



### **Assessment Information for Parents / Carers**

We use regular and accurate assessment to measure how well our pupils are performing at school. We use different assessment techniques to form an overall judgement of how well pupils are learning.

At Claregate, we use a combination of formative and summative assessment as outlined below:

#### **Formative Assessment (Assessment for Learning – AfL)**

Formative assessment is a powerful way of raising pupils’ achievement. It is based on the principle that pupils will improve most if they understand the aim of their learning, where they are in relation to this aim and how they can achieve the aim.

<b>Formative assessments are used to:</b>	<b>At Claregate we use this...</b>
<ul style="list-style-type: none"> <li>● identify pupils’ strengths and gaps in their skills/knowledge</li> <li>● identify next steps for learning</li> <li>● inform future planning</li> <li>● enable appropriate strategies to be employed</li> <li>● facilitate the setting of appropriate targets for the class, group, and individual</li> <li>● track pupil’s rate of progress</li> <li>● facilitate an evaluation of the effectiveness of teaching and learning</li> <li>● inform future teaching and learning strategies</li> <li>● identify individuals and groups for specific intervention support.</li> </ul>	<ul style="list-style-type: none"> <li>● <b>Before lessons:</b> planning specific lesson content pitched appropriately, setting expectations of learning via differentiated success criteria.</li> <li>● <b>In lessons:</b> observing pupils’ learning, effectively using open questioning to check and deepen understanding, providing verbal feedback.</li> <li>● <b>At the end of lessons:</b> marking work in a forensic way using ‘Tickled Pink’ and ‘Green for Growth’ providing opportunities to address misconceptions and deepen understanding allowing staff to effectively plan next steps.</li> <li>● <b>On-going:</b> providing evidence for teacher assessment grids to help facilitate half-termly judgements</li> </ul>

## Summative Assessment - Assessment of Learning

Summative assessment (Assessment of Learning) is important for informing both parents and teachers of a pupil's attainment and progress. This will also inform whole school target setting and prediction of a cohort's future attainment.

<b>Summative assessments are used to:</b>	<b>At Claregate pupils will complete:</b>
<ul style="list-style-type: none"> <li>• identify attainment through one-off tests at any given point in time</li> <li>• record performance in a specific area on a specific date</li> <li>• provide end of key stage test data against which the school will be judged</li> <li>• ensure statutory assessments at the end of EYFS, KS1 and KS2 are met</li> <li>• provide information about cohort areas of strength and areas for development to build from in the future</li> </ul>	<ul style="list-style-type: none"> <li>• Termly tests in Reading, GPS, Mathematics.</li> <li>• Half termly phonic assessments</li> <li>• Assessment grids for Writing and Science.</li> <li>• Statutory assessments in EYFS, Key Stage 1 and Key Stage 2</li> </ul> <p>Teacher assessment grids and EYFS tracking grids will be updated by staff throughout the year to provide judgments at specific assessment points.</p>

## Assessment in Y1-6

We use an assessment system called Cornerstones to track termly assessments. Cornerstones records attainment using Years and Months so that it is easier for Parents / Carers to judge how well their child is achieving against their chronological age. In addition to this Year 2 and Year 6 assess using past statutory assessment materials.

Age Related Expectations (ARE)	End of Autumn Term	End of Spring Term	End of Summer Term
Year 1 ARE	5yrs 10mths	6yrs 2mths	6yrs 6mths
Year 2 ARE	6yrs 10mths	7yrs 2mths	7yrs 6mths
Year 3 ARE	7yrs 10mths	8yrs 2mths	8yrs 6mths
Year 4 ARE	8yrs 10mths	9yrs 2mths	9yrs 6mths
Year 5 ARE	9yrs 10mths	10yrs 2mths	10yrs 6mths
Year 6 ARE	10yrs 10mths	11yrs 2mths	11yrs 6mths

A Year 4 child who is making expected attainment by the end of the Spring term will be awarded 9 years 2 months. A child who is making more than expected progress could be awarded 9 years 4 months indicating they are ahead of age related expectations.

*In deriving a judgement teachers use a combination of test evidence and on-going assessment of learning within the classroom.*

*We use Cornerstones to facilitate staff recording and measuring of pupil attainment and progress. Progress is measured from a previous statutory assessment point. The Senior Leadership Team regularly review assessment data and hold meetings with staff to ensure that all pupils are making the required progress.*

*Should you require any further information about school assessment procedures then please do not hesitate to contact your child's class teacher.*

*Mr D J Saunders  
Deputy Headteacher*