



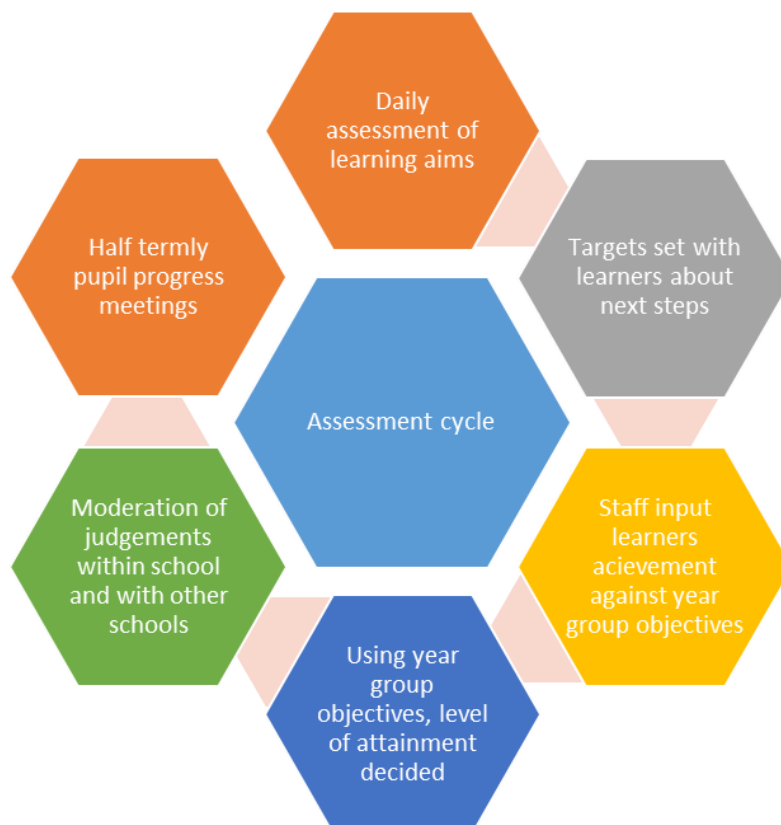
## Mere Green Primary School Assessment Statement.

### Our Approach to Assessment:

At Mere Green Primary School. We believe

- Assessment is an integral part of quality first teaching. It helps us to identify learner's strengths and next steps in their learning
- Assessment should support every child in making at least expected progress
- For assessment to be robust, staff must have training as well as time to discuss progress and moderate judgements on a regular basis
- Assessment should support Leaders in identifying issues within school and should improve teaching and learning across school over time

### Our Method for Assessment:





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Assessment has lots of uses in our school, but the most important use of Assessment is to help staff, pupils and parents plan learners next steps in their learning.

The flow chart on page one talks about the cycle of assessment at Mere Green. This cycle is repeated on a half termly basis.

### Formative and Summative Assessment:

In order for teachers to gain a range of evidence, they use a variety of formative and summative assessment strategies.

**Formative assessment** is key to our understanding of a pupil's abilities as it is based upon a complete picture of a learner. Formative assessment is about assessment **for** learning; this is collated from a child's performance in class, both verbal and written, in a range of subjects. The important thing is that it gives feedback to pupils so that they can move forward in their learning. This feedback is provided through written comments and tasks in books as well as pupil conferencing sessions where staff will work with pupils to discuss their progress and their next steps including setting targets. A teacher's assessment of a pupil is largely based upon this formative assessment as it produces a rounded and full picture of a pupil's performance. It should be mentioned that formative assessment is also supported by key assessment foci based upon the National Curriculum 2014, a statutory document.

**Summative Assessments** are given at key times within a year to determine at a particular point in time what students know and do not know. These include such things as spelling and formal tests. These tests help to demonstrate to a teacher if a child understands a subject, but staff are very conscious that they are only a snapshot of understanding, taken at a moment in time. Staff are also aware that some children respond well in test situations whilst others do not; other factors, such as illness or upset, may affect how a child performs and therefore these types of assessments are planned for carefully. For example, an assessment may be delivered in a small group rather than in a large class situation, or a child may need a reader to help them understand a task or question. Summative assessment serves to support a staff's formative assessment; it is only a small part of the bigger picture.



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### What language are we using for our assessment?

In all core subjects, we will make a judgement using the following system:

	EYFS Curriculum									KS1					
	Nursery 1			Nursery 2			Reception			Year 1			Year 2		
Expectations	22-36 E	22-36D	22-36 S	30-50 E	30-50D	30-50 S	40-60 E	40-60D	40-60 S	Y1 E	Y1 D	Y1 S	Y1 E	Y1 D	Y1 S
Tracker Point	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
EYFS Profile								Emerging	Expected	Exceeding					

	Lower Key Stage 2						Upper Key Stage Two						KS3		
	Year 3			Year 4			Year 5			Year 6			Year 7		
Expectations	Y3E	Y3D	Y3S	Y4E	Y4D	Y4S	Y5E	Y5D	Y5S	Y6E	Y6D	Y6 S	Y7 E	Y7 D	Y7 S
Tracker Point	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30

### How do we ensure our judgements are accurate?

All of our criteria is based on our School Curriculum which is based on the National Guidelines from the Department for Education in the National Curriculum for Primary Schools documents (2013/14). Our documents have also been developed in partnership with 2 of our Partnership Schools in Birmingham.

The data collected is kept securely on an online data system (School Pupil Tracker Online) which supports staff in reaching a judgement of whether a child is 'emerging, developing or exceeding' within a year group.

Further moderation and discussion of judgements takes place within school where staff meet together and discuss their judgements and the next steps in learning for groups of children. We also moderate externally with our Partnership Primary schools and other local schools.



## **Mere Green Primary School Assessment Statement.**

### **How do we use our Assessment data?**

- Staff use data to summarise the progress and attainment of pupils in their class and identify their next steps in learning
- Staff use the online tracker to help them plan effectively for the range of abilities in their class
- To ensure every pupil makes at least expected progress, staff meet with leaders on a half termly basis for a pupil progress meeting. Here, the entire year group team (teachers and support staff) meet with a member of the Leadership Team to discuss successful interventions and teaching strategies as well as discussing vulnerable pupils who might be at risk of not making expected progress. This also ensures stretch and challenge for all
- The information on assessment is shared with parents and pupils through conversations and written reports
- We are required to submit data to the local authority and the Department for Education at key points. Parents can view our outcomes on our website:
  - Reception (End of EYFS data)
  - End of Y1 (Phonics Screening data)
  - End of Year 2 (KS1 Results)
  - End of Year 6 (KS2 Results)

### **Any more questions?**

If there is anything else you would like to discuss, please contact your child's class teacher or contact the Assessment leader below:

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