocabulary outlined in our overarching subject planning. This is across the individual year groups and built upon as children experience new topics in each subject area.

Vertical learning is assessed against the learning relating back to the 3 'Core Threads' we have in each subject. Referencing back to prior learning and how it links to existing learning within the 3 Core Threads is also used by staff to ascertain learning and action future lessons and learning experiences.

From this teachers decide if the intended curriculum has been achieved or not on a termly basis.

Further to this, Learning Summary Assessment Forms are completed to gather a qualitative view of performance within these subject areas and individual disciplines. This qualitative information is used by leaders and staff to adapt the curriculum and future learning experiences for the children.