

# Understanding Assessment at Ferndown Middle School

## Overview

Throughout the year, your child's learning is assessed in a variety of ways, these include: on-going assessment in the classroom, work in books and formal tests at the end of the academic year for Maths, English and Science.

## The Purpose of Assessment

Assessment is used for a wide variety of reasons:

- To inform day-to-day teaching.
- To involve pupils' in their learning.
- To raise self-esteem and motivation.
- To allow teachers and pupils to plan for next steps for learning.
- To contribute to the evaluation of the curriculum that the school offers.

## 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 three assessment points throughout the year, your child will be assessed against these Age Related Expectations based on the content currently taught at that stage.

All our Age Related Expectation documents can be found on the curriculum pages of 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 broad picture of your child's ability.

At the end of the year, externally marked standardised tests (GL Testing) are taken for English, Maths and Science. This gives an indication of progress and overall achievement compared to national standardised scores.

## The following assessment terms are used:

### Working Towards

Children assessed **working towards** the Age Related Expectation are not secure in all the termly objectives but are able to access the taught curriculum.

### Working At

Children assessed to be **working at** the Age Related Expectation have met all the termly objectives and are on track to meet the end of year expectations.

### Working Above

Children assessed to be working above the expectation have a deep understanding beyond the Age Related Expectation for the time of year.

## How do I know judgements are accurate?

Following these judgements, teachers will ensure consistency across the year group through a process called moderation. 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?

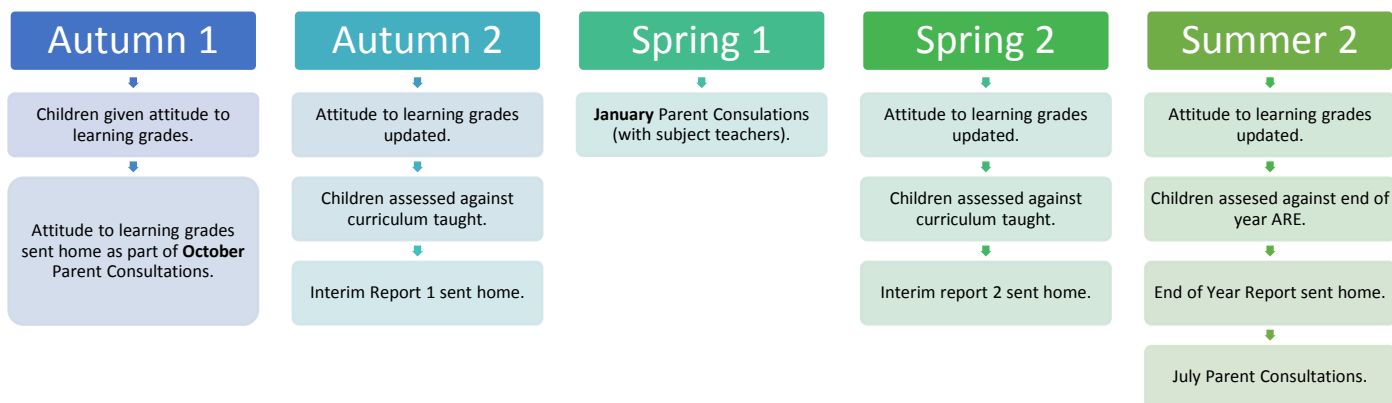
The curriculum is designed to progress through the year, by building on skills, knowledge and understanding of concepts. Progress is being made if the child *continues* to be working at the Age Related Expectation in relation to what has currently been taught. The table below helps to show how progress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

Autumn Term Grade		Spring Term Grade		Progress Measure
Working Towards	→	Working At	=	Accelerated Progress
Working At	→	Working Above	=	Accelerated Progress
Working At	→	Working At	=	Expected Progress
Working Towards	→	Working Towards	=	Expected Progress
Working At	→	Working Towards	=	Unsatisfactory Progress

A drop in grades can be for a variety of reasons. Teachers will look at individuals to identify 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 three formal opportunities to discuss progress with the 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) End of Year Reports** – Are sent home at the end of the year and contain further comments from the tutor to qualify progress and attainment. Individual comments from the subject teacher will be made where progress has not been satisfactory.

## 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 via ParentMail. 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 positive 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>

