Assessment at Horsell CofE Junior School

A parent guide

How do we assess children at Horsell CofE Junior School?

Assessment takes place across Key Stage 2, just the same as in other schools. Assessments are completed using both summative and formative judgements. Summative assessments are formal assessments which are reported to you termly. This year we are using NTS assessments which are a change from our previous assessments. NTS assessments are standardised assessments which increase in difficulty over the year. We trialled these tests at the end of the summer term last year and it is these scores which you will see as a baseline score on your child's snapshot report. If your child is in year 3, your child completed a baseline assessment in September.

If your child is in year 6, your snapshot report will report your child's scores in SATs practice papers. These assess the full KS2 curriculum and have the same grade boundaries each term.

Summative assessments

The maths papers include an arithmetic paper and two reasoning papers. The reading assessment consists of a reading booklet, which covers several genres, and a question paper. The GAPS paper assesses the children's skills in spelling and grammar. Across each subject, the test scores are converted into a standardised score. Because of the varying levels of achievement across each subject, the bands are assigned from the following scores:

Yr 3-5 NTS	Working towards age expectations	Working at age expectations	Greater depth
Reading	70-92	93-114	115-130
Maths	70-89	90-113	114-130
GAPS (Grammar and punctuation & spelling)	<94	94-114	>114

Formative assessments

Over the academic year, teachers complete low stakes mini quizzes, provide short assessment tasks and evaluate the children's understanding of a topic or learning objective. Children use red, amber and green circles to inform the teacher how confident they are with a particular activity. These small assessment opportunities build the teachers' knowledge and understanding of the children and provide further information beyond the summative judgements. We know some children can find summative assessments a challenge and this additional informal assessment can be useful to form teacher judgements.

SEN & Additional needs

Children who have an EHCP qualify for additional time to complete the end of KS2 SATs papers. For children who are working within years 3, 4 & 5, we assess and review how the children access the assessments. For some, we can read the questions to them but this cannot take place during a reading assessment. We cannot explain what mathematical vocabulary means but can read the words to the children. It is important for the children that they receive a consistent level of support throughout the school as this can provide evidence for access arrangements for our end of key stage SATs. For children who do not score on their year group assessment, they will be provided with a paper from the age group they are actually working at. This allows us to track and monitor progress and also allows the child to have success within a formal assessment. The end of key stage assessments (SATs) will assess objectives from across the year groups so curriculum content from years 3-5 will still be within the papers. Specific SEN assessments take place to ensure that any additional support provided is fair and will not form an advantage.
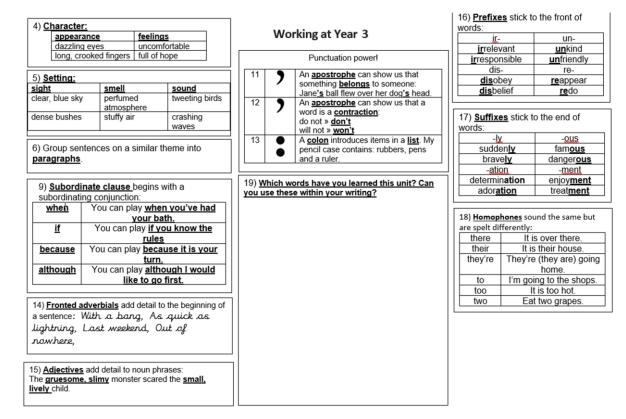
Writing assessment

Writing is judged over several independent writing activities. It is often over a range of genres such as adventure stories, newspaper reports and biographies. The activities are supported and modelled throughout a three-week unit. At the end of each unit, the children are expected to be able to independently create a longer piece of writing.

Each year group assess against a writing checklist. The children are aware of these writing expectations and have a child friendly writing mat at their desks which shows them how they can meet each area. A child has to meet **all** areas of the 'working towards' category to achieve the working towards judgement. A child needs to demonstrate all of the 'working towards' **and** 'working at' to achieve the 'working at' judgement. If a child is not yet at 'working towards', **please do not worry**. We will assess using a previous year group's assessment checklist. This enables teachers to clearly identify and share with your child, which areas of writing they need to develop. For many children, particularly after lockdown, we have noted that capital letters and full stops are a key area to master. You can support your child with this through short activities such as writing shopping lists, writing Christmas cards to friends and family and even writing their letter to Father Christmas!

Should you wish to use them at home, the writing mats can be accessed via the school website.

An example of a writing mat

An example of a writing checklist (used by teachers)

3WT	Working towards the expected standard:		
3WT1	To rehearse ideas aloud and record these using a modelled planning format.		
3WT2	To follow the simple structure of the genre.		
3WT3	To make engaging word choices *(often reflecting the modelled writing or displays).*		
3WT4	To maintain the correct tense for the majority of a piece of writing.		
3WT5	To use a range of simple conjunctions.		
3WT6	To use pronouns to aid cohesion and to avoid repetition.		
3WT7	To use, mostly correctly,	full stops,	
3WT8		capital letters,	
3WT9		question marks,	
3WT10		exclamation marks,	
3WT11		commas within lists.	
3WT12	To begin to add inverted commas to mark direct speech *(may not be consistent).*		
3WT13	To use 'a' or 'an' correctly most of the time.		
3WT14	To begin to use adverbs to add detail.		
3WT15	To begin to use prepositions to show place.		
3WT16	To correctly add **ed** and **ing** to root words, including following rules if appropriate *(e.g. turning y into i before ed).*		
3WT17	To use correct graphemes for the phonemes heard *(e.g. graphemes chosen are plausible, even if inaccurate).*		
3WT18	To begin to use joined handwriting.		