

# Busbridge Infant School Bulletin

Dear Parents/Carers

In this Busbridge Bulletin there is a focus on assessment and I hope that with the following information, you will begin to learn how it benefits your child's learning journey at Busbridge Infant School. Assessment is more than just, Key Stage 1 SATS, Phonics Checks or spelling tests but is a continual process which supports and builds the partnership between home and school. It also provides the teachers with important developmental understanding of a child's next steps both emotionally and academically. I'm sure you are aware that all of the child's performance is evaluated and culminates in the much anticipated school report.

This is a big read and there is lots for you to know about so please do not hesitate to contact me should you require further information. Thank you.

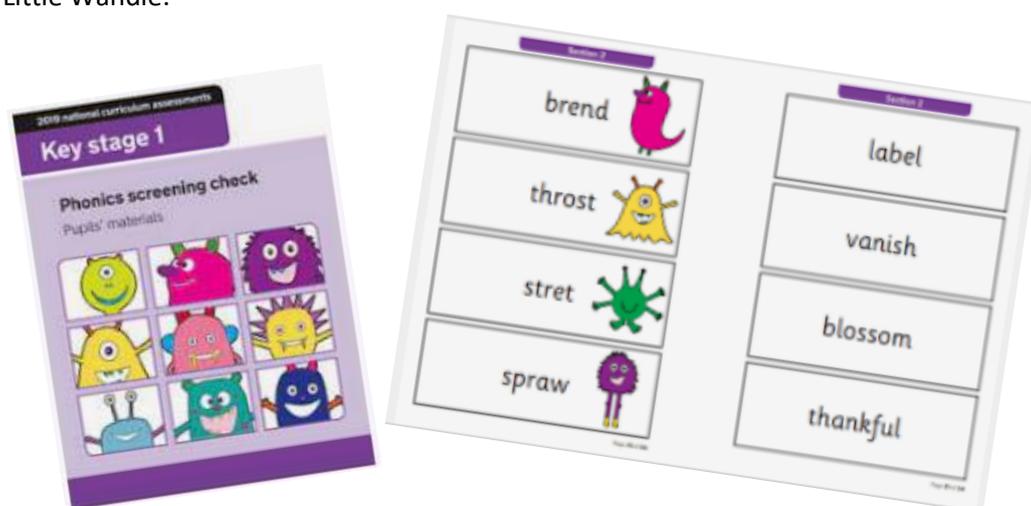
Best Wishes, Darren Heatley

## Types of Assessment

There are generally 2 types of assessment; formative and summative. It is often assumed that summative assessment is the most important one, as this often is used to determine children's outcomes at the end of each Key Stage. Here at Busbridge Infant School we have 2 Key Stages; Early Years Foundation Stage (EYFS) and Key Stage 1 (KS1). Data for these key stages are shared with the Local Authority so that they can be used to compare school's performance against other Surrey and against schools Nationally. Due to the pandemic, you will be aware that school performance data is not available for the last 2 years. Schools must publish their data and ours can be found [here](#) on the school's website.

**Summative** assessment, this year consists of:

- In Year Reception, there is the Early Years Foundation Stage Profile and this document is based on teacher assessment against specific Early Learning Goals.
- Reception Baseline Assessment is carried out during the first weeks when your child starts school and is completed before the end of the first half term.
- In Year 1, there is the Phonics Screening check which is used to only assess the application of decoding and links very closely to an approved Statutory Synthetic Phonics programme i.e Little Wandle.



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- In Year 2, there are the Key Stage 1 Standard Assessment Tasks (SATs) for English and Mathematics consisting of Reading Paper 1 and Paper 2, a Mathematics Paper 1 - Arithmetic and Paper 2 -Reasoning e.g.



- Writing is a teacher assessed piece of written work.
- There is also a Spelling, Punctuation and Grammar (SPAG) assessment which was optional this year given the disruption caused by the Pandemic.

Every year, there are targets which are set by Governors and the Trust to ensure that children's outcomes are the very best they can be and contribute to driving school improvement and raising standards. The minimum expected targets are currently 90% for all areas, e.g. Reading Writing and Mathematics and form the basis of performance management and appraisals. These can change depending on the review cycle and the internal monitoring of children's progress.

**Formative** assessment judgments are made during those opportunities where an adult has observed or noticed a child's behaviour or comment, piece of learning which had demonstrated progress with the need for a formal 'test' as such. Formative assessment is the 'bread and butter' way of life for class teachers and adults working in school. It is the everyday observations and in a range of situations which contribute to informing planning and the delivery of lessons. These records are captured as evaluations and are closely tracked for ensuring that children are keeping up with learning and acquiring new knowledge and skills which are built up over time. This can result in additional 'keep up' sessions, as is the case with the Little Wandle programme.

## Little Wandle Phonics and Reading

Our chosen SSP (systematic, synthetic phonics programme) at Busbridge Infant School is Little Wandle Letters and Sounds Revised. This SSP is a Phonics and Early Reading Programme for Reception and Year One. However, Year Two pupils will continue to access the programme until they can read fluently.

The Little Wandle programme comes with very clear and rigorous assessments. The assessments are designed to be used every six weeks of the teaching cycle, so roughly once every half term. You can find the full programme teaching overview here <https://www.littlewandlelettersandsounds.org.uk/wp-content/uploads/2021/12/Programme-Overview-Reception-and-Year-1-1.pdf>

The programme assessments help teachers keep track of pupils' progress, inform next steps for teaching, and identify pupils for the Little Wandle [Keep-up](#) intervention programme. Each assessment is carried out by a trained member of staff, usually your child's class teacher. These are one-to-one assessments that give a clear indication of the progress of each child. The assessments can include



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## Collins ebooks and Home Reading

When your child started school, you were asked to sign a home school agreement. This stated that you will 'try to read with or to my child every day and help support their learning'. If your child is reading Little Wandle decodable books, you will be able to access these online, through a Collins ebook account. Your child will have read this book at school 3 times with an adult and we encourage that they also read this at home to you. This is an opportunity for you to acknowledge their successes and praise their reading achievements. Part of our assessment process is to monitor the usage by parents' of the Collins ebooks accounts. We understand that life can be busy but if you have not accessed, or accessed less than 50% of the content that has been allocated to your child's account, you will shortly receive communication via your child's reading record. Please acknowledge that you have read this communication by signing your initials and dating in the appropriate boxes.

Reading is a skill that is essential as it allows your child to access the curriculum and find out information themselves. Reading allows independence and can stimulate the imagination and improve their writing. It is a way to gain knowledge and understanding, as well as an opportunity to meet a range of characters and visit new worlds! Reading regularly at home can improve your child's reading performance and helps them to have positive attitudes towards reading.

As your child progresses through the school they will become more fluent in their reading. It is often assumed that you don't need to hear them read aloud. However, this is not the case, because when reading aloud, expression can be added, word pronunciation checked and understanding assessed.

Reading should always be an enjoyable time for parent and child. Your child is able to read anything with you at home. The decodable Little Wandle books are just the tip of the iceberg! Read **to** your child and read **with** your child. Read books, comics, magazines, newspapers, recipes, poems, song lyrics, instructions, leaflets, road signs, shopping list, food labels, football or theatre programmes... the list is endless. You can even research information together using books, dictionaries, encyclopaedias and the internet. All reading is good reading and should be as fun as possible for all of you. Please use your child's reading record to communication to us any reading you have done at home with your child.

## Reading Records

The importance of completing your child's reading record is another less obvious assessment piece of information to inform the partnership between home and school. Teachers will use this information, such as which words your child found tricky or which books they enjoyed, to support their next steps in target setting and to inform planning or the choice of book they bring home.

## Pupil Progress Meetings

Every half term there is an opportunity for teachers to meet with senior leaders to discuss the progress of all children against these targets and identify the next steps to ensure that all children remain in track. These meetings take place at the end of a half term once your child in year 1 or 2 has completed a National Federation of Educational Research (NFER) assessment activity. These are similar in style and layout to SATs booklets.

Further information can be found here:

<https://www.nfer.ac.uk/for-schools/products-services/nfer-tests/key-stage-1-assessments/>

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The purpose of these assessments for children in year 1 & year 2 is so that gaps can be identified and the validity of the assessment produces a standardised score which should align to teacher assessments. Teachers use these scores and knowledge of their teaching to prepare for a meeting known as Pupil Progress meetings. During this time, the class teacher will make an action plan for those children where additional support is required to ensure they remain 'on track' to meet the end of year expectations.

## School Reports

Reporting on children's progress is statutory and results in an annual report which will reflect the learning over the course of the year and is sent home in July. There is also the optional opportunity to discuss this report as another form of reviewing your child's progress.

This year your child's report will be sent home in a brown envelope which will have a sticker detailing your child's class and your child will be asked to write their name on it too.

## Safeguarding Update

One of the actions to complete a Child Friendly version of a Safeguarding policy is now available [here](#) as additional reading material. Please share this with your child and practise reading this with or to them! Thank you.

## Update from the Governors

This week there was a Learning Walk to monitor Safeguarding which was attended by the Safeguarding Governors; Mrs Potter and Mrs Jagleman. The new entrants welcome evening was attended by Mrs Dawkins and Mrs Horobin who represented the school's Governing body. We are in the process of appointing staff Governors to join the Governing body and will announce these once confirmed.