

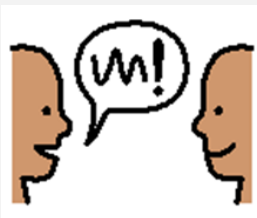
Assessment at Pictor

Information for
Parents



*“What’s most
important?”*

That we know what
your child can do!

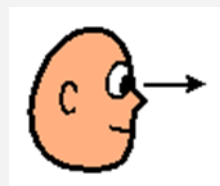


How do we assess pupils?

In lots of different ways...



- By providing activities that are linked to your child's individual learning targets, and to 'I can' style statements within our curriculum.
- By watching and noting progress, and difficulties, as pupils learn and play



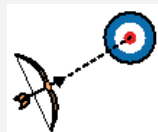
- Specific tasks eg we may get out lots of plastic letters and ask them to find the ones in their name, or a 'sss', an 'a', to see what letters they are familiar with
- By giving pupils lots of opportunities to have a go at doing things themselves before we help. Sometimes this is the last bit of a task eg pulling up socks after adult has put them on their toes



Aa	Bb	Cc
Dd	Ee	Ff
1	2	3
4	5	6



What we use...



Your child has an EHCP (Education, Health and Care Plan) which outlines their outcomes for the end of a Key Stage.



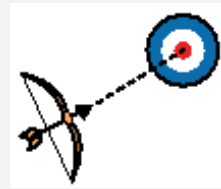
We look at these outcomes and together with you, and any multi-disciplinary teams involved, we decide what and how we need to teach your child. We make the steps towards achieving these outcomes smaller by creating annual targets.

We collect examples of your child's learning towards these targets and those of the wider curriculum and share these with you in November, February and June via our Learning Journeys. We also note how your child is progressing towards their annual targets using the assessment judgements described overleaf.



At annual review time and at the end of the year we will also make assessment judgements (using the same codes) against the wider curriculum pathway that your child is learning within.

Assessment Judgements used at Pictor...



NS Not Started

Used to indicate that this target hasn't been worked on yet.

Em Emerging

We are just beginning to see learning happen

Dev Developing

Your child is making further progress towards achieving this target

Sec Secure

Your child has securely achieved this target and can do it when it is presented in different ways and with different staff members/resources, unless the target is very specific about these.

Exc Exceeding

Your child has made progress that extends beyond the target eg they may have been learning numbers 1-5 but they have also learnt up to 10

Assessment of the Wider Curriculum at Pictor...

For those pupils working within the...

Informal Curriculum

we use Routes for Learning which focuses on learners' early cognitive development, their interaction with the environment and their communication and social interaction skills. Assessments are made against a 'routemap'.

Semi-formal curriculum

we have five bands to describe progressive skill and knowledge development within our areas of learning. Each band contains a cluster of 'I can' statements which describe learning that usually happens at around the same time. Band 5 relates to skills and knowledge typically taught in Reception. Band 1 describes the earliest learning within these areas of learning.

Formal curriculum

our assessment bands are described as stages. Stage 1 is equivalent to Year 1 National Curriculum, Stage 2 is Year 2 etc.

We use the same assessment judgements within these assessments described earlier.

Do we do SATS at Pictor Academy?

Yes, but not always as SATS are not the right method of assessment for all children. At the end of year 4, if appropriate, your child may take the national Multiplication Tables Check to determine whether they can recall their times tables fluently.

Towards the end of Year 2 and Year 6, all pupils are assessed by teachers against a list of 'I can' statements of learning, through activities that are familiar to them. These are in Reading, Writing and Maths. Teachers are then able to judge what standard a pupil is working at.

Pre-Key Stage Standards 1– 4 are used at the end of KS1 (Year 2) and Pre-Key Stage Standards 1–6 at the end of KS2 (Year 6). You can view the standards on the government website. These are reported to you as part of your child's June Learning Journey.

From the academic year 2021–2022 the Engagement Model has been used for those pupils working below these standards. Further information regarding this will be shared separately.

How parents/carers can help at home...

Your child's teacher will share ideas for specific activities that will help them learn at home. These may be related to their annual targets or the wider curriculum.



Please contact your child's teacher if you would like further information about our assessment process.

Written by Sarah Anderson, updated 2024