



## Bishop Winnington-Ingram C.E. Primary School

### **Mission Statement**

Belief in God, our children and their future.

# Assessment Information

Compiled by:

Mrs G.M Westbrook  
Headteacher

Mrs S. Voisey  
Assistant Head

### **Introduction**

The Government, along with schools, recognise that teacher assessment is a much fairer and more accurate way of assessing children's progress than a test, which is only a snapshot of one moment in time.

At BWI we have been involved for two years in the government led trial called *Assessing Pupils' Progress (APP)*, which is all about measuring progress by teacher assessment rather than tests. APP is now going out to all schools as a compulsory way of measuring children's progress.

For teacher assessment, evidence is gathered from at least 4 pieces of work, before a judgement of a level is reached.

### **What are we Assessing?**

In September, each class teacher at BWI will know what children achieved, for English and Maths, last year and the years preceding that. Very soon after the term has started, they will have set targets for each child, based on the previous teacher's predictions, and know what needs to be done to get them there.

Several times during the year they will meet with Mrs Voisey (Assessment Leader) and myself, to discuss where children are and how they are doing.

Intervention programmes are put in place to ensure that **all** children make progress (not

just SEN or Gifted and Talented). General reports about children's progress are also made to governors throughout the year.

### **What is the expected level for my child?**

Levels are divided into 3 parts (or sub-levels):  
low, secure and high.

Parental concern is usually about the level that a child is on, and if it is where they should be. There are suggested average levels for year groups as follows:

Y2	-	secure 2
Y4	-	secure 3
Y6	-	secure 4

**Average progress is one or two sub-levels per year.**

This means one whole level every two years, which can be a different combination of the three sub-levels over the two years.

### **Beware!**

It is important to remember that each child has their own starting point from which they will make progress.

It is imperative to keep in mind that as each child is different, they will make progress at different rates and at different times during their school career. Some will be working within the average band expected for their year group, some below and some above.

### **What are Targets?**

Each child will have individual targets to reach in English and Maths. Do ask your child as s/he will know his/her own targets, know when they have been achieved, and know what the next ones are. In KS2 Group/Class targets are written in their homework books for you to see. Children carry out self-evaluation of their work, against success criteria given by their teacher.

### **What can I expect from Parents' Evenings?**

In the Autumn Term we hold our first Parents' Evenings. You will receive information about how your child has settled in, their anticipated progress for the year and how you can help, if required. In the Spring Term we will have similar meetings. Teachers will not be comparing children against anyone else in the class, but will be discussing how each child is doing against their own targets, and their own rate of progress.

### **How can I help?**

Usually the most beneficial ways that you can help your child are to ensure that:

you hear your child read regularly  
you help them to learn their spellings  
homework is completed and given in on time  
if the opportunity arises for your child to  
attend intervention classes, you accept this offer

### **What if my child is not making progress?**

We will ask to meet with you to let you know what we have identified, what we are doing about it, what information you may be able to give us, and how we can support each other. There are, after all, many reasons why a child may not be achieving, which could be related to one or more of the following:

emotional problem  
health problem  
self-esteem  
hereditary learning difficulty

### **Partnership with Parents**

At BWI we are working very hard to build up a meaningful partnership with you as parents. I am very pleased that already, so many of you feel that you can come and speak to us when you feel that there is a problem and know that we will do our very best to support you and your child.

Our aim is for every parent to feel able to do this as the situation arises, and not just at the end of the year —when you have worried for a long time and it is too late to do anything about it that year.

### **How can you help us?**

If you have a concern about your child that you don't think has been noticed, the first thing to do is speak to your child's teacher.

If after an agreed period of time, you are still worried, speak to one of our Assistant Headteachers: Mrs Blake or Mrs Voisey.

Again, if after an agreed period of time you continue to have concerns, come and speak to me.

The Chair of Governors will be your last port of call, but my experience is that rarely does anyone get that far, because we are working on the concern well before this.

Remember, if you tell your friends in the playground but you don't tell us, we don't know, and then we can't help. My promise to you is that all worries and concerns will be dealt with quietly and sensitively.

I hope that you, like me, are looking forward to a whole new year ahead of us. This booklet aims to start us off on the positive path that we can all very successfully

follow together.

## **BWI Mission Statement**

Belief in God, our children and their future.