

Year One Assessment Meeting for Parents

Introduction: Government agenda, changes in how we assess at the end of Year 2, from 2016, the statutory assessments are mental arithmetic and a written maths paper, a Spelling paper, a Punctuation and Grammar test and a reading test.

Bernards Heath ethos on statutory assessments and initiatives - never delivered in a way that causes distress, our focus remains on developing happy, confident, independent learners!

Assessment is a really important part of your child's learning. Assessment helps them know what they need to do to improve and helps teachers identify gaps in understanding.

Ethos for Learning

Learning mistakes - It is alright to make mistakes, it is part of learning and a mistake means you are about to learn something new.

Learning Partners - Explaining learning, why you think what you think is very important and confidently doing this shows good understanding.

Positive talk about learning - The Learning Heroes give us the perfect vehicle for talking about the characteristics of learning and the process of learning.

There are two ways of looking at assessment, assessment **for** learning (formative) and assessment **of** learning (summative).

Assessment for Learning

- Growth and fixed mindset- challenge is so important! Children are encouraged to 'Grow their brains!'
- Traffic lights - children use these to tell adults how they feel about their learning. E.g. red = this was too tricky and I need some support; orange = I understand and need a bit more practise; green = I am confident about my learning and could explain it to someone else.
- Focus teaching groups - teachers and teaching assistants work with groups of children decided after marking books, it might be the green traffic light children who are encouraged to 'prove' their understanding, it might be the red traffic lights who need a bit more teaching and it might be the orange traffic lights who need some more practise.
- Feedback and marking - highlighting 'green for growth' shows children what they need to improve and 'yippee yellow' shows them what they have done well.
- Peer and self assessment - two ticks are given to identify two things the child has done well and next steps indicate what they need to do next in their learning.

Formative assessment is done by the teacher on an on-going basis in addition to the processes described above teachers annotate plans, make notes during practical activities and take quotes of what children are saying in discussions. When all this evidence is

considered together it builds a really clear picture of what a child can do always, frequently and naturally as opposed to just on a one off occasion.

At this school we know children as individuals and we closely track the progress they make. This means that whatever their starting point or predicted end point each child is challenged appropriately to ensure they make appropriate progress in their learning.

Lessons are differentiated to meet a wide range of needs and children have targets that are individual for them. Previous assessments are used to set targets for the end of Year 2. Targets are revised regularly to ensure challenge remains and that progress is being made.

Assessment of Learning

These assessments are made at the end of each term. We use materials published by Herts for learning that outline age related expectations for the end of the year. We report to you using the following language:

Working towards the expected standard

Working at the expected standard

Working at greater depth within the expected standard

This is the language we will use with you in end of year reports and at consultation evenings.

Robust Assessments

Teacher assessment must be accurate. To ensure the assessments we make in this school are accurate we moderate across the year group and with local schools. Moderation involves looking at a selection of books/assessments for children working at different phases of learning. There is lots of discussion about whether a child is working at the expected standard and what their next steps would be. Teachers discuss what support children will need to meet their next steps. Year 1 work very closely with Reception/Year 2 teachers at each end of the year and ensure all relevant information is passed on providing a very smooth transition.

Statutory Assessment

In Year One there is a nationwide statutory Phonics Screening for all children. The purpose of this screening is to check children's phonic knowledge and skills. Phonics is the first strategy that children use when learning to read.

The screening is carried out in the 2nd week of June, and takes place 1:1 with the class teacher. There is a colourful booklet which children read through, and the teacher has a mark sheet. Although there are strict guidelines for how the screening must be administered, children often do not realise that they are doing anything out of the ordinary as they are familiar with working 1:1 with a grown up.

The outcome is 'met the expected standard' or 'not yet met the expected standard'. We report this outcome to you in your child's end of year report. Children may not meet the expected standard for a range of reasons, but through communication with you we share ideas about how

you can support your child's phonic knowledge and skills. If your child should not meet the expected standard then they will automatically receive targeted support in year 2, and they will repeat the screening at the end of Year 2.

There is a lot more information about phonics on the website under the section 'Learning At Home'.

At Home

Look at the Learning Preview, and ask if there is anything you don't understand or would like support with, look through the key vocabulary with your child and discuss the questions. Encourage the children to explain and listen (like Bear)! Promote independence, ask them to do jobs/tasks and follow them through (like Dog). Encourage them to opt in/take care/check and take a pride in their home learning.

Continue with daily reading and discussion on a wide variety of texts.

When helping with Home Learning, please encourage good presentation, and point out keyword spellings, punctuation and handwriting.

Practise maths language for the basic concepts, addition, times tables, money totals, word problems - asking the children how they worked it out - promote a 'never give up attitude' (just like Duck).

Ask your children "how have you grown your brain today."