

## **Assessment 2018-19**

Assessment together with teaching and learning are inextricably linked, as each informs the other. Significantly, assessment helps teachers gather information, allowing them to:

- plan and modify teaching and learning programmes for individual pupils, groups of pupils, and the class as a whole
- pinpoint pupils' strengths so that both teachers and pupils can build on them
- identify pupils' learning needs in a clear and constructive way so they can be addressed

Assessment is a key element of learning, which provides pupils with information relating to their successes and guidance so they can plan and manage the next steps in their progress. Therefore, not only is it instructional but also motivational.

Parents/carers should also be aware of the following:

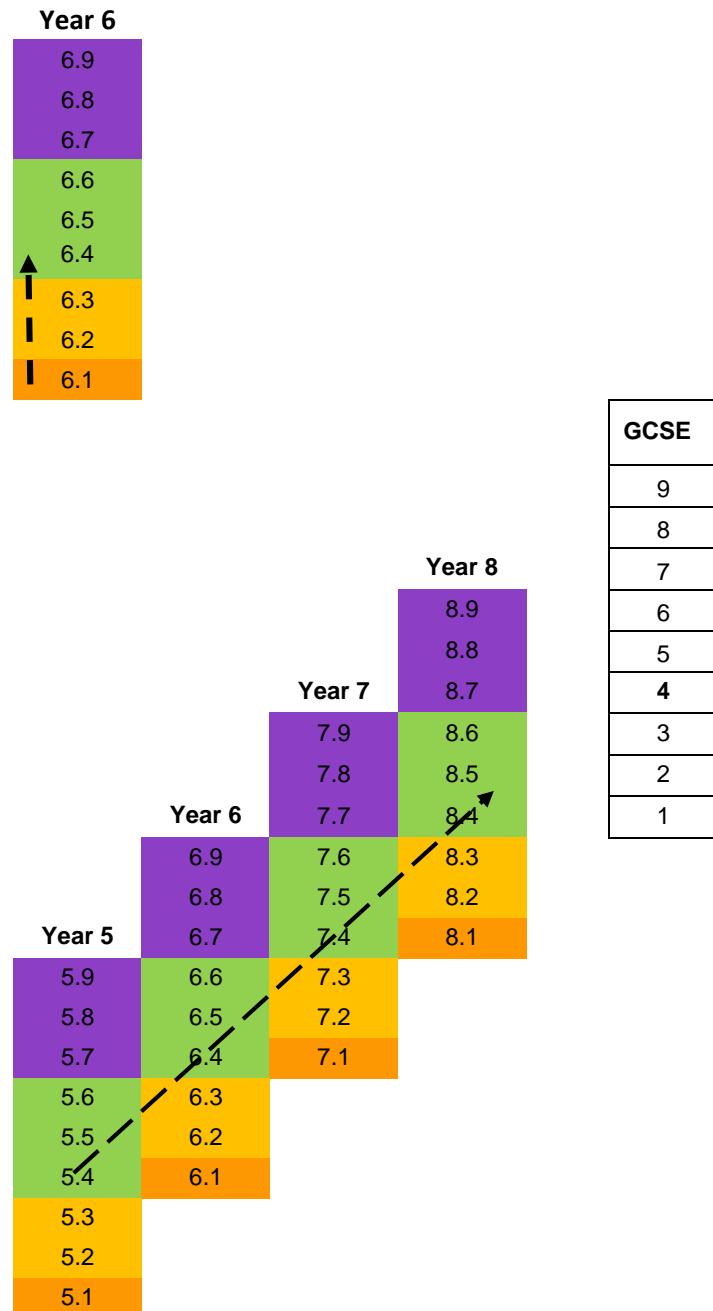
- What pupils are learning - this information is provided in the Learning Overviews available on the website.
- Whether their child making progress and on target.
- If support is needed, parents/carers should know what that support is and what the pupil needs to focus on to improve (progress reports contain this information).

Assessment should use a range of approaches. These may include:

- day-to-day activities, such as learning conversations
- a simple mental note taken by the teacher during observation
- pupil self and peer assessments
- a detailed analysis of a pupil's work
- assessment tools, which may take a variety of forms

St Edward's Church of England Academy introduced a new assessment grading system in September 2018. The reason for this was partly to ensure pupils and parents could identify more easily the progress being made from one assessment window to another. Furthermore, the government has made changes to the structure and assessment of GCSE qualifications. The grades pupils receive have moved away from A\* to G to a new system that uses the numbers 1 to 9. To prepare pupils for the latter system, we have used the GCSE numbered grading system as a basis for our new target structure as shown below.

The target grade assigned is associated with their chronological year group, e.g. 6.4 indicates that the child is in Year 6 and has been given a target of 4. For ***expected progress*** this pupil should be commencing the year at 6.1 with a view to making progress towards their target (6.4) during the academic year.



The diagram above demonstrates the progress that is expected to be made. **Please remember that a target is for guidance; it is not a 'ceiling' on attainment and pupils may be awarded a grade above their target depending on their attainment at the time of assessment.** We do realise that children do not learn in a linear fashion and the above is for guidance only. A pupil may be making progress but not necessarily have reached their target at a given point in the year.

Parents and pupils receive a progress report following each progress check (of which there are 5). Due to the number of progress checks, pupils may remain on the same grade at some point in the assessment cycle. The report will contain attitude to learning information, attendance, respect points and a behaviour summary as well as attainment information and a target to improve.

As well as the five progress check reports, there will be an annual academic Parents' Evening. This gives the opportunity for parents, pupils and subject staff to give verbal feedback on both attainment and progress. It is also possible for a parent/carer to contact the school regarding any assessment queries they may have.