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Dear Parents and Carers,

ASSESSMENT SYSTEMS AND INFORMATION

Measuring attainment and progress is a key part of teaching and learning. To do this, robust assessment systems need to be in place for accuracy, consistency and continuity. After evaluating the current assessment systems we have in place, we have made some changes which will benefit all children. This will also enable us to more regularly share information with parents and carers about children's attainment and progress. The assessment system we will now be using is called Classroom Monitor.

Classroom Monitor is a programme designed to track and monitor the progress of children through teacher observations, evidence collected in the classroom, in books and through more formal means of assessment. From the start of the summer term, teachers have been using Classroom Monitor to record how children are progressing through the curriculum. The information collected will inform teachers about next step planning, curriculum coverage and to identify any gaps in learning. This is a critical part of Covid recovery.

Assessment Systems at Biggin Hill Primary School

Pupil Progress Reviews

PPR meetings are held every 6 weeks between members of the Senior Leadership Team and class teachers. Three meetings are dedicated to moderation of work. This ensures that there is consistency in assessment between classes and year groups. The remaining three meetings are 'data' meetings to discuss progress and attainment of the children and to put plans in place to ensure **every child** is given opportunities to progress from their starting point and is challenged at the appropriate level.

Reporting to Parents and Carers

In line with Pupil Progress Review data meetings at the end of each term, progress reports will be shared with parents. These will consist of 2 reports (Autumn Term and Spring Term) outlining current attainment levels and targets for the children. The third and final progress report, with attainment levels, will be shared with the full end of year report in the Summer Term.

This year, end of year reports will be coming home on Tuesday 13th July. In addition to the usual information, reports this year will also include a table informing parents and carers about their child's behaviour, effort and participation across the curriculum.

	Behaviour	Effort	Participation
Reading	1	1	1
Writing	1	1	2
Maths	1	1	2
Science	1	1	2
Humanities	1	1	2
Creative Arts	1	1	2
Physical Education	1	1	2

1 = excellent 2 = good 3 = average 4 = requires improvement 5 = cause for concern



Though there will not be formal consultations, should parents and carers wish to discuss their child's report with the current class teacher they will be able to do so by contacting them directly to make an appointment. Appointments can be made between Wednesday 14th and Wednesday 21st July and will be held virtually.

Formal Assessments (Summative Assessment)

As well as using formative (ongoing) assessment opportunities, it is also important to use summative assessment to validate teacher judgements. This method of assessment is often referred to as "testing" and is usually done at the end of a module or unit of work. This may be in the form of assessing spelling, times tables, end of unit assessments or end of term assessments. Testing can be a daunting experience for children, especially if they are not used to the process. By using more formal assessments throughout the year, we hope to familiarise the children with the experience and gain a more accurate picture of every child's attainment and progress. Formal assessments are a key part of any child's education journey, especially as they become older and the more the children are used to the process the more confident they will feel. All children will be assessed using materials matching their starting point and will be supported by their class teachers and learning support assistants. They will be conducted in a way that is age appropriate. Two of the new assessments that we will be using from Y1-6 are the PUMA and PIRA - which are maths and reading assessments which will give us standardised scores as well as allowing us to complete gap analysis that will inform next steps in learning.

Assessment For Learning (Formative Assessment)

Assessment For Learning is used continuously throughout lessons, this includes: questioning, discussion, group and paired work, 1:1 teacher or LSA work, observations and marking. Please refer to our marking policy for more information. This can be found on our website.

Attainment Levels and Expectations

Historically, we have used a range of terminology to report to parents on the level at which their child is working. This has included; below, expected and above age related, emerging, developing, expected and exceeding as well as matching ability to year group targets. We have simplified this process into numbered levels which can be used consistently across the school from Early Years through to Year 6. This allows us to report to parents on the attainment of their children as well as the children knowing and understanding their level from year to year with consistency and accuracy.

Expected Attainment levels by year group are as follows:

Year Group	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Level	1 - 4	5	6	7	8	9	10 - 11

The children are taught based upon the curriculum matching their attainment level. This ensures that the children will be learning in line with their ability.

We understand that this is a lot of information and we hope that some of it will be clarified when reports are shared in July. In the meantime, should you need clarification or wish to discuss this further please contact me via the school office, or by emailing k.lawrence@bigginhillps.com

Yours sincerely

Kate Lawrence

Deputy Headteacher and SENCo

