
High Bank Junior Infant and Nursery School



As parents you are your child's most influential teacher with an important part to play in helping your child to learn and develop.

This leaflet helps you to understand how we will assess your child's learning throughout their time at High Bank School.

You are always welcome to come in and discuss your child's progress

HIGH BANK JUNIOR INFANT AND NURSERY SCHOOL



How we assess children's learning



HIGH BANK JUNIOR INFANT AND NURSERY SCHOOL

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How we assess children’s learning, a parents’ guide

Assessment for Learning

Assessment of children’s progress through the national curriculum, and other aspects of development, take place continuously throughout school.

Teachers use Assessment for Learning for marking and feedback. This helps to improve standards and ensures that children benefit from the feedback given by teachers. The children become more reflective and are able to understand what they need to do to improve their work

SATs

In addition, at two stages during their primary school life, children will be tested against national standards using Standard Assessment Tests (SATs). In Y6 children are tested in English, Maths and Spelling, Grammar and Punctuation (SPaG). In Y2 the children are assessed in English, Maths and Science. Parents are always informed of the results in the school report.

Foundation Stage Assessment

In the foundation stage children are assessed against the Development Matters document. The children are observed within the provision and observations are made which are added to the child’s learning profile. At the end of the foundation stage, a child is assessed against each Early Learning Goal and they are said to be emerging, expected or exceeding age-related expectations.

Milestones

At High Bank JI&N School, the children will be assessed using a series of Milestones. Each learning objective in the National Curriculum has 3 Milestones against which progress is measured.

Milestone 1 is the expectation for the end of Y2

Milestone 2 is the expectation for the end of Y4

Milestone 3 is the expectation for the end of Y6

Children will be assessed in each essential learning objective by means of the Milestones. We believe that learning takes time and so the focus for progress reflects the DEPTH of learning, rather than just the quantity. Within a Milestone children may be said to be:

Basic—children are not yet achieving all the Milestone indicators but are making steady progress.

Advancing—children are comfortably achieving all of the Milestone indicators.

Deep—children have a much deeper understanding and are exceeding Milestone indicators.



Attainment and Progress

The Milestones will be attached to a points system. The point score will support teachers to:

- ◆ Assess levels of attainment within a Milestone;
- ◆ Identify children who are falling behind;
- ◆ Measure whether or not children are working at age-expected levels.

Points	Judgement
1	Basic Emerging towards expectations
2	
3	Advancing At the expected level of development
4	
5	Deep Exceeding expectations
6	

When you meet with your child’s teacher, or receive a written report from school, you can expect to see your child’s attainment written as a Milestone, just like this example —

Reading—Milestone 2 and Point 3

Writing—Milestone 2 and Point 3

Maths—Milestone 2 and Point 4