English Nursery and Primary School

Moscow



Assessment Policy

January 2022

Review date June 2023

**Assessment in our school**

The purpose of assessment in our school is to:

1. Inform the learning and teaching cycle for the teacher and the children.

2. Acknowledge children’s progress in learning.

3. Check standards in relation to age related expectations.

**Assessment criteria in our school:**

Assessment in this school is based on the English National Curriculum 2014. This sets out clear expectations for the end of each year group in reading; writing, maths, and science. In other subjects, children’s attainment is assessed against the expectations for the end of each Key Stage.

In order to show how well children are meeting the expectations in different subject areas, the school uses the following categories

* Working Towards – still requiring a substantial amount of support to meet the expectations.
* Emerging — requiring some support to meet the expectations.
* Expected —independently demonstrating the majority of the end of year expectations.
* Exceeding —independently demonstrating all of the end of year expectations and the ability to use and apply their knowledge and skills confidently.
* Mastery – independently applying much of the curriculum as a whole in more complex and in-depth situations in order to explain processes and reasoning.

**Progress in our school*:***

We aim to support our children to make continuous progress within the increasingly demanding knowledge and skills across key stage 1 and key stage 2 so that they are able to achieve to the best of their ability.

Progress will be monitored through the collation of assessment data as the child moves through the academic year and different year groups.

**How evidence will be gathered for assessment:**

Teachers make ***formative assessments*** of children through written classwork, practical activities, notes of what has been observed or discussed with a child and the day to day to learning achievements of children. This is a supportive process, used to inform our teaching in school to focus it more sharply on the next steps for children’s learning.

Assessment weeks are used at three points during the year, (September, February and June) to confirm teacher assessment of the children’s abilities in reading, writing and mathematics. Throughout these weeks, short tasks and extended work may be set, during which the children are expected to work completely independently of adult support, as well as NFER assessment papers. This helps to build some of the skills and resilience necessary for formal summative assessments which occur at the end of each Key Stage (Year 2 and Year 6).

In June of Year 2 and Year 6, children are expected to participate in ***summative assessments*** to check their learning and progress over each of the Key Stages. This is a formal assessment which can be moderated against the age-related standards in the English educational system and prepares children for transition into their next phase of learning. Currently these are Past SATs papers.

(See schedule: appendix 1)

**Involving parents/carers:**

We believe all our parents/carers have an important role to play in their child’s education. We know that a supportive parent/carer can have a hugely positive impact on a child’s long-term success as a learner.

At three points in the year we arrange appointments for parents/carers to meet with class teachers to discuss the following:

1. Children’s social, emotional and behavioural development;
2. Children’s academic progress, strengths and any areas requiring greater support.

Appointments may be made at other times to discuss any specific concerns about children’s learning, development or attainment.

An end of year written report will be given to each child, outlining their attainment within that academic year.

Appendix 1:

**ENS Assessment Schedule**

EYFS and Year 1 will be continually assessed, through observations, as an ongoing part of the daily practice within class.

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| Dates | Y1 | Y2 | Y3 | Y4 | Y5 | Y6 |
| Before end of September  | Teacher assessment  | NFER Y1 Summer Tests | 2018 KS1 SATs | NFER Y3 Summer Tests | NFER Y4 Summer Tests | NFER Y5 Summer Tests |
| 1st Week in February  | Teacher assessment | NFER Y2 Autumn Tests | NFER Y3 Autumn Tests | NFER Y4 Autumn Tests | NFER Y5 Autumn Tests | NFER Y6 Autumn Tests |
| 1st week in June  | Teacher Assessment | 2017 KS1 SATs | NFER Y3 Spring Tests | NFER Y4 Spring Tests | NFER Y5 Spring Tests | 2018 KS2 SATs |

Using the tables with standardised scores, (based on the 2019 SATs score analysis) the judgements will be as follows:

80-89: Working Towards

90-99: Emerging

100-114: Expected

115-120+: Exceeding

For writing – use any prompt/stimulus picture from Pobble 365 and assess against the Big Write writing criteria. (Criteria may be shared with children and some aspects may need to be assessed over several pieces.)