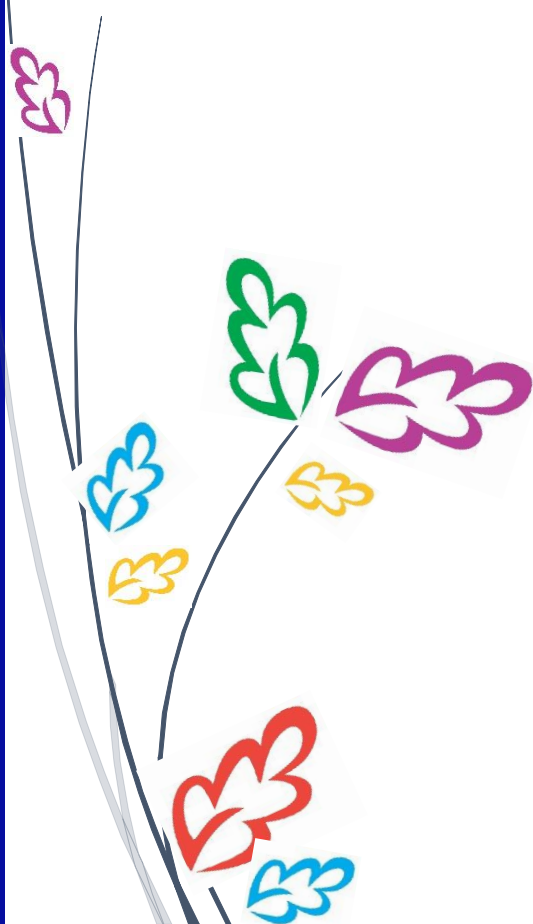


V.1

# The Parents Guide to Assessment at Fielding

2025-26



# Assessment

Progress is 'knowing and remembering more'. Pupils who move through a well sequenced curriculum will make progress. A combination of learning across all National Curriculum subjects will enable pupils to achieve our over-arching curriculum aims:

1. learn to read and write, as well as becoming mathematicians, preparing them for the next stage of their education and allowing them to be confident individuals;
2. learn how to understand themselves and manage their emotions, understanding others better;
3. understand and explain the world around them now and from the past;
4. be active, compete in competitions and work with others in a team, learning how to be a humble winner and resilient loser;
5. be creative, practice, rehearse and perform with others;
6. understand other cultures, beliefs and languages;
7. learn about sustainable living, understanding global environmental issues.

Effective use of assessment ensures that our curriculum remains fit for purpose. This assessment guide should be read alongside our curriculum maps (non-core) and our progression maps for reading, writing, maths, science and RSHE. Click on the links below:

- [How we assess your child's knowledge \(Video\)](#)
- [Assessment](#) webpage
- [Curriculum](#) Nursery and Reception, webpage
- [Curriculum](#) Years 1 -6, webpage

Purpose of assessment:

- as part of the learning process
- in order to provide developmental feedback
- to assess the impact of the curriculum and make judgements
- to inform curriculum design
- to share with you how well your child is doing in school

All subjects are assessed in the following 3 ways:

1. Assessment as learning (e.g. Daily review, low-stakes quizzes in lessons)
2. Assessment for learning/formative (e.g. adaptive teaching which responds to pupils' misconceptions,
3. Assessment of learning/summative (e.g. a formal written piece, test, drama, task to answer a set question – FLCC).

Our curriculum is carefully crafted towards end points, these end points (YR, Y2 , Y4 and Y6) help teachers to make a judgement on how well pupils are moving through the curriculum.. These judgments are made at various points of the school day, week and year, for example:

- within a lesson checking, for example: questioning, low stakes quizzing, live marking
- at the end of a learning challenge, for example: post-learning assessment or completing/creating an end product piece of work, creating their own knowledge organiser

- distanced from learning at regular intervals – to find out how well new learning has been stored in the long-term memory, for example: assessment tests/quizzes/assessment tasks/drama/mind maps/semantics maps

## **Non-core subjects (*not English writing, reading or mathematics*)**

The Fielding Learning Challenge Curriculum is planned so that pupils make connections between new learning and what has already been learned. Pupils acquire knowledge and skills through a carefully planned progressive curriculum. **Each challenge starts with a question that is then answered at the end by pupils.**

Teachers use their own professional judgements to make regular (formative) assessments and one of two summative judgements at the end of the year:

- Working below expectations
- Working inline (at) with expectations

### **Assessment will include:**

1. **Knowledge Organisers.** Pupils self-assess against the must know knowledge through annotating knowledge organisers throughout each learning challenge. Pupils can also create their own at the end of a challenge – you can find these on our curriculum pages on the website.
2. **Reflection sheets.** Teachers, as a year group, complete a reflection sheet at the end of each learning challenge. These are used to discuss any pupils who have fallen behind and to share with subject experts. Subject experts will take a helicopter view of their subject and use the reflection sheets to amend curriculum design as needed.
3. **End points.** Judgements against end points. These are documents that teachers use to check that pupils know and remember the planned curriculum at the end of Reception, Year 3, Year 4 and Year 6 - these feed into the next learning challenge and end of year assessment on annual reports.

At the start of spring, and end of summer terms, during the timetabled assessment points, termly review may also include tasks set by our subject experts (leaders)

### **Additional ‘end points’ in some subjects:**

English, speaking and listening

- Performance opportunities such as showcases, assemblies (including performance poetry), Year 3 Easter Show, Year 6 production

Computing

- Purple-mash assessment tasks

Art

- Art gallery at the end of Year 6

Language (French)

- French residential trip at the end of Year 6 only

PE

- Participation in PE & sport competitions and school events such as the Fielding marathon

## Music

- Participation in ensemble, orchestra, singing assemblies, termly music assemblies and concerts

Pupils non-core curriculum books will travel with them through each key-stage as a record of what they know and remember.

Teachers' judgements will be moderated through regular work scrutiny and pupil discussion by the subject experts and by year groups teachers.

## Core Subjects (English, mathematics & Science)

In addition to daily formative assessments, the following will also take place:

### Summative assessment

#### Reading:

Nursery, Reception, Year 1 and 2, Read Write Inc (RWI) phonics assessments at 6 week intervals, shown on our phonics map

Year 1 (&2) National phonics check, June

Year 2 -6 'Benchmarking' to assign a book-band (once children have completed the RWI phonics programme). Fluency and RWI assessments for those who have fallen behind, (key stage 2)

Years 1- 6 NFER assessments, start of spring term, end of summer term. (Year 2 and 6, national end of key stage assessments, summer term)

#### Mathematics

Years 1- 6 NFER assessments, start of spring term, end of summer term. (Year 2 and 6, national end of key stage assessments, summer term)

Year 4, National Multiplication check, June.

Additional diagnostic assessments will take place for some pupils who have fallen behind, this might include:

- Dynamo maths
- Sandwell

#### Writing

Years 1 -6, teachers make a summative judgement based on professional knowledge and guidance from I am a clever Writer (IAACW) and understanding, start of spring term, end of summer term.

- Cross Phase moderation will take place at least once each term.
- Cross-school moderation will take place at Year R, 2, 4 & 6 at least annually.

#### Science

Use of knowledge organisers and end-point documents

## Early Years - Nursery & Reception

Class teachers use a combination of the EYFS profile and a baseline assessment to measure children's progress, termly.

### Phonics

Nursery, Reception, Read Write Inc phonics assessments as per phonics map

### Baseline:

- The baseline assessment will result in a score that forms part of each child's baseline profile. By having a good understanding of the child's abilities when they start school, class teachers are able to measure each child's progress and plan for next steps in learning.
- The baseline assessment is face-to-face with a mixture of tasks and observational checklists.

### EYFS Profile:

- The EYFS profile assessment is carried out in the final term of the Reception Year
- The main purpose of the EYFS profile is to provide a reliable, valid and accurate assessment of individual children at the end of the EYFS.

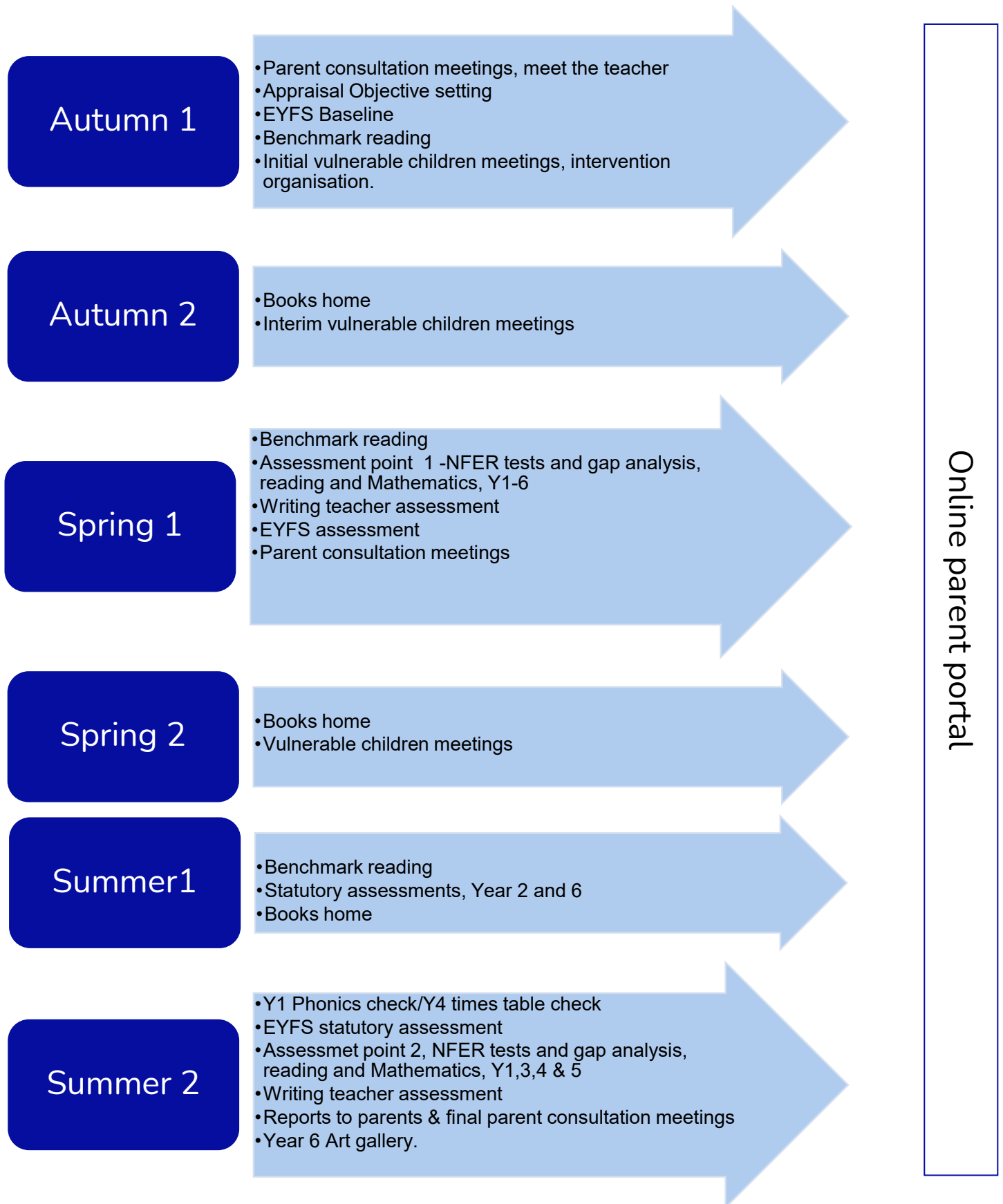
EYFS profile data is used to:

- Inform parents about their child's development against the early learning goals (ELGs) and the characteristics of their learning.
- Help Year 1 teachers plan an effective, responsive and appropriate curriculum that will meet the needs of each child.

Children in Nursery and Reception Years are assessed against the Prime and Specific areas of Learning, these are recorded on Bromcom. Assessments are based on observation of daily activities and events. At the end of Reception for each early learning goal, teachers will judge whether a child is meeting the level of development expected at the end of the Reception year

- Emerging, not yet reached the expected level of development
- Expected

## Assessment Cycle



Assessment is to: inform teaching, check pupils are on track, inform parents.

## Communicating progress and attainment in reading, writing and mathematics

At the end of each assessment point we will publish your child's outcomes for reading, writing and mathematics. You can access these on MCAS. Following this we will invite you in for a parent consultation meeting to discuss the outcomes and next steps.

Your child will bring home their English and maths books at least once a term, to share their progress with you.

During parent consultation meetings we will share their other curriculum books with you.

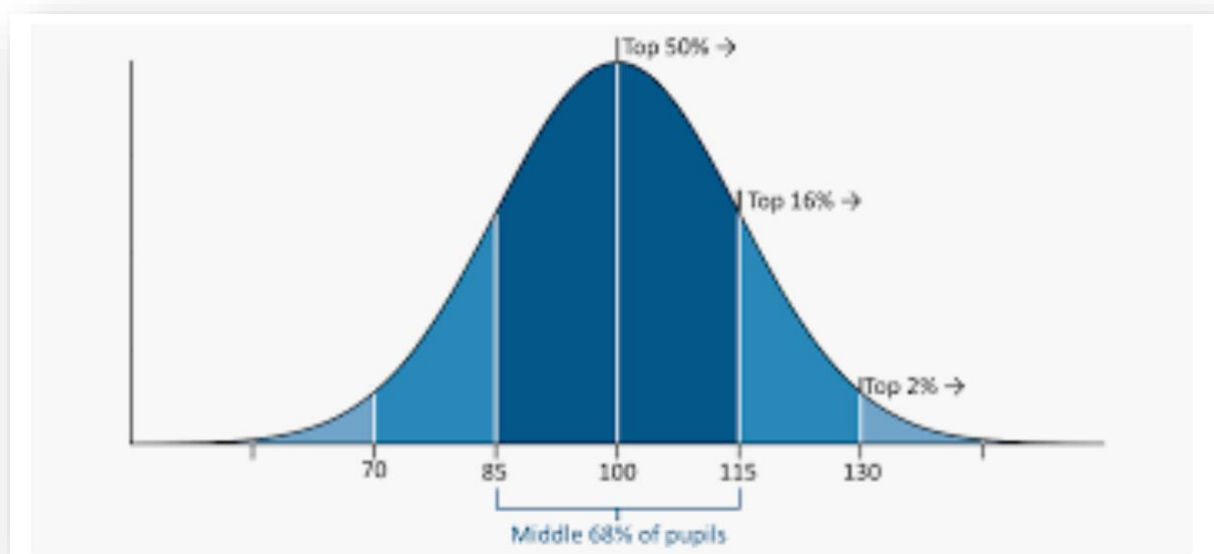
We use the same 4 descriptors for both progress and attainment

Descriptor	What the descriptor means for:		For quick reference a colour will be used:
	Progress	Attainment	
Well below	n/a	SS below 85	Pink
Below	Less than expected	SS 85-94	Blue
At	expected	SS 95 - 115	White
Above	More than expected	SS 116+	Green

SS = Standardised score

### What is a standardised score?

Standardised scores are worked out on a bell curve/normal distribution.



We use the following ranges:

Below 85: SEND

85-94 – Working **below**

95-115 – Working **at** age related expectations

116+ - working **above** (greater depth)

## How do we measure progress?

Reading and mathematics

Progress is calculated from the end of the previous key stage.

Starting points	SS	Flags (progress indicator)	Progress descriptor
	Below 85 (SEN)	Pink	Well below
Eme/WTS	85-94 (below)	Blue – Blue = White	at
		Blue – White = Green	above
		Blue- Green = Green	above
Exp/EXS	95-115 (at)	White – Blue = Blue	below
		White – White = White	at
		White – Green = Green	above
Exc/GDS	116+ (above)	Green – Red = Blue	below
		Green – White = Blue	below
		Green – Green = White	at

Writing

Progress is calculated as above.

Attainment is assessed using teacher professional judgment, using the same grade descriptors as above.

## Dates:

<b>w/c 22nd September</b> <ul style="list-style-type: none"> <li>parent consultation meetings 1</li> </ul> <b>w/c 29<sup>th</sup> September</b> <ul style="list-style-type: none"> <li>parent consultation meetings 2</li> </ul>	
<u>Assessment point 1</u> <b>w/c 5th January &amp; 12th</b> NFER tests, reading, grammar and mathematics  <b>w/c 23<sup>rd</sup> January</b> <ul style="list-style-type: none"> <li>data published to parents</li> </ul> <b>w/c 2<sup>nd</sup> February</b> <ul style="list-style-type: none"> <li>parent consultation meetings 1</li> </ul> <b>w/c 19<sup>th</sup> February</b> <ul style="list-style-type: none"> <li>parent consultation meetings 2</li> </ul>	<u>Assessment point 2</u> <b>w/c 8<sup>th</sup> &amp; 15<sup>th</sup> June</b> Y1, 3, 5 NFER tests, reading, grammar and mathematics  <b>w/c 6th July</b> <ul style="list-style-type: none"> <li>9th July reports and assessment data published to parents (tbc)</li> </ul> <b>w/c 13<sup>th</sup> July</b> <ul style="list-style-type: none"> <li>17<sup>th</sup>, Parent consultation meetings</li> <li>21<sup>st</sup> Parent consultation meetings</li> </ul>
<ul style="list-style-type: none"> <li>Year 6 SATS</li> <li>Year 1 phonics check</li> <li>Year 4 multiplication check</li> </ul>	<ul style="list-style-type: none"> <li>wc 11<sup>th</sup> May</li> <li>wc 8<sup>th</sup> June</li> <li>wc 8<sup>th</sup> June</li> </ul>