



Aiden 107

Bede 106

Chad 124

Columba 130

In this week's newsletter we are focusing on a topic that is often widely discussed and debated by many. Whilst it's seemingly mundane, it does hold significant importance: pupil assessment.

At St Michael & All Angels, we strive to maintain a positive approach to assessment, trying to minimise pressure on our pupils. We believe it is crucial to share with families how we evaluate pupil progress, ensuring transparency and understanding so that you know how to support your children and how high the expectations are!

Across school, teachers use what they know about children to inform their planning and make professional judgements about pupils' progress. We also use NFER standardised tests to help inform these judgements. Whilst we are committed to helping children achieve their potential and enhancing their life chances through a solid academic foundation, it is paramount to remember that each child possesses numerous strengths beyond academic scores. - Mrs Berry

In Pre-School, we use an online learning journal called 'Tapestry' to help us observe and assess learning within our play. We will carefully watch and listen, knowing at which point to question or comment in order to extend children's thinking and development.

Staff will thoughtfully plan activities for children to investigate and explore, based on developing their next steps. These are designed to be fun and engaging. We will link what we see to the Development Matters statements and look for 'Characteristics of Effective Learning' to help us understand what kind of learner they are. This may look like a child who is playing in the playdough. She decides to make a cake. She tells me she is, 'making a happy birthday for Mummy'. She puts a star shape on the top and we decide to get some sticks for candles. This opportunity allows staff to assess speech, fine motor control, counting and shape recognition as well as how they listen and interact with others.



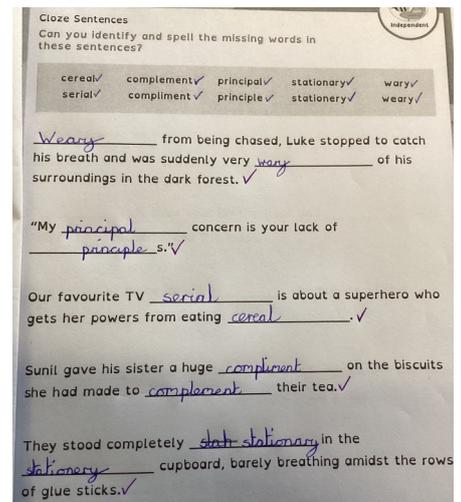
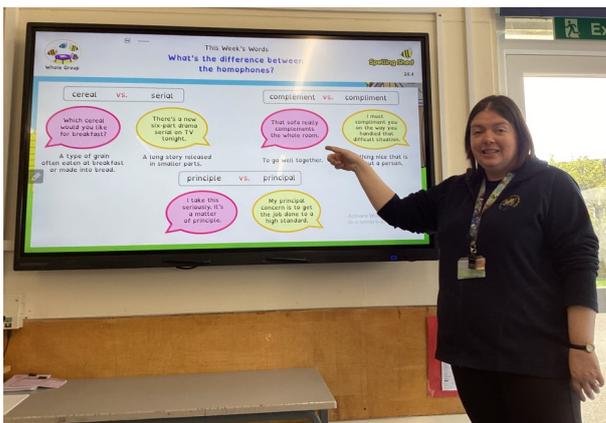
At the end of Reception each child's level of development is assessed against Early Learning Goals across seven key areas of learning.

Children are assessed whether they have met the expected level of development or if they have not yet reached this level and are 'emerging'. Reception staff use their professional judgement to make assessments. Staff use their knowledge and understanding of what a child knows, understands and can do.

Children's knowledge is assessed through practical activities, games, observations, questions, independent writing and listening to children read.



Year 4 are building up to taking their Multiplication tables check between Monday 2nd and Friday 13th of June. The children will use an iPad to answer 25 times table questions, being given 6 seconds to answer each one. There is no pass or fail mark, the children will simply do the best they can and the scores will be used to see which children may need some more support moving forwards. The children are practising for this in a variety of ways including doing mock tests, using their gold flash cards and doing their TT Rockstars booklets. It would be helpful if the children could continue to practise at home and could use the orange flash cards that they took home before the holidays. Useful links: [TT Rockstars](#), [Maths Magicians](#)



Here is how we assess spelling in Year 5 and across school.

A spelling rule/concept is taught each week in class and then children have the opportunity to complete activities to support the learning of this. We focus on ten words that fit the rule. These words are on Spelling Shed for children to practise at home, which we encourage them to do each week. The following week, on a Monday morning, we have a spelling test of the words that have been learnt. Each term, children complete NFER assessments. These include words which follow the spelling rules that have been taught during the year. We also learn spelling words from the Year 5/6 word list. We practise these each morning in our spelling journals, focusing on 5 words per week. These are assessed at the end of each term and highlighted in our journals, so we know which words we still need to learn.

Our assessment in Year 6 is delivered through the Standard Assessment Tests (SATs), which are administered in May. These assessments are crucial as they measure the knowledge and skills your child has acquired during their time in Key Stage 2. The SATs assessments cover papers in the following areas: Reading, Mathematics, and Grammar, Punctuation and Spelling (GPS). Each subject is evaluated through a series of papers, designed to assess a range of skills and knowledge.

For instance, the Reading assessment requires students to comprehend and analyse various texts, while the Mathematics papers test their abilities in arithmetic, reasoning, and problem-solving. Although the SATs may seem daunting, remember that they are a measure of your child's progress throughout their primary education.

To support your child, we complete termly practise SATs weeks within school which contributes to our assessment data and gives us evidence as to what progress your child is making. To ensure that they understand the importance of the tests but also reassure them that their efforts and achievements, regardless of the outcomes, will be celebrated. Link to previous SATs papers:

[National curriculum past test materials - GOV.UK](#)

