

Assessment at Alderley Edge Community Primary School

At Alderley Edge Community Primary School we strongly believe that accurate, informative and useful assessment systems help the children to make the most progress and are fundamental to excellent teaching and learning.

National Curriculum Expectations

The school has a rigorous and effective system for tracking children's progress on a regular basis to make sure that they are maximising their potential. Children deemed to be not making the necessary progress are identified early. Following identification, measures are put in place to support them so ensuring they reach their targets at the end of the key stage.

Children are assessed against the National Expectations for their academic year. Teachers assess progress against individual learning objectives taught in class and use various assessment techniques including marking, questioning and observations to make a judgement about how a child has performed. Children who reach the expectations by the end of the year (i.e. achieving 90%+ of objectives met) are judged to be 'Expected'. As they work towards this standard they are deemed to be 'Emerging'. Depending on the percentages of objectives met, the child may be awarded Emerging 1 to Emerging 4. For children who are academically exceptional (achieving a minimum of 95% of objectives met) the grade of 'Exceeding' may be gained.

End of Key Stage Tests

Children in Year 2 and Year 6 are formally assessed using Standardised Assessment Tests. In Year 2, teacher assessment is used to ascertain the level achieved by the child at the end of the year. The average level for a child at this age is 'Working at the Expected Standard (EXS)'.

In Year 6, children sit formal tests in Grammar, Punctuation and Spelling as well as Reading and Mathematics. A teacher assessment level is given for writing and science. The average level for a Year 6 child is 'Working at the Expected Standard (EXS)' with a scaled score of 100. Children who do not meet this threshold are 'Below the Expected Standard' and those with a scaled score of 110 or more are 'Working at Greater Depth'.

Phonics Screening Check

Children in Year 1 are assessed on their phonic knowledge using a statutory test. The test assesses their understanding of different sounds using 'real' and 'nonsense' words. Children pass or fail this assessment and this is communicated to parents in their end of year reports. Children who do not meet the required level are monitored and supported closely through Year 2 and retake the test at the end of Year 2.

Early Years Foundation Stage (EYFS)

The Foundation Stage is made up of a child's final year in nursery and their first year in school (Reception). Consequently, Alderley Edge Community Primary School collaborates with the child's previous setting to ensure that we have the most up to date information on each child's starting points. Additionally, we assess where the child is on entry to school using our baseline assessments. We also get important additional information from the child's parents.

In Reception, children are constantly being assessed. The teachers and teaching assistants are always aware of the children and are observing them as they work and play to see where they are making progress, what any difficulties are and when it is appropriate for an adult to teach the child something new. Assessments are made in the following areas...

The Prime Areas:

- Physical, social and emotional development (3 areas of learning)
- Physical Development
- Language and Communication

The Specific Areas:

- Literacy
- Mathematics
- Expressive Art and Design
- Understanding the World

At the end of the year you will receive a report detailing what your child has achieved in the above areas.

Tracking and Progress Meetings

Each term every teacher meets with the Deputy Headteacher to discuss the attainment and progress of every child in reading, writing and mathematics. At the end of the year, transition meetings are held between the child's former and future teachers. During these meetings, all aspects of each child's education and overall development are discussed and challenged; this includes their progress and attainment.

Reporting to Parents

At key data points in the academic year (usually termly and at Parents' Evenings) an online report is published for parents. This report shows attendance, attainment, progress and the most recent objectives taught. Parents can clearly see the National Expectation for their year group and how their child is progressing against this average. It also shows how the child has progressed against identified objectives and may include strategies to support at home. The school also produces an end of year report to summarise the child's data and identify next steps in learning.

Summary Information

At the end of each academic year, each child's progress is carefully analysed by the Deputy Head teacher and class teachers. This creates an overall picture of the development of children in each year group in reading, writing and mathematics. This information is then shared with the child's new teacher during the transition meeting. The final attainment data is also communicated with parents in the child's end of year school report.