

Pensans Community Primary School



Having an up-to-date knowledge of where your child is working in our school is fundamental to our aim that all pupils make at least expected progress in Reading, Writing and Maths in their time at Pensans School.



Thorough ongoing assessment enables teachers and staff to constantly consider how well pupils have understood their learning and what their next steps are, ensuring that lessons and learning experiences are tailored effectively to meet the needs of your child. Ongoing assessment and weekly pupil conferencing also quickly highlights where children may have barriers to learning so that effective intervention can be planned.

Teachers use assessment statements to assess Reading, Writing and Maths and will talk to children about their next steps so that they know the things they need to get better at doing. Children's progress is discussed and reviewed regularly with school leaders.



Assessment Parent Guide

Children's attainment is assessed against the National Curriculum statements for each year group.

Your child's attainment in English and Maths will be described as:

- Working towards the expectations for their age;
- In line with the expectations for their age;**
- Above the expectations for their age;

We report your child's attainment in various aspects of English and Maths to you in your child's end of term reports and will refer to them as part of our ongoing discussion at parents' evenings and other meetings.

Different descriptors are used in the end of Key Stage assessments for Year 2 and Year 6 and these will be shared and explained to parents at these times.



Children develop at different rates but assessment against age-expected criteria can give you an idea of how your child's progress compares with what is typical for their age. However, end of year expectations only give a broad indication of what the



majority of children nationally are expected to achieve. Few children develop at an even pace; some children need more consolidation in their earlier years, some develop quickly. Some experience barriers along the way and some need to consolidate their learning at various stages. Others may make a huge leap forward in one year and then spend the next consolidating before forging ahead again the next year.



Although the expectation for a child will be that they are working in line with the expectations for their age,

it is important to recognise that children progress at different rates and some will be working below or above age-related expectations. More information will be shared with parents if this is the case.