



Assessment at Steeple Claydon School

At Steeple Claydon School we use a variety of regular approaches to assess your child's progress in learning throughout their school life. Some of these are a statutory requirement and others are strategies we use in order to ensure the learning opportunities your child is given are matched to their current achievement. This helps us to ensure that we are indeed 'giving every child the chance to shine,' in the most effective way.

Statutory assessments

These are set by the DfE and take place in all schools across the country as follows:

Reception – Baseline assessment within the first 6 weeks of starting school in September (1:1 activity with a familiar adult)

Year 1 – Phonics Check in June (1:1 activity with a familiar adult)

Year 2 – Key Stage One SATs in May (teacher assessments of achievement in reading, writing and maths informed by tests in reading and maths that are administered and marked in school)

Year 3 – No statutory assessment

Year 4 – Multiplication Check in June (an online test of multiplication facts for times tables to 12x12)

Year 5 – No statutory assessment

Year 6 – Key Stage Two SATs in May (tests in reading, maths and grammar/punctuation/spelling sent away to be marked and results published in July as well as a teacher assessment of writing achievement)

Year 6 also complete the Buckinghamshire 11+ transition test (this is not compulsory) in order to assess whether they are suitable to attend a grammar school from Year 7.

Other 'summative' testing used by the school

In years 2-6, we also use other published tests periodically to inform teacher's judgements as to whether children are meeting the 'expected' standards. These would be used, for example, at the end of a unit of work in maths to establish levels of understanding or at the end of a term in reading and/or maths to assess overall achievement and knowledge remembered on a more long-term basis.

Ongoing 'formative' assessment

Teachers use work in children's books, observations of pupils while they are working and conversations with children as a continuous part of their assessment of their learning. This is, in many ways, the most valuable way of ensuring learning is effectively matched to all needs and abilities and any mis-conceptions are addressed with pupils as soon as possible. Work in books is marked in accordance with our marking and feedback policy in order to give the children timely feedback on their learning.

At the end of each term, teachers' assessment of whether pupils are meeting the 'expected' standard for their year group in reading, writing and maths is recorded more formally on our database in order for progress to be closely monitored. Achievement in all other subjects is recorded formally on an annual basis but monitored by the class teacher throughout the year.

Parents will be notified of these termly assessments in Reading, Writing and Maths in their child's blue 'Home/School planner' using the terminology: 'Expected', 'Below' or 'Above'. If parents have questions about their child's progress at anytime throughout the year, they can, of course, speak to the Class Teacher.