

Your Child's Assessments

Assessing and Tracking your Child's Progress at Northfield.

Assessment is where teachers check children's understanding during daily lessons, or through a test, to work out where they are secure and where they need more help. By doing this, teachers can work out the next steps in children's learning. Also where necessary, teachers can intervene and explain things in a different way, to help children understand.

Tracking is where we record children's assessments each term, to keep track of their progress in reading, writing, English grammar, punctuation and spelling (EGPS) and maths. We check each child's **attainment** (how well they are doing for their age) and their **progress** (how well they are doing based on their previous outcomes) to make sure they are achieving their potential. This means we can pick up if they are falling behind and work out how to help them get back on track. We can also see which children need targeting to push on further.

It is our aim that all children should make at least expected progress and that as many as possible should exceed this. We believe that achieving academic success is crucial; we also believe that the development of personal qualities matter.

Important Changes to Assessment

The National Curriculum was reviewed, updated and rewritten for September 2014, bringing many changes and improvements. Levels (working towards level 1 through to level 6) were removed and from 2014, we have been assessing children to establish who is working below, working towards, working at, or working above national expectations. Then we can monitor their progress. If a child moves beyond the 'at the national expected standard' stage and into the 'above' stage, rather than automatically moving onto the work for the next year group, they will 'dig deep', that is to say they will be challenged to deepen their understanding and application of their skills.

These assessments will clearly inform children, teachers, parents/carers and governors. We all want to know how well children are doing for their age (age-related expectation) and we also want to know how well they are progressing, that is to say, are they keeping up well enough, or doing even better than this?

Please see the table below for a breakdown of the four different categories and an explanation of what they mean.

Above	On track to exceed national expectations. Always, or almost always successful in understanding the key learning and are able to apply their skills, in a range of contexts, making very few errors. Can often explain or justify their ideas.
At the National Expected Standard (Age related)	On track to meet end of year expectations. Usually a successful learner, at their year group level, showing good understanding of over 80% of the objectives taught. Usually able to learn and use new skills accurately and independently, though may make occasional errors in applying their learning in other contexts.
Working Towards the Expected Standard	On track to meet some, but not all, of the end of year expectations. Is successful at learning many new concepts and is starting to apply their skills independently, but not consistently. May make errors but will usually be able to improve work following feedback and support. May have some smaller gaps in learning.
Below	Can access the correct curriculum but has significant gaps in their learning. They struggle to embed concepts and nearly always need some scaffolding or support. Can often not apply their learning independently, or Is not accessing the curriculum without heavily personalised support and scaffolding, which may be due to having EAL (English as an additional language) or barriers to learning. The child may be doing different tasks to the rest of the class and may be receiving, or needing, some intervention, or Is working on P Scales, or well-below age-related expectations.

Our priority at the moment is to keep a close eye on where your child is in relation to their age and to make sure that we correctly identify the things they do not fully understand. We will work out the right next steps in learning and work in partnership with you to help them achieve well and make the best possible progress.

If you have any questions or concerns, please do not hesitate to have a word with your child's class teacher.

Assessing in the foundation stage

Similarly in the foundation stage assessing and tracking takes place. Teachers and TAs are continually assessing children to establish what they know, can do and understand so that the curriculum can be planned to meet the children's needs. Assessing is done through observation, the children's work, discussion with the children and parents/carers' contributions.

The children are given a baseline assessment at the beginning of F2 to determine their starting point. At the end of the foundation stage (F2) children are assessed as to whether they are emerging, expected or exceeding age related expectations.