



Understanding Assessment and Progress

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. 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.

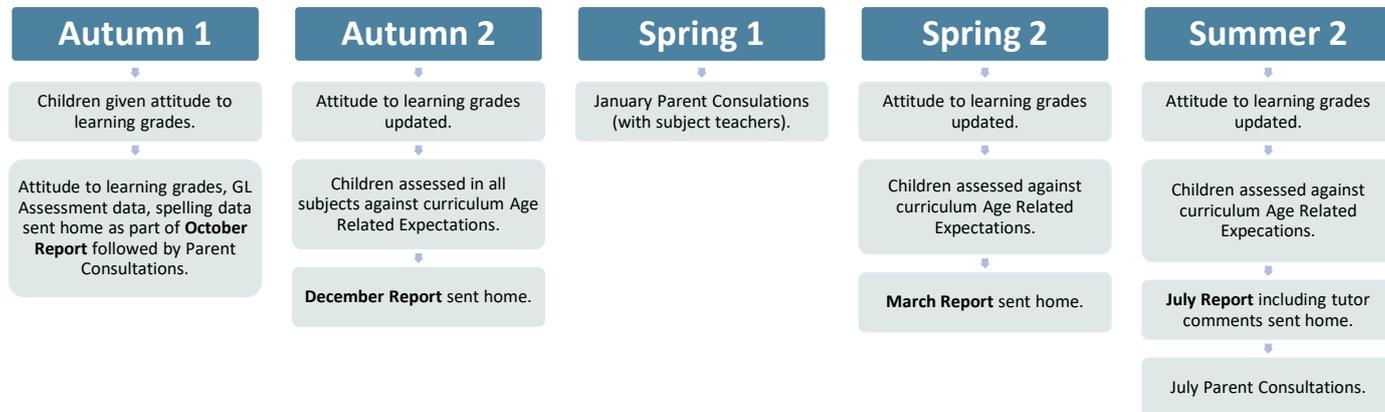
Age Related Expectations

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 and an assessment grade will be given based on the curriculum taught at that stage.

All our Age Related Expectation documents can be found on the curriculum pages of our school website.

Assessment Overview

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.



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 via ParentMail. You are welcome to book an appointment throughout the year and this can be done via the school office.



Attitude to Learning

We aim for your child to be resourceful, resilient and motivated. We want them to promote the values of our school and demonstrate the following positive attitudes to their learning:

Resourcefulness – Your child 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 – Your child 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 – Your child 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:

A	Above Expected 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	Expected Attitude to Learning All of the above are achieved both independently as well as in a group situation.
C	Below Expected Attitude to Learning
D	Well Below the Expected Attitude to Learning

Subject	October 2019	December 2019	March 2020	July 2020
Art				
Computing				
Design				
English				
French				
Geography				
History				
Maths				
PE				
PSHCE				
RE				
Science				



Understanding Teacher Assessment Levels

At the end of each term, your child is given a teacher assessment level that is made of three elements. The year group they are attaining within, the term in which the assessment takes place and whether they are above, on track or below expectation.

*For example, a grade **6Au** would indicate that your child is secure in the curriculum taught and is on track to achieve the end of year Age Related Expectation. A **6Au+** would indicate they are exceeding the expectation in relation to the curriculum taught and a **6Au-** would indicate that they can access all of the curriculum taught but are not yet able to independently and fluently apply it consistently.*

Year 6 Level Descriptors

The following table gives further clarification to the meaning of the grades given to your child.

	Autumn Term	Spring Term	Summer Term
ARE+ On track to exceed the end of year Age Related Expectation	6Au+ Child is on track to exceed ARE if: <ul style="list-style-type: none"> - Your child demonstrates a depth of understanding and can make meaningful connections between skills in different contexts. - Your child has no key skills gaps. 	6Sp+ Child is on track to exceed ARE if: <ul style="list-style-type: none"> - Your child demonstrates a depth of understanding and can make meaningful connections between skills in different contexts. - Your child has no key skills gaps. 	6Su+ Child has achieved ARE+ <ul style="list-style-type: none"> - Your child has consistently demonstrated a depth of understand throughout the year and uses connections to apply learning in different contexts.
ARE On track to achieve the end of year Age Related Expectation	6Au Child is on track to achieve ARE if: <ul style="list-style-type: none"> - Your child has been taught an appropriate amount of curriculum for the time of year. - Your child can apply most of taught curriculum with a good level of independence. - Your child has very few key skills gaps, but any gaps are easily addressed. 	6Sp Child is on track to achieve ARE if: <ul style="list-style-type: none"> - Your child has been taught an appropriate amount of curriculum for the time of year. - Your child can apply most of taught curriculum with a good level of independence. - Your child has very few key skills gaps, but any gaps are easily addressed. 	6Su Child has achieved ARE if: <ul style="list-style-type: none"> - Your child has been taught the whole year 6 curriculum. - Your child can apply the taught curriculum with a good level of independence. - Your child has no significant key skills gaps.
ARE- Not on track to achieve the end of year Age Related Expectation	6Au- Child is not on track to achieve ARE if: <ul style="list-style-type: none"> - Your child has been taught an appropriate amount of curriculum for the time of year. - Your child struggles to apply taught curriculum with appropriate independence. - Your child has a number of key skills that require class teacher intervention to address. 	6Sp- Child is not on track to achieve ARE if: <ul style="list-style-type: none"> - Your child has been taught an appropriate amount of curriculum for the time of year. - Your child struggles to apply taught curriculum with appropriate independence. - Your child has a number of key skills that require class intervention to address. 	6Su- Child has not achieved ARE if: <ul style="list-style-type: none"> - Your child has been taught an appropriate amount of curriculum for the time of year. - Your child struggles to apply taught curriculum with appropriate independence. - Your child has a number of key skills gaps despite class teacher intervention.

Working Below the Expectation

If your child is not able to access the year 6 curriculum on a day-to-day basis, their class teacher will make a judgement that recognises which year group they are currently working at a secure level in.

*For example, a grade **5Au** would indicate that your child is secure for a typical child at the end of the Autumn term in year 5.*

Progress

Throughout each term, progress is measured using the attainment level descriptors above. Expected progress would see your child move horizontally along a given row of the above table. However, for those achieving below the expectation we want to see accelerated progress to help them reduce the gap in their attainment.



Autumn Teacher Assessment Grades

Subject		Autumn	Spring	Summer
English	Reading			
	Writing			
	Spelling, Punctuation and Grammar			
Maths	Number			
	Calculation			
	Geometry and Measures			
	Statistics			
Science	Scientific Knowledge			
	Working Scientifically			
Foundation Subjects	Computing			
	Design*	Art		
		Design Technology		
		Food		
	French			
	Geography			
	History			
	Music			
	PE			
RE				

*Design is completed on a rotation. At this stage of the year, your child will have received assessment grades for 2 completed rotations in either Art, Food or Design Technology.