



Braeburn Dar es Salaam International School

# Assessment in Primary

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# What is assessment and why is it important?

Assessment enables the teacher to determine what level a child is working at and what skills and knowledge they have attained.

As a result of this, the teacher can plan learning experiences that enhance individual development and build on previous skills, promoting progression and continuity of learning.

This often entails directly involving the children in the planning and assessment of their own learning and helping them to consider how they can improve on their learning by engaging them in ongoing thought-provoking discussion too.





# EYFS - observation, observation, observation!



Observation is the practice of looking at and listening to children to find out how they are developing, what they like doing and what they are learning through their play and the experiences on offer. It is important that parents and practitioners share what they know about these three things so that they can decide whether the child's development is at the expected stage, whether the resources such as toys and equipment are suitable for the child and to focus them on what to provide in future to support the child to develop new interests, learn new skills and acquire new knowledge.





# Why?

Observations of children are vital. Because each child has a unique set of abilities and talents, observations in different situations capture these first hand. The starting point is always with the child. Observing what children choose to do, what their interests are and who and what resources they enjoy playing with, provides adults with reliable information about children as individuals. Observation also provides opportunities to gauge children's needs and so more accurately plan next steps in their learning. Observations take place on a regular basis as part of daily routines. Discussing these with the child, their parents and team members gives a starting point for a holistic approach that will ensure that the child is always central to what is planned.

These observations help us to understand whether the children are **emerging** (working towards that knowledge or skill) **expected** (working at age related expectations compared to an international benchmark) or **exceeding** (working at greater breadth and depth)





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## What changes in Years 1 - 6?

As your child transfers to Primary school, we still observe, but the focus shifts to how they demonstrate their skills and knowledge and how they do this independently.

Assessment for learning takes many forms both formative and summative:

- group discussions
- short tests and quizzes in which pupils write answers
- discussions in which children are encouraged to appraise their own work and progress
- presentations
- learning conferences
- role play
- phonics assessments
- 6 point scale trackers
- NGRT reading tests
- GL CAT 4
- GL progress tests





# 6 point scale trackers

## 6 point scale trackers:

For every child in **English** (Reading, writing and speaking and listening), **Maths** and **Science**, we track each and every learning objective.

This is to understand whether they are **emerging** (working towards that knowledge or skill) **expected** (working at age related expectations compared to an international benchmark) or **exceeding** (working at greater breadth and depth)

These are probably our most important assessments of all because these are the teacher assessments (based on all that AFL on the previous slide!) We report this progress to you termly as part of our written report and parents' evenings.





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# Phonics testing - Year 1

At the end of Year 1, children are assessed for their phonic knowledge. We use the GOV.UK (British curriculum) phonic screening

Children are assessed on a 1:1 basis with a familiar teacher and encouraged to 'sound out' words based on their phonetic knowledge.

Some of these words are real words and some of them are not. The skill we are testing is the ability to sound out and blend.

We use this to identify where intervention may be needed, and then to monitor impact and progress made.



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## NGRT - Reading test

In the first 3 weeks of the new school year, children from Yr 2 - 6 will all do the NGRT (New group reading test by GL)

This is a standardised, adaptive, assessment to measure reading skills against the national/international average.

It gives both a standardised score (compared against a benchmark) and a reading age too.

**Early reading intervention, if needed, is vital for continued good progress in all areas of the curriculum.**







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# GL: CAT 4 - Year 3 and 5 - term 1

CAT4 is an assessment of developed abilities in areas known to make a difference to learning and achievement – these are: **verbal**, **non-verbal**, **quantitative** and **spatial reasoning** – and provides us with an accurate analysis of potential student achievement.

Standardised on 25,000 students and verified every year based on analysis of a quarter of a million students, CAT4 provides us with valuable baselining data with international benchmarks.

CAT4 provides an understanding of what a child is capable of, as well as identifying which of our pupils have the potential to achieve more and those who need support in certain subjects.

A pupil with a low quantitative score may struggle with maths, for instance, while one with a low verbal score may find it difficult to access the curriculum. These insights help us to personalise our children's learning and unlock hidden potential. Reports provide analysis at both individual and group level.

**This is a vital tool for us as again, we use it to identify where interventions may be needed, it informs our planning and teaching and then we can monitor impact and progress made.**



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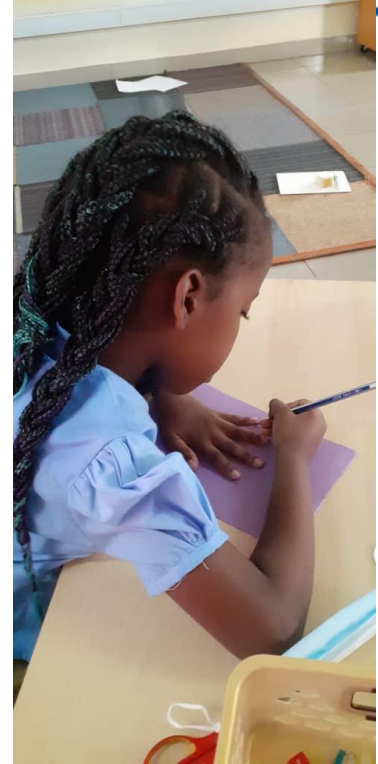
# The four areas tested

**Verbal:** reasoning with words

**Non-verbal:** reasoning with numbers

**Quantitative:** reasoning with shapes and designs

**Spatial reasoning:** thinking with and mentally manipulating precise shapes.



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## GL Progress tests

In term 3, we conclude our assessment using online 'GL assessment' tests in **English, Maths and Science** in Years 3-6 and just English and Maths in Year 2.

Whilst these tests are slightly more formal, they only form part of our overall assessment when we report to you at the end of the school year. They do however come with their own report and we will share this with you to be read in conjunction with the teacher written end of year report.

**Why? We use it to identify where intervention may be needed, and then to monitor impact and progress made.** This information is also analysed by year group/gender etc and this informs planning for the next academic year.

The new teacher has all the information so that they can plan accurately from day 1!





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# How do we report to you?

- 3 reports a year, one each term
- The report in the 3rd term will also include the GL progress test report in English, Maths and Science (English & Maths in Year 2)
- Parents evenings x 2 (optional one in term 3)



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# Any questions?



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