

Eynesbury Assessment Expectations - September 2016

Aim: The core purpose of assessment is to determine children's attainment against age related expectations set out in the National Curriculum (assessment). It is also to identify next steps of learning to build into future planning (assessment informing planning).



On-going assessment is a critical part of ensuring teaching is effective and therefore maximising learning opportunities. Assessments must be of a high quality and designed to enhance and influence future teaching and learning. Striking a balance between the time spent on assessment and teaching is the key.

Principle: For each area of the curriculum, children will be assessed into 5 judgements.

Below (B) – working SIGNIFICANTLY below END OF YEAR age related expectations for this year group (RED)

Emerging (E) - below END OF YEAR age related expectations for this year group; (RED)

Developing (D) – working within END OF YEAR age related expectations for this year group; (ORANGE)

Secure (S) – meeting END of YEAR age related expectations for this year group; (GREEN)

Mastery (M) – ready for the next stage (G and T) (PURPLE)

We have deliberately remained focused on the END OF YEAR expectations as these are more clearly defined within the National Curriculum, therefore it is likely many children will arrive into a new year in September at Emerging or Developing and leave the year at Developing or Secure. Our aim is to support an increasing number of children to meet END of YEAR age related expectations by the end of each year (a judgement of secure). The percentage of children at the end of the year at age related expectations will help to determine the progress that the children have made through the year.

Our assessment system aims to provide clarity for end of year expectations and a robustness to ensure that judgements made are sound and **supported by evidence**. Materials provided at Eynesbury are to ensure there is on-going evidence to support high quality assessment. Moderation and standardisation activities and assessments will help to strength the on-going teacher assessment judgements.

Literacy

Reading:

Reading on-going assessment – summarised termly KS2 - Reading Standardised Assessment twice a year

We are assessing all children against age related expectations with on-going evidence gathered by teachers/teaching assistants during Guided Reading session to support termly teacher assessment. There is common expectation for Guided Reading grids to be used for each child during guided and 1:1 reading sessions. More formal comprehension exercises may also be used by staff to support assessment judgements on long the way.

In Key Stage 2, a standardised reading assessment will be made at the end of each year.

Writing:

On-going writing assessment within the children's literacy and topic books – half termly summary Assessed Writing pieces included in Progress in Writing books – at the end of each term

We have designed bespoke Eynesbury Writing grids based on the key objectives drawn from the National Curriculum for each year group. These grids are linked to year group expectations, however each child will be given the correct STAGE grid appropriate to their learning needs. (In principle – Year 1 = Stage 1, Year 2 = Stage 2 etc, however, where required, children will be given the appropriate stage and this may be above or below these year group expectations. Children working significantly below age related expectations and therefore assessed at BELOW will be identified on the SEN register and included within the Provision Map.)

Where the child is above or below their year group expectations this will be made clear to the child and the parent, therefore external reporting will continue to report Below, Emerging, Developing, Secure and Mastery against age related expectations not stages.

The children's SPAG and spelling will also be linked to this judgement, therefore providing a more cohesive view on their writing.

Pupil friendly assessment sheets have also been created so that pupils can continue to self-assess against their stage criteria for assessed writing pieces, although we will continue to use a portfolio of children's writing to form a judgement about an individual's writing ability. A copy of the pupil-friendly assessment sheet will be stuck into Key Stage 2 children's Literacy books for reference. A pictorial version for Key Stage 1 children will be used for assessed writing pieces to involve the children in meeting expectations in writing.

Maths

Termly Assessments – White Rose Termly Assessment Maths Standardised Assessment at the end of the year – yet to be determined

We will remain focused on the expectations within each year group as set out in the new National Curriculum. We will be using White Rose planning as our key planning resource and we will also be using White Rose termly assessments to provide a summative view of the children's learning progress towards meeting END OF YEAR expectations through the year.

As White Rose planning does not cover all aspects of the National Curriculum until the end of the Summer Term, and therefore the assessments are linked to the work covered, it will not be until the end of the summer term that a final summative judgement can be made for children's ability in meeting END OF YEAR expectations.

Where a child is significantly below the age related expectations in Maths, they will be on the SEN register and an intervention programme devised for them. This could include learning from another year group and therefore assessment from another year group may be used to identify progress.

All other subjects (not PSHCE)

Each half term, on the completion of units, teacher assessment judgements will be made for each child against the expectations for the unit covered as detailed in the Curriculum coverage grids. By the end of the year the expectation is for teachers to determine children's ability in all foundation subjects at Below, Emerging, Developing, Secure or Mastery against END OF YEAR expectations. This will be informed by half termly teacher assessment against each topic covered and reported in the end of year Record of Achievement (Annual School Report).

Recording this information

Each teacher holds assessment information within cohort files and this is shared with parents through informal and formal parent consultation opportunities throughout the year. We also use an electronic system (SIMS) to collate assessment information and support analysis.

Assessment Summary 2016-17

	Baseline	End of Autumn Term 1	End of Autumn Term 2	End of Spring Term 1	End of Spring Term 2	End of Summer Term 1	End of Summer Term 2
Early Years	Baseline Assessment	<i>Ongoing/observation assessment documented on Tapestry</i>	Termly assessment	<i>Ongoing/observation assessment documented on Tapestry</i>	Termly assessment	<i>Ongoing/observation assessment documented on Tapestry</i>	Termly assessment EYFSP
Reading		On-going guided reading assessment	On-going guided reading assessment Standardised Reading comprehension test – Test 1	On-going guided reading assessment	On-going guided reading assessment	On-going guided reading assessment	On-going guided reading assessment Standardised Reading comprehension test – Test 2 SATs – Y2/Y6
Writing	Assessed Writing following first unit of work (Sept)	Half termly Writing Assessment	Half termly Writing Assessment	Half termly Writing Assessment	Half termly Writing Assessment	Half termly Writing Assessment	Half termly Writing Assessment Phonic Screening (Y1/2) SATs – Y2/Y6
Spelling/SPAG		<i>Phonics/Spelling/SPAG on-going assessment yet to be determined as a school – Please keep your own evidence of assessment informing planning</i>					SATs – Y2/Y6
Maths	Assertive Mentoring Maths Assessment Test 1 (within first 10 days)	White Rose Assessment – Autumn 1	White Rose Assessment – Autumn 2	White Rose Assessment – Spring 1	White Rose Assessment – Spring 2	White Rose Assessment – Summer 1	White Rose Assessment – Summer 2 Standardised Maths Assessments SATs – Y2/Y6
Other subjects		Half termly summative assessment against unit objectives					