

ASSESSMENT INFORMATION

The National Curriculum provides an outline of core knowledge to promote the development of pupils' knowledge, understanding and skills as part of the wider school curriculum. There are four key stages in the National Curriculum. At Rushcombe First School, these include Key Stage 1 (Year 1 and Year 2) and part of Key Stage 2 (Year 3 and Year 4). The National Curriculum includes the following subject areas: Mathematics, English, Science, Computing, Design Technology, History, Geography, Music, Art and Design, Physical Education and Languages (Key Stage 2 only). In addition, the school teaches Religious Education in line with the Dorset SACRE Agreed Syllabus for Religious Education. The school also teaches PSHE/SMSC as part of the curriculum to support the children's personal development and prepare them for the future.

All year groups at the school follow the programmes of study for their relevant year group or key stage and are assessed against the objectives from the National Curriculum. Rushcombe First School has developed rigorous assessment procedures in line with the National Curriculum to promote high quality teaching and learning.

Pupil progress is communicated in terms of three statements that denote a child's proficiency against age related expectations as set out by the National Curriculum. The statements are as follows: Working Towards; Working At; Working with Greater Depth. Children who are assessed to be 'Working At' have been identified as working in line with age related expectations. Children who are assessed as 'Working Towards' have been identified as requiring further consolidation within the relevant programme of study. Children who have been assessed as 'Working with Greater Depth' have shown that they have developed their breadth and depth of understanding of the relevant programme of study. Teachers assess children's progress against the curriculum at regular intervals during the school year, enabling them to build an accurate picture of each child's progress against the National Curriculum objectives.

Our Approach to Assessment

- Assessment is integral to high quality teaching and learning.
- The school uses formative, diagnostic and summative assessment to support teaching and learning for all children.
- Assessment is a means to evaluate children's progress and identify the needs of children.
- Assessment helps children to engage more fully in their own development and learning.
- All staff are regularly trained in our approach to assessment.

Our Method of Assessment

- Assessment serves many purposes, but the main purpose of assessment in our school is to help teachers, parents and children plan their next steps in learning.
- We assess children against assessment statements from the national curriculum which outline what a pupil is expected to know and be able to do.
- Assessment criteria are derived from the school curriculum, which is composed of the National Curriculum and our own school curriculum [Learning Adventures].
- An assessment criterion for periodic assessment identifies what children are normally expected to have mastered by the end of each year.
- The achievement of each pupil is assessed against all the relevant criteria at appropriate times of the school year.
- Each child is assessed as either working towards, working at or working with greater depth against the relevant assessment criteria.

- When a child is assessed as 'working at' age related expectations, we ensure that they continue to be challenged by supporting them to deepen and broaden their understanding of the curriculum.
- Assessment judgements are recorded and backed by a body of evidence created using observations, records of learning and testing.
- Staff work in collaboration to ensure a consistent approach. Assessment judgements are moderated by colleagues in school and by colleagues in other schools to make sure our assessments are fair, reliable and valid. The LA also completes external moderation.

Our Use of Assessment

- Teachers use the outcomes of our assessments to summarise and analyse attainment and progress for their children and classes.
- Teachers use this data to plan the learning for their class enabling the children to reach their potential. Teachers and leaders analyse the data across the school to ensure that children identified as vulnerable or SEN in this school are making appropriate progress and that all pupils are suitably stretched.
- The information from assessment is communicated to parents and pupils on a termly basis through parent teacher consultations. Parents receive an annual report of what has been achieved and indications of what their child needs to do next.
- We celebrate all achievements across a broad and balanced curriculum, including sport, art and performance, behaviour, and social and emotional development.