

# HOW IS MY CHILD ASSESSED?

At Rudgwick Primary School



*"Pupils should always be able to explain what they are learning and why. Having a good understanding of their next steps for learning is vital to making good progress."*

Updated January 2017



## Writing- 'Big Write'

'Big Write' is an opportunity for your child to write independently for an extended period of time, in order to aid with teachers' half-termly tracking of writing.

They will complete one piece of writing per half term, which will be stored in Big Write folders. Teachers will then use all completed pieces of writing together to assess how on-track your child is to meet their end of key stage expectations, using assessment sheets provided by West Sussex.

In order to gain a true picture of their writing ability, they will have the opportunity to complete both fiction and non-fiction writing in a range of styles and formats.

## Maths- 'Big Maths'

'Big Maths' is an opportunity for your child to carry out maths investigations, in order to aid with teachers' half-termly tracking of mathematics.

As with the Big Writes, they will complete at least one investigation per half term, which will be stored in 'Big Maths' folders. Teachers will then use these as evidence to assess how on-track they are to meet their end of key stage expectations, using the West Sussex assessment sheets.

## Reading

Teachers keep reading records for each child. In Early Years and KS1, (and KS2 where appropriate) they will also keep regular phonic records for the pupils in their class, linked to progress in Read Write Inc. This is then used to measure how on-track your child is to meet their end of key stage expectations.

## Spelling

All children's spelling ages are tracked using a spelling assessment once a term.

## Science

Your child has a West Sussex assessment sheet stuck in the front of their science book, which is used for tracking progress throughout the year. This is then used to measure how on-track they are to meet their end of key stage expectations.

## Foundation Subjects

Teachers use the end of year group expectations to track progress in foundation subjects.

## Tracking Learning

In each year group, teachers update assessments on Target Tracker before a specified date each term, when the Senior Leadership Team analyse the data.

The system uses B, B+, W, W+, S, S+ for each year group's expectations

(B = Beginning)

(W= Working Within)

(S= Secure)

Most children who are in line with expectations will normally be:

B - Autumn term

W - Spring term

S - Summer term

Teachers reach these assessments by gathering a variety of evidence as outlined in this booklet.

## Target setting

To ensure that progress in learning occurs, we set targets for reading, writing and maths using the end of Key Stage expectations.

As parents, you also have the opportunity to be involved in setting your child's targets by completing a 'Two stars and a wish' comment sheet when you come to Parents Evenings and Open Classrooms. This sheet is then used by the class teacher and your child, to inform the target setting process.

Targets may also be set during day-to-day marking and through discussions with your child. In addition to this, we set personal targets for children through:

### Writing targets-

In order to encourage children to take ownership of their next steps for writing, they work with their teacher to decide upon a literacy target, which is written on a Target Card and stuck in their Learning Journal. This Target Card is also used to record key spellings that have been picked up in work within the Learning Journal. Children are encouraged to have this Target Card visible whenever they are writing.

### Maths targets –

These will also be displayed on a Target Card but show children all of the maths targets for each unit of maths that they need to work towards. When your child has achieved a target, it will be highlighted on their Target Card. In Key stage 2, children are encouraged to say when they think they have achieved a target and will put a date next to it on their Target Card.

### Reading targets-

Children keep a Target Card with their next steps for learning, which helps adults to support reading more effectively. Each year group has key information on their bookmark.

One copy of their reading targets will be sent home and one will remain in school.

## Self-assessment

Throughout all learning, children are actively encouraged to participate in self-assessment activities.

It is vital that children are allowed to develop their evaluative skills and be instrumental in planning their learning path.

Examples of self-assessment at Rudgwick include:

- Traffic light assessment
- Responding to teacher's comments
- Two stars and a wish
- Purple polishing pen (editing)
- Peer assessment
- Self-assessment sheets
- Smiley faces
- Checking off against Success criteria
- Reflective Fridays (where children reflect upon, discuss or write about their learning that week and consider whether they have reached any of their targets.)



## Assessment in Early Years Foundation Stage (EYFS)



On entry to Early Years we complete a Baseline assessment within the first six weeks to identify your child's specific skills and areas for development.

### Observations

In Early Years, the main method of gathering evidence will be through observations of your child. All staff make observations and these are recorded on the school's tracking software.

### Photographs and Videos

These will be used as evidence to support achievement in Development Matters and Foundation Stage Profile statements, annotated where possible.

### Learning Journal

This will be used to record information passed from pre-school providers and parents. '2 stars and a wish' sheets from parent's evenings and post-it's sent in from home are also kept in the learning journals to aid assessment.

### Other Sources of Evidence

- Independent writing folders (Big write)
- Big Maths folders
- Reading Records
- Individual Phonics high frequency words assessments
- Individual maths assessments
- 'Have a go' books

Children will be assessed against the 17 Early Learning Goals in the Framework for EYFS at least termly.

Moderation will be undertaken at team meetings termly. All teaching staff will be involved in moderation. The Foundation Stage profile will be completed at the end of the Reception Year in line with DFE guidelines.

## Assessment SEND

Some pupils may have a particular additional need related to their learning. For these pupils, and anyone who is identified as making slower than expected progress, we use a range of more specific assessments to track personal progress.

These include:

- YARC Reading
- Parallel Spelling
- Sandwell Maths

This allows us to tailor learning requirements for individuals, including additional interventions as needed.

Should you have any further questions about how your child is assessed, please feel free to make an appointment with your child's class teacher by calling the office on:

**01403 822151**

Or by emailing:

[office@rudgwick.w-sussex.sch.uk](mailto:office@rudgwick.w-sussex.sch.uk)