

Meeting Age Related Expectations

Teachers use their on-going formative assessment and data from end of unit summative assessments to identify for each pupil the Target Tracker step that best fits where they are with their learning. This step gives an indication of where the pupil is working in relation to what is expected for their age. When reporting on attainment this is expressed as:

Working above age related expectations

Working within age related expectation

Working below age related expectation

Although the majority of pupils will be working within their year group band some pupils may not fall exactly into their required band, as it acknowledges that pupils work at a variety of different levels and pace. This also applies to pupils with special educational needs and disabilities who will be assessed and their progress monitored using a variety of methods tailored to meet their individual needs.

The end of year expectations for each year group is outlined below:

Year	Working below age related expectations	Working within age related expectations	Working within the upper range of age related expectations	Exceeding age related expectations
1	1B+/1W	1W+	1S	1S+
2	2B+/2W	2W+	2S	2S+
3	3B+/3W	3W+	3S	3S+
4	4B+/4W	4W+	4S	4S+
5	5B+/5W	5W+	5S	5S+
6	6B+/6W	6W+	6S	6S+

Cheetwood Community Primary School Assessment



When the new curriculum was introduced into schools in September 2014 the way that pupils' learning is assessed was also changed. The Government no longer requires schools to use a single system for on-going assessment so it is up to individual schools to implement their own assessment method as long as it:

- Gives reliable information to parents about how their child and their child's school is performing
- Helps to drive improvements for pupils and teachers
- Makes sure that the school is keeping up with external best practice and innovation

Assessment is the process by which we know how well pupils are doing. It is also used to help ensure that the pupils who need targeted intervention are quickly identified, appropriately supported and monitored so that they can fully achieve their potential.

This booklet is designed to help you understand how we monitor and evaluate your child's learning and progress. If you would like any further information on assessment please speak to your child's teacher or Miss Batkin the school's assessment leader.

Different Types of Assessment

Formative Assessment

This is also referred to as assessment for learning (AFL) and it is used by teachers to inform planning and coverage of the curriculum. Pupils are given feedback on their learning so they can reflect on their progress and identify where they need to improve. At Cheetwood AFL is an integral part of effective teaching as it identifies strengths and gaps in pupils' knowledge and understanding of the programme of study. The school's feedback and marking policy outlines the range of AFL strategies that are used to evaluate learning and assess the needs of each individual.

Summative Assessment

Summative assessment enables teachers to evaluate pupils at the end of a set period of time or at the end of a unit of work. This type of assessment activity usually takes in the form of a test, quiz or an observation. It provides pupils with information about how well they have learned and understood a topic or unit of work and can be used to give feedback on how they can continue to improve. Summative assessments are also reported to parents to inform them about the achievement, progress and wider outcomes of their children over a period of time. These assessments are reported on in assertive mentoring reports and in the end of year report.

Nationally Standardised Summative Assessment

These are tests and assessment activities that provide information on how pupils are performing in comparison to pupils nationally. These tests now include:

- Year 1 and Year 2 Phonics Screening
- Key Stage 1 National Curriculum Tests (Y2)
- Multiplication Check (Y4)
- Key Stage 2 National Curriculum Tests (Y6)

Assessment within the new National Curriculum

The new National Curriculum has set out clear expectations for what children should achieve by the end of each key stage and, for English, maths and science, has provided guidance as to when in each phase this content should be covered. In order to monitor the progress of pupils towards meeting these expectations we will be using a system called Target Tracker. Target Tracker measures progress in steps with each year band broken down into six steps:

Beginning B
Beginning + B+
Working within W
Working within +
W+ Secure S
Secure +
S+

The three broader sections maybe thought of in these terms:

Beginning

Pupils learning is focused on the criteria for the main band for their year groups and they are beginning to develop their understanding and practise new skills within the band objectives. There may be some elements of the previous year group band that they still need to gain complete confidence in.

Working within

Pupils learning is fully focused within the main band for their year group and an increasing percentage of objectives are confidently achieved.

Secure

Pupils are confident in all criteria for the band. Pupils are given the opportunity to develop a deeper understanding of the topics they are studying through problem solving, questioning and exploring concepts in greater depth.