



Assessment Overview for Parents

At Clarendon Primary School, we expect our pupils to “Shine” every day. This can be anything, from their relationships with friends, independent work, or in academic subjects. We constantly stress to children that they must try to do their best in everything in order to feel fulfilled.

National Testing Expectations:

Children in our Early Years Foundation Stage complete the Reception Baseline within the first 6 weeks of schooling. This information forms the foundations that show the level of progress each individual child makes between Reception and Year 6.

Children in Year 1 complete a national Phonics Screening Check that tests their phonics knowledge. This takes place in June each year. Phonics is taught daily in all EYFS and KS1 classes so this ‘check’ forms part of normal classroom practise. Any children who don’t meet the pass mark for the Phonics Screening Check will retake the Check during Year 2.

Children in Year 4 complete the Multiplication Check. All Year 4 children are expected to know and be able to apply their knowledge of multiplication from all the times tables. This takes place in June each Year.

Children in Year 6 will sit externally-set and marked tests in mathematics, reading, and grammar, punctuation and spelling. Teacher assessment writing and science will give a broader picture of children’s attainment. National performance descriptors are used to inform the statutory teacher assessments at the end of Key Stage 2. The results of the SATs in reading; mathematics; and grammar, punctuation and spelling will be reported to pupils and parents as scaled scores, along with the teacher assessment for writing. Parents will be provided with their child’s score alongside the average for their school, the local area and nationally.

Reporting Attainment and Progress to Parents:

During the school year you will be invited to two parent’s evenings and receive one printed report from the class teacher.

Ongoing Teacher Assessment in the Classroom:

To ensure that progress is evident across all subjects in real time, ongoing teacher assessment is a vital part of effective quality first teaching. A mixture of teacher assessment and testing are important methods to ensure that every child makes their best possible progress. Assessment is at the heart of teaching and learning at Clarendon Primary School; it is fair, honest, ambitious, appropriate and consistent. We have created our school curriculum, following the National Curriculum, and assessment systems ensuring we meet the needs of all our pupils. We closely monitor progress within each year group, but also we measure the impact of learning that takes place between one year group to another for example Year 2 to Year 4.



The assessment system followed in school is personalised to each child where knowledge and skills within each subject are assessed. This empowers teachers, children and parents.

So what does Clarendon's assessment system look like?

Each child has subject objectives, classed as knowledge and skills, that they need to work towards throughout the course of the academic year to show that they are secure in a particular age related expectation. These are collected in personalised booklets for each child that are kept inside the front cover of each child's workbook. Targets for all core curriculum subject are set each half term and these are shared with home via your child's reading planner. As skills are acquired and independent evidence has been observed by the class teacher objectives are highlighted in their booklets so each child can monitor their own progress in real time and have discussions with the class teacher regarding their progress towards the end goals for the year.

At Clarendon when we report to parents about your child's progress, we will refer to your child as 'emerging', 'developing' or 'secure' at various points of the year. These terms refer to how the children are progressing through the year group age related curriculum expectations. The children are also and more importantly assessed against how they use the knowledge they have acquired to be able to further develop their own learning. So that we can monitor how well your child can apply their skills independently we are also using a '#' to indicate levels of progress. We call this term 'mastery'.

There are four Overall Mastery Ratings - Overall Mastery Rating 1 [#1] is the lowest and Overall Mastery Rating 4 [#4] is the highest.

Depth and Application of learning – overall mastery rating			
#1 (low)	#2 (expected)	#3 (good)	#4 (very good)
This is below the expected standard depth of application and understanding.	This is the expected standard depth of application and understanding.	This is above the expected standard depth of application and understanding.	This is well above the expected standard depth of application and understanding.
Does not apply their learning.	Average application of learning.	Good application of learning.	Very good application of learning.

The National Curriculum sets out expectations for each year group and children will be assessed against those every year, so a child in Year 4 will always be judged in the first instance against the expectations for the end of Year 4.

So how will the process in school work?

In the autumn term, teachers will have many opportunities to independently assess how the children are working following on from the detailed transition meeting from the end of the previous year. At the start of each year group, every child will be continuing on their journey from their last assessment in the previous year; e.g. if your child was



working at Year 2 Developing and they have now moved up into Year 3, they will continue to work their way through the Year 2 curriculum until they have acquired all necessary knowledge and skills. This will result in your child being assessed as Year 2 Secure and then progressing into the Year 3 curriculum as Year 3 Emerging, when they are ready. (This is because they are being judged against the End of Year Age Related Expectations/ statements.)

During the year, when teachers have conversations with you about your child's progress you will be given their actual attainment as well as whether your child is on track to meet their end of year target.

I hope that you find this guide useful to help you further understand why we assess your children and how assessment will be shared with parents and carers. The school website has a copy of non-negotiable knowledge and skills the children are expected to have learnt during each academic year.