



PENSBY PRIMARY SCHOOL

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Reports 2016 - What do the Assessment Results Mean?

This academic year, assessments have changed for all primary pupils and schools now devise their own systems of assessment. At Pensby Primary we use continue to focus on Teacher Assessment. Every day the teacher assesses the children in the class by talking to them, observing them and studying their work. Over a period of time the teacher gains a very detailed insight into each child's strengths and identifies areas for development. Teacher assessments are very highly valued.

At Pensby we measure against the end of year 'Age Related Expectations (ARE). We do this through our online assessment system School Pupil Tracker Online (SPTO). This system has been improved as the year has progressed and the judgments have changed slightly from the information we gave to parents in our January meetings. Below is a table showing the assessment terms and what they mean:

In order to be 'secondary ready' children need to meet the required end of Key Stage 2 expectations; this is broken down into key outcomes for each curriculum year. We use the National Curriculum objectives to assess outcomes for children at the end of each curriculum year - for example:

A child that has achieved all the objectives set out for Year 3 for reading (and no further) would be said to be working at the end of Year 3 expectation for reading so would be Y3high.

A child achieving half or so of the mathematics objectives for Year 5 would be classed as working at the mid-Year 5 expectation for maths so would be Y5mid.

A child achieving only a few reading objectives for Year 1 would be classed as working at the beginning of Year 1 expectation so would be Y1low.

In addition to assessing curriculum knowledge we also assess the way pupils apply their skills and knowledge. This is known as the 'Depth of Learning' rating (sometimes known as Mastery). There are four Depth of Learning ratings:

- #1 Shallow learner
- #2 Expected depth for age
- #3 Deeper learner
- #4 Deepest learner

Pupils' assessments are made up of the two components, for example:

A pupil who has been assessed as Y3High #3 has achieved the expected outcomes for Year 3 and has achieved above the standard expected for their depth and understanding of learning, they have a good application of the knowledge they have learnt.

A pupil who has been assessed as Y5High #1 has not achieved all the expected outcomes for Year 5 and has achieved below the standard expected for their depth and understanding of learning, they have a weak application of the knowledge they have learnt.

