



Assessment and Reporting at Coleridge Primary School

Assessment and reporting procedures vary from school to school, potentially causing confusion for parents and carers. The purpose of this document therefore, is to make clear how we assess your child here at Coleridge, and what these assessments mean.

A brief history of assessment

At the beginning of the academic year 2015/16, the Department for Education (DfE) scrapped National Curriculum Levels as a way of assessing children in primary and secondary schools.

Instead of suggesting a replacement system, the DfE gave schools the freedom to assess children, and report on their achievements, in whichever way they wished.



Schools then went their separate ways, adopting different approaches to assessment, and reporting outcomes for children in everything from numeric scores to precious gem stones!

At Coleridge, we elected to use five different mark statements to describe children's attainment, since we felt that the terms were relatively self-explanatory and gave parents a clear indication of where their child stood, relative to the expectations of the curriculum. These were:

- WB - Working Below age-related expectation
- WT - Working Towards age-related expectation
- WW - Working Within age-related expectation
- WA - Working Above age-related expectation
- WSA - Working Significantly Above age-related expectation

However, the lack of a nationally recognised language for reporting attainment posed problems: it was confusing for parents of children transferring from one school to another, and it was challenging for teachers when they tried to compare their assessments and moderate their judgements with other schools.

Fortunately, over the last few years, there has been a greater consensus about what constitutes effective assessment, and from this, a national language of assessment has once again begun to emerge. To reflect this, at the end of the academic year 2018/19, Coleridge will be using three principal mark statements to describe your child's attainment:

- WTS – Working Towards the Expected Standard
- EXP – Working At the Expected Standard
- GDS – Working at Greater Depth Standard

These are the same statements that are used to report the outcomes of the Year 6 SATs tests, and have also been adopted by many other schools across the country as a way of reporting the attainment of children in Years 1-5 as well.

What exactly is my child being assessed against?

Each child at Coleridge follows the National Curriculum objectives of a certain year group. For the majority, this will be the curriculum of the school year that they are currently in – for example, a Year 4 child will usually be working on the Year 4 curriculum. However, some children may need to spend time consolidating objectives from previous year groups.



Which year group curriculum your child is covering should be made clear to you at parents' evenings and on your child's report at the end of the school year.

At the end of each year, children will be assessed against the expectations of the year group curriculum that they have been covering, using one of the three mark statements previously described.

This system is not dissimilar to the grading for musical instrument exams, where learners are awarded a *Pass*, *Merit* or *Distinction* for each grade. Provided the budding musician gains at least a *Pass* then they can progress to the objectives of the next grade. At school, children must attain at least EXP before they are able to progress into the next year of objectives. Even then, some time may be spent deepening and consolidating learning from the previous year.

It is worth noting, that although your child may achieve EXP or GDS in Year 4, it is not a guarantee that they will do so the following year, in the same way that a child achieving *Distinction* in a Grade 4 piano exam, may not achieve *Distinction* at Grade 5. Each year, the child is beginning a new curriculum and is studying a new set of skills which they will be assessed against.

If you wish to view the specific objectives for each year group, then you can find them on the individual year group pages of the school website.

How do teachers at Coleridge make these judgements?

Throughout their time at school, your child is constantly being assessed by their teachers. These assessments are conducted through observations, conversations, questioning and by marking work. Maths and reading tests, as well as formalised writing exercises, are also used in order to help inform the teacher's judgements about how your child is progressing.

Though the majority of assessments take place in an informal and naturalised way, they are recorded in assessment documents that help to build a picture of your child's development over time. Children have individual assessment sheets that the teacher fills in on a frequent basis when small milestones of progress are observed. Examples of writing assessment sheets for each year group can be found [here](#).

It is important to make clear that the principal aim of our assessments system is **not** to label children with scores, grades or mark statements, but to illustrate where the child is now and what they need to do next in order to progress. For this reason, teachers rarely talk to children about their overall level of attainment or share test scores with them; instead teachers explain the specific skills which the child needs to work on in order to improve.

By far the most useful information about your child's development, attainment and progress can be gathered by talking to your child's teacher. There are several parents' evenings throughout the course of the year when you can do this.

National Curriculum Tests

By law, children in Year 2 and Year 6 are obliged to undertake National Curriculum Tests (also known as SATs) in the summer term.

In Year 2, children must take tests in maths and reading. The tests are administered under normal classroom conditions so as not to cause any undue stress to your child. The papers are marked by the class teacher, who will use the results to help inform their judgements about where your child is, relative to national expectations. Parents of children in Year 2 will not usually receive the results of the SATs tests, just the mark statements in their child's end of year report.



In Year 6, SATs tests are administered in a more formal manner in accordance with strict guidance from the Department for Education (DfE). As in Year 2, children in Year 6 undertake tests in maths, reading, and spelling, punctuation & grammar, but these tests are marked externally, rather than by your child's class teacher. In addition to the teacher assessed mark statements in the end of year reports, parents of children in Year 6 will also receive a separate sheet with their child's SATs scores, no later than 15 days after the school receives it.

How will Year 6 SATs test results be reported to parents?

Your child's results in each test will be reported using a scaled score. A scaled score of 100 represents the expected standard (EXP) for each test. If your child gets a scaled score of 100 or more, it means they are working at or above the expected standard in the subject. If your child gets a scaled score of less than 100, it means that they may need more support to reach the expected standard (WTS). A scaled score of 110 or higher, will usually mean that your child is working at Greater Depth Standard (GDS). The highest scaled score possible is 120, and the lowest is 80.