

ASSESSMENT AND REPORTING OF CHILDREN'S ATTAINMENT

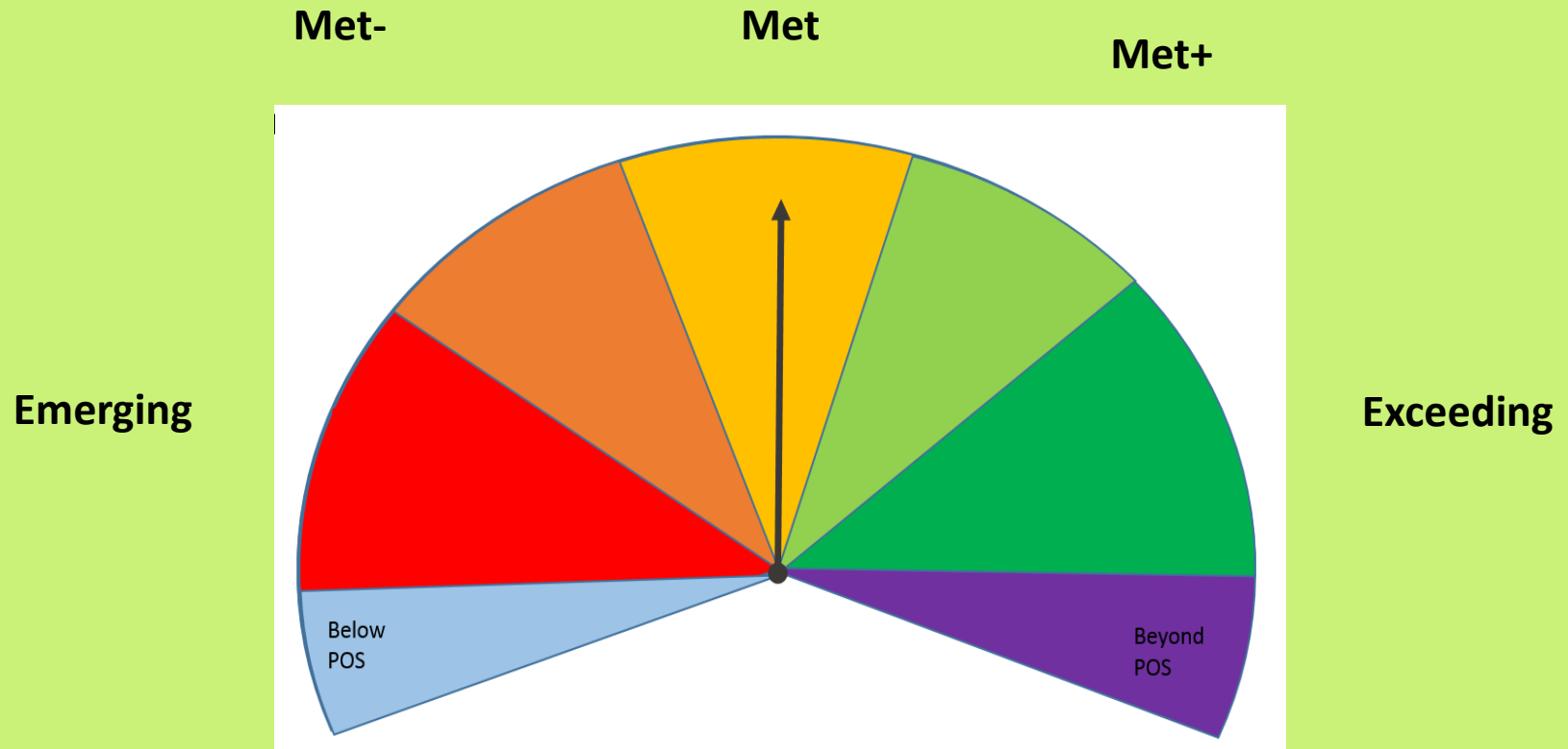
A guide for Parents and Carers

Updated October 2017

WHY ARE WE MAKING CHANGES?

- We have listened to feedback from parents and Governors
- We are being exposed to new thinking with regard to assessment all the time
- The changes we have made with regard to teacher assessment align with the new PUMA (Maths) and PIRA (Reading) tests we are using
- We are confident that the 'tweaked' system will mean more to children and parents and be more useful to us when we hold our half termly PPMs (pupil progress meetings)

MODEL OF ASSESSMENT FOR EACH YEAR GROUP 1 - 6



MOVING ASSESSMENT AT COOKHAM RISE FORWARD

- Throughout the year teachers will also be assessing children in non-core subjects e.g. Geography, Art and PE. The overall assessments are shared with you on the final report of the year in July where three gradings are used
 - 1 – below ARE
 - 2 – at ARE
 - 3 – above ARE
- Rather than a target for each subject the teacher will select a key target that will support learning across a number of curriculum areas

WHAT HAS CHANGED?

At the end of the Autumn and Spring term teachers will tell you **what your child is on track to be by the end of the academic year.**

It is possible, therefore, that your child could be on track to reach ARE (Met) at Christmas but only on track to be Met minus at Easter if they have encountered new learning that they find difficult and/or their effort level has decreased. In the same way, they could move from being on track to be Met to being on track to reach greater depth if their learning accelerates throughout the year.

Children making expected progress will remain at the same point throughout the year i.e on track to be at ARE (Met) and then in the summer reaching ARE (Met).

There will be one overall target for non-core curriculum areas rather than one for each area.