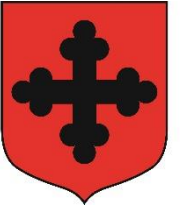


Wendover CE Junior School

*Through living our Christian values, everyone at WCEJS has the opportunity to flourish.
We nurture the curiosity to learn, the courage to lead and the compassion to care.
Building Solid Foundations (Mathew 7:24-27)*



Assessment, Reporting & Parent Consultations

A Guide for Parents

Respect

Responsibility

Reflection

Resilience

Contents

Introduction

Assessment – what, when and why?

Reporting

Parent Consultations

Introduction

This guide is provided to help parents better understand the types of assessment we use at WCEJS and why we use them. It also includes information about how assessment data and judgements are shared with you, the parent.

It is hoped that together with the other support materials available on the school website, you feel confident to support your child's learning at home.

Assessment – what, when and why?

Assessment will be used for different purposes throughout your child's education. Sometimes it is used to level their knowledge and understanding, but mostly it is used to identify gaps in knowledge which then informs teaching and to celebrate success.

Formative assessment (ongoing) is used everyday. It includes questioning, listening to discussions, looking at written work and talking to your child. This helps us to identify misconceptions and to further challenge your child. Feedback is most often verbal, though some will be recorded in books.

There are regular reflection pauses or plenaries in lessons. These enable children to identify their successes and to think about how they can improve. It is common for children to work in pairs or small groups, evaluating their own work and that of others. At the end of a unit of work, children may take a quiz or complete a task to share their understanding.

Children take summative assessments / tests in reading, writing and maths when they join the school and then each term. This provides information to support teacher judgements about the level your child is working at and is a further indication of any gaps in learning. This information then informs teaching and support. The tests also help prepare children for external tests, such as the Y6 SATS.

Reporting

Schools have statutory duty to share a written report with parents once each year. We inform parents each term and provide four formal opportunities for you to meet with your child's class teacher.

The updates in the autumn and spring term share information about reading, writing and maths: the level that your child is on track to attain by the end of the year, the progress they have made since joining the school, their effort grade and what they can do to make further progress. The summer report contains attainment and effort levels for all subjects, a pupil self-review comment and a class teacher comment.

Attainment levels are where we believe your child will be at the end of the year:

Greater Depth – they know all they should and are able to use this knowledge in new and unfamiliar contexts. They are often able to teach it.

Expected – they know all they should and demonstrate a good understanding; they are reaching the age related expectation

Developing – they are not yet at the age related expectation but have learned new things and shown some understanding

Emerging – they are working at level well below their chronological age.

We complete baseline assessments with Year 3 children in September; this helps us to identify gaps in learning and indicates how they are working in relation to national expectations (children joining at other points will be assessed on entry). Progress is measured against the baseline test on your child's starting point when joining the school.

Progress may be better than expected, expected or less than expected. For example, if a child was at the expected level nationally on entry and at the expected level in their most recent assessment, they will have made expected progress. We focus on progress as we know that children have different starting points. We want all children to be making at least expected progress.

Progress – a worked example

Baseline Assessment	Most Recent Assessment	Progress
Expected	Developing	Less than expected
Expected	Expected	Expected
Expected	Greater Depth	More than expected
Developing	Emerging	Less than expected
Developing	Developing	Expected
Developing	Developing	More than expected

Effort levels are based on what teachers see in class, in written work and extended learning. Levels may be **Outstanding, Good, Variable or Inadequate**.

Next steps in learning help children to progress. These are specific to the subject – reading, writing or maths. The next step is intended to be a short term target, achievable within the next half-term. Some children will be able to meet the target sooner, some children may take a little longer. In a small number of cases, the next step may remain the same in the next written update / report.

Parent Consultations

There are two formal opportunities to meet with teachers, one in the autumn term and then again in the spring term. Parents are also invited to the 'Meet the Teacher' session in September – this is a more informal opportunity for you to drop into the classroom and see how your child has settled into the new academic year. There is also an opportunity to meet with the teacher after the final report in the summer term.

If you would like to meet with the class teacher at any other point then please contact the school office.