



Assessment in School

The following information summarises how we assess pupil's achievement and measure attainment and progress of the new National Curriculum.

- For reading, writing and mathematics, the objectives of the National Curriculum have been grouped in to areas of learning to create an overall curriculum objective sheet for each year group.
- Ongoing assessment of these objectives is done throughout the year. Many teachers have given out the relevant year group objectives to you during the year but they can also be found on the school website.
- At the end of each term the objective sheets are considered along with the teacher's professional knowledge of the child. A grade descriptor is assigned to the child's level of achievement with the guidance being:
 - Entering (e) = Up to 50% objectives are being met
 - Within (w)= Between 50% and 80% of objectives being met
 - Secure (s) = 80% plus of objectives being met
 - **Greater Depth (g) = Where children are secure with all objectives and are able to apply their skills to a range of contexts in the teacher's professional opinion.**
- At the end of each term an assessment of the child's attainment is made, leading to one of the grade descriptors above. At the beginning of a year a child is not required to fulfil the greater depth descriptor and may move straight onto the entering descriptor for their year group.
- The aim is that children are working within secure in order to be meeting expectation for their current year group.

Example - A child at the end of Year 3

A child is working at Y3s means that they have met at least 80% of their year group's objectives and are meeting national expectations.

A child is working at Y2s means that they are working on objectives approximately one year behind their own year group.

Progress

- The progress of each child can then be measured as they move through the school.
 - If they enter Year 3 as Y2s and end the year as Y3w then they have made less than expected progress.
 - If they enter Year 3 as Y2s and end the year as Y3s then they have made expected progress.
 - If they enter Year 3 as Y2w and end the year as Y3s then they have made more than expected progress.

Grade descriptors

Y1e → Y1w → Y1s → Y2e (some may be Y1g) → Y2w → Y2s → Y3e (some may be Y2g) → Y3w → Y3s → Y4e (some may be Y3g) → Y4w → Y4s → Y5e (some may be Y4g) → Y5w → Y5s → Y6e (some may be Y5g) → Y6w → Y6s → Y6g

End of Key Stages

Year 2 and Year 6 are assessed within school using the above assessment system but they are also assessed using the end of Key Stage Descriptors set by the DfE. Your annual report will have the above data on it but you will also receive a copy of whether or not they have met their end of Key Stage Standards before the end of term. These are based on [Teacher Assessment](#).

Year 2 – End of Key Stage Descriptors

Maths, Reading and Writing have the following descriptors:

- Foundations for the expected standard
- working towards the expected standard
- working at the expected standard
- working at greater depth within the expected standard

Science

- has not met the expected standard
- working at the expected standard

Year 6 – End of Key Stage Descriptors

Writing

- pre-Key Stage
- working towards the expected standard
- working at the expected standard
- working at greater depth within the expected standard

Maths, Reading and Science

- has not met the expected standard

- working at the expected standard