

Assessment



From the end of the EYFS, we use 'depths of learning' in order to assess your child's learning. We will assess their progress in each subject by reviewing the depth of their understanding. This learning is grouped into four milestones.

- In Penguins class, children in Reception are assessed against the Early Years seven aspects of learning.
- Through Robins class (and Penguins for y1 children), children will be assessed on the concepts contained in Milestone 1.
- In Owls class, all children will be assessed on the concepts contained in Milestone 2.
- In Eagles class children will be assessed on Milestone 3.

During each term, we will continuously assess the depth of your child's understanding within that milestone, in Penguins, reception children are continuously assessed according to the seven aspects of learning. We track these records half termly in reception and termly through the rest of the school.

All children begin each milestone at the 'basic' level. Here they are acquiring new skills and are dependent upon the support of adults in order to learn new concepts. After children are able to demonstrate this ability on multiple occasions, they move to the 'advancing' stage. They are more independent learners, capable of making some degree of decision whilst applying some of their skills with guidance. Some children may go on to reach the 'deep' level of thinking, applying their skills in a range of complex contexts without the guidance of adults.

Children leave reception as either 'emerging', 'expected', or 'exceeding' the aspects of learning. Making good progress from each starting point would result in different finishing points at the end of each milestone.

They may appear as end of class targets:

Reception	Robins	Owls	Eagles
Emerging	Milestone 1 Basic 2	Milestone 2 Advancing 1	Milestone 3 Advancing 1
Expected	Milestone 1 Advancing 2	Milestone 2 Advancing 2	Milestone 3 Advancing 2
Exceeding	Milestone 1 Deep 1	Milestone 2 Deep 1	Milestone 3 Deep1 or 2

At the end of Y6, the children complete their SATs in order to assess how 'secondary ready' they are. Their SATs are externally set and externally marked.

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Our School Day

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School Uniform
Clubs, Visits, Visitors
Children's Voice
Attendance

School Aims
How Children Learn
Curriculum Aims
Curriculum

Assessment
Inclusion

The Arts
Health
Humanities
Literacy
Maths & Computing
Science & Technology

Home & School
Working Together
Communication
The School Library
Homework
Helpers

Organisation
Our Staff
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