



Ashford Park Primary School

'Inspiring a love for lifelong learning'

Assessment information at APPS

In September 2015, the Department for Education announced that there would no longer be National Curriculum levels, for example the former level 2B at the end of year 2, and level 4B at the end of year 6. Schools were empowered to create their own assessment systems for assessing the children's progress and attainment from their starting points, with this system being known as 'Assessment without levels'. For your general information, at Ashford Park we use a pupil tracking tool known as 'Pupil Asset'. This system allows for the tracking of both **formative** and **summative** assessment of your child's learning throughout the academic year.

Formative assessment is commonly referred to as 'Assessment for learning', in which the focus is on monitoring the child's responses to and progress with, learning instruction. Formative assessment provides immediate feedback to the teacher, learning support assistant and the child, regarding the success within the learning process. Assessment for learning includes the everyday marking and evaluation of the children's learning and guides the daily planning and teaching that your child receives.

Summative assessment is commonly referred to as 'Assessment of learning', in which the focus is on determining what the child has learned at the end of a term in mathematics and reading and involves a standardised test. Summative assessment helps to determine as to what extent the instructional and learning goals have been met. Formative and summative assessment contributes in different ways to the larger goals of the assessment process.

At Ashford Park we conduct termly 'Pupil Mentor' meetings, where we meet with every child to discuss their learning to date and to agree on their next learning targets. To inform the pupil mentor meetings, the school academic year is divided into 6 key assessment check points.

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Term	Assessment
Autumn 1	Teacher assessment in reading, writing and mathematics
Autumn 2	Standardised test in reading and mathematics. Teacher assessment in writing.
Spring 1	Teacher assessment in reading, writing and mathematics
Spring 2	Standardised test in reading and mathematics. Teacher assessment in writing.
Summer 1	Teacher assessment in reading, writing and mathematics
Summer 2	Standardised test in reading and mathematics. Teacher assessment in writing.

The standardised tests that Ashford Park introduced during Spring 2 (2017), are known as PiRA, 'Progress in **Reading** Assessment' and PUMA, 'Progress in Understanding **Mathematics** Assessment'. The children in years 1, 3, 4 and 5 complete the standardised PiRA and PUMA tests, whilst the children in years 2 and 6 also complete the Department for Education SATs. High expectations and the belief that our children will succeed is our aim for all at APPS.

Early Years Foundation Stage (EYFS)

Within 6 weeks of starting their learning journey at Ashford Park, the children take part in a baseline assessment. Professional judgement is used to assess the age band that the children are working 'within' across the EYFS 17 areas of learning through:

- Ongoing observations and assessments recorded and shared with parents/carers through Tapestry;
- Statutory end of Key Stage assessment.

Key Stage 1 and Key Stage 2

- Statutory Year 1 Phonics screening completed in June of each year.
- Statutory end of Key Stage assessment in Years 2 and 6.

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- Standardised papers completed at the end of each term in reading and maths in year groups 1 to 6.
- On-going formative and summative assessment of our broad and balanced curriculum through the Cornerstones Curriculum.

Our parents and carers are regularly advised about their child's progress through termly parent consultations. During these information sharing events, parents/carers are informed of their child's attendance, and where they are at this point in time with their learning in relation to 'working towards', 'expected', 'greater depth', and their next steps. Additional interventions are also discussed for example mathematics, phonics, ELSA, year 6 booster, Thirdspace mathematics, and homework club.

To support the achievement judgements made about the children's progress and attainment at Ashford Park, examples of their work is analysed and professional dialogue is exchanged. Anonymised moderation of children's learning and assessment takes place across year groups and key stages (EYFS, KS1 and KS2), in partnership with fellow schools within the Spelthorne Schools Together Confederation and through staff attending training and information moderation with Babcock (Surrey's education and training provider).

We hope that you find this information useful and welcome your feedback as to any additional information that you would like to receive through parents@ashford-park.surrey.sch.uk

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