

Assessment Procedures

At East Tilbury Primary School & Nursery, we track pupils' achievements to ensure that they are making good progress throughout their time with us. Regular assessments enable us to identify any gaps in learning so that we can rectify this as quickly as possible.

Teacher Assessments are given to pupils based on a range of evidence including formal tests, unaided writing, work in a range of curriculum subjects and teachers' professional judgement. Key Performance Indicators and Standards for each year group, derived from the National Curriculum 2014 are used when making judgements about the performance of pupils during, and at the end of the academic year. The majority of pupils should be working within their own year group Band; where pupils are working below age related expectations, other year group standards will be used.

All assessment will be given in the form of a number related to the standards for the year group, e.g. a pupil working within the standards of the Year 4 curriculum will be assessed as '4', and a letter, which describes the depth of knowledge and understanding within the year group standards (see below). The expectation is that the 'age appropriate' pupil, will be described as 'Year group S' at the end of the academic year, e.g. a year 5 pupil working at age appropriate expectations will finish Year 5 at '5S'. The 'Year Group S' descriptor allows teachers to give accurate assessment to pupils who are More Able but not necessarily working within the standards for the year above. A low attaining Year 4 pupil is more likely to be emerging in their own year group, than being described as within the standards in the year group below. If pupils are definitely working within standards of lower year groups they are more likely to be described as 'B', 'W' or 'S' in a preceding year group, rather than 'S+' which implies a greater depth of understanding of that year group's curriculum.

Describing depth of knowledge and understanding

- **'Year Group B (Beginning)'**: Pupils demonstrate skills in SOME of the aspects in the Key Performance Standards/Steps (see below) and apply them in other areas of learning when prompted.
- **'Year Group W (Working in)'**: Pupils demonstrate skills in approximately 40% of the aspects in the Key Performance Standards/Steps (see below) and apply them in SOME other areas of learning.
- **'Year Group S (Secure)'**: Pupils demonstrate secure knowledge in approximately 70% of the aspects in the Key Performance Standards/Steps (see below) and apply them INDEPENDENTLY in most other areas of learning.
- **'Year Group S+ (Secure+)'**: Pupils have MASTERED* ALL of the aspects in the Key Performance Standards/Steps (see below) and apply them REGULARLY and INDEPENDENTLY in ALL other areas of learning.

Year Group Age-Related Expectations

Age Related Expectation	Year Group
On Entry to Year 1	40-60 or Expected ELG
Year 1 Autumn	1B
Year 1 Spring	1W
Year 1 Summer	1S
More Able 1	1S+
On Entry to Year 2	1S
Year 2 Autumn	2B
Year 2 Spring	2W
Year 2 Summer	2S
More Able 2	2S+
On Entry to Year 3	2S
Year 3 Autumn	3B
Year 3 Spring	3W
Year 3 Summer	3S
More Able 3	3S+
On Entry to Year 4	3S
Year 4 Autumn	4B
Year 4 Spring	4W
Year 4 Summer	4S
More Able 4	4S+
On Entry to Year 5	4S
Year 5 Autumn	5B
Year 5 Spring	5W
Year 5 Summer	5S
More Able 5	5S+
On Entry to Year 6	5S
Year 6 Autumn	6B
Year 6 Spring	6W
Year 6 Summer	6S
More Able 6	6S+

We triangulate information from the children's books, the data, teacher assessment and test results, and in Early Years the pupils' Learning Journeys are used as an evidence base, to judge where a child is sitting at any given point. We use this data to plan the learning for every pupil to ensure they meet or exceed expectations through differentiated tasks. We use 'FAB' to denote whether pupils are working at 'Foundation', 'Advancing' or 'Beyond'.

We analyse the data across the school to ensure that pupils identified as vulnerable or at particular risk in this school are making appropriate progress and that all pupils are suitably stretched.

The information from assessment is communicated to parents/carers and pupils on a termly basis through termly meetings with parents/carers. Parents/carers and pupils will receive profiles (KS1/2 shown below) of what has been achieved and indications of what they need to do next.



Pupil:

Class:

	Emerging	Expected	Exceeding
Reading			
Writing			
Mathematics			
Science			

Age-Related Expectations:

Step \ Term	b	b+	w	w+	s/s+
Autumn 1					
Autumn 2					
Spring 1					
Spring 2					
Summer 1					
Summer 2					

Key:

	Below Age -Related Expectation
	At Age -Related Expectation
	Above Age -Related Expectation

** Safety * Self-responsibility * Equality * Equity * Democracy * Solidarity **

Termly parent/carer consultations will highlight achievement and progress and include indications for future developments. Written reports are given to parents annually

The school has a well-established system for reporting to parents/carers. This consists of:

- **Autumn Term:** parents/carers are invited to attend a consultation evening where the child's progress towards settling into a new academic year and end of year targets are discussed
- **Spring Term:** parents/carers are invited to attend a second consultation evening where the child's progress is discussed in terms of age-related and personal expectations.
- **Summer Term:** parents/carers are invited to attend an open evening to view their child's work. Parents/carers have the opportunity to visit the pupil's next class and potentially the teacher.
- **End of Summer Term:** parents/carers receive a full written report which includes details of the child's achievements and progress for the academic year.

In addition, parents/carers have the opportunity to meet with staff after school at a pre-arranged, mutually convenient time.