

## Understanding Assessment at Ferndown Middle School

### What are Age Related Expectations?

The Department for Education ensures that all teaching, learning and assessment are based on the National Curriculum. With this as a foundation, each subject taught at Ferndown Middle School is split into four year groups. At the end of each year there are an agreed set of standards that should be achieved by your child, these are called **Age Related Expectations**. At each formal assessment point throughout the year, your child will be assessed against these Age Related Expectations based on the content currently taught at that stage, called termly objectives.

All our Age Related Expectation documents can be found on our school website.

### How do teachers make their judgements?

Judgements are made using a combination of test results, assessed pieces of work, verbal interactions, ongoing class work and homework. The combination of these will enable teachers to have a broader picture of your child's ability. For each report strand, the following assessment terms are used:

<p><b>Working Below</b> Children assessed <b>working below</b> the Age Related Expectation are not able to access the year appropriate curriculum and are assessed against a previous year.</p> <p>An indication will be given to show which year group the child is accessing. *</p>	<p><b>Working Towards</b> Children assessed <b>working towards</b> the Age Related Expectation are not secure in all the termly objectives but are able to access the taught curriculum.</p> <p>Graded with the year group and "D" for example 7D.</p>	<p><b>Working At</b> Children assessed to be <b>working at</b> the Age Related Expectation have met all the termly objectives and are on track to meet the end of year expectations.</p> <p>Graded with the year group and "S" for example 7S</p>	<p><b>Working Above</b> Children assessed to be <b>working above</b> the expectation have a deep understanding beyond the Age Related Expectation for the time of year.</p> <p>Graded with the year group and "M" for example 7M</p>
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*\*For grades with "E" code, please ensure you make an appointment with the subject teacher.*

### How do I know judgements are accurate?

Following these judgements, teachers will moderate work across the subject. For English and Maths we moderate work externally with other middle schools in our locality. This will give us confidence in our judgements and ensure consistency.

### How do I know progress is being made?

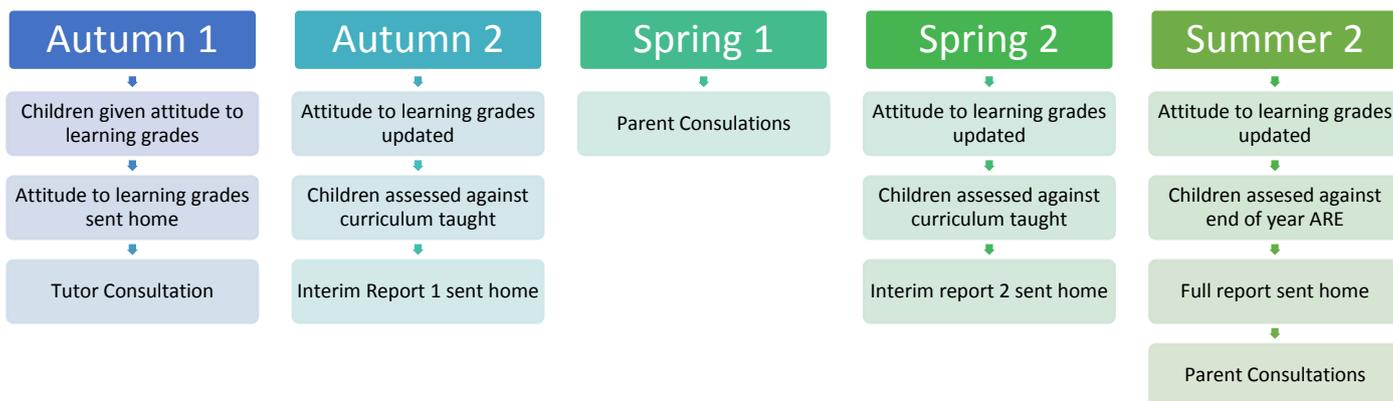
The curriculum is designed to progress through the year, by building on skills, knowledge and understanding of concept. Progress is being made if the child continues to be working at the Age Related Expectation in relation to what has currently been taught. The table below helps to show how progress is measured.

Autumn Term		Spring Term		Progress
Working Towards (D)	→	Working At (S)	=	Accelerated Progress
Working At (S)	→	Working Above (M)	=	Accelerated Progress
Working At (S)	→	Working At (S)	=	Expected Progress
Working Towards (D)	→	Working Towards (D)	=	Expected Progress
Working At (S)	→	Working Towards (D)	=	Unsatisfactory Progress

A drop in grades can be for a variety of reasons. Teachers will look at individuals to pin areas for improvements. Targets are set for all pupils to ensure consistent progress.

## What should I expect throughout the year?

Assessment is a day-to-day process and your child will receive verbal feedback in lesson and written comments in their books. Your child has been taught to respond to the marking by making corrections, or answering any questions posed by the class teacher. As well as the ongoing assessment and feedback cycle, we will send home reports throughout the year and offer a number of formal opportunities to discuss progress with class teacher.



## Reports

At set intervals throughout the year, your child will be sent home with a report which details the results of the latest assessments in relation to the Age Related Expectation. These come in two forms:

- 1) **Interim Reports** – Interim reports are sent home in the autumn and spring term. They are a summary of attainment, progress and attitude to learning for all subjects.
- 2) **Full Reports** – Are sent home at the end of the year and contain further comments from the class teachers to qualify progress and attainment.

\*In year 8, the full report will be issued in the spring term and final grade report issued in the summer term.

## Parent Consultations

Parent consultations are an opportunity to meet the subject teacher and discuss the progress of your child. An invitation to book an appointment will be sent as part of your interim report. Bookings can also be made via the school website. You are welcome to book an appointment throughout the year and this can be done via the school office.

## Attitude to Learning

### Why is Attitude to Learning important?

We aim for all of our learners to be resourceful, resilient and motivated. We also aim for all of our pupils to promote the values of our school and demonstrate the following attitudes to their learning:

#### Resourcefulness

A resourceful learner is able to use a wide range of resources to complete tasks in the classroom. For example: a dictionary, a thesaurus, individual research, working collaboratively with increasing independence and asking questions to further their understanding.

#### Resilience

A resilient learner is able to; make mistakes and learn from them, persevere with a task even when it is challenging, show a willingness to edit and improve work and demonstrates a 'can do' attitude.

#### Motivation

A motivated learner; listens carefully to the teacher, actively engages in the learning and shows a willingness to improve. Their work demonstrates their true capabilities.

Attitude to learning is graded using the following criteria:

<b>A</b>	<b>Above Expected</b> All of the above are achieved both independently as well as in a group situation. The person demonstrates that he/she can apply the skills consistently in a wide variety of situations
<b>B</b>	<b>Expected Attitude to Learning</b> All of the above are achieved both independently as well as in a group situation.
<b>C</b>	<b>Below Expected Attitude to Learning</b>
<b>D</b>	<b>Well Below the Expected Attitude to Learning</b>