

Assessment at Oak Meadow Primary School

Reception:

Assessment within our Early Years Reception classes is based upon on-going observations and lies at the heart of all our practices. Teachers and practitioners observe children as they act and interact in their play, every day activities and planned activities and assess children's progress.

Observations focus upon:

1. The characteristics of effective learning; playing and exploring, active learning, creating and thinking critically.
2. Prime and specific areas of the Early Years Foundation Stage Curriculum – as detailed below:

Characteristics of Effective Learning	Areas of Learning and Development	Birth to 5 Matters Aspects
Playing and Exploring	Prime Areas	
ENGAGEMENT Finding out and exploring Playing with what they know Being willing to 'have a go'	Personal, Social and Emotional Development	Making Relationships Sense of Self Understanding Feelings
Active Learning	Physical Development	Moving and handling Health and Self-care
MOTIVATION Being involved and concentrating Keep trying Enjoying achieving what they set out to do	Communication and Language	Listening and Attention Understanding Speaking
Creative and Critical Thinking	Specific Areas	
THINKING Having their own ideas Making links Working with ideas	Literacy	Reading Writing
	Mathematics	Mathematics
	Understanding the World	People and Communities The World Technology
	Expressive Arts and Design	Creating with Materials Being Imaginative and Expressive

Our staff use observational assessment to understand children's learning and focus their assessments upon watching, listening, questioning and interacting with children as they engage in everyday activities, events and experiences, and demonstrate their specific knowledge, skills and understanding.

Observational assessment is the most reliable way of building up an accurate picture of children's development and learning. This is especially true where the attainment demonstrated is not dependent on overt adult support. Observational assessment is central to understanding what children really know and can do.

Learning opportunities will be planned within daily lessons but some may be a spontaneous capture of an important moment. It is likely that observations of everyday activities will provide evidence of attainment in more than one area of learning.

Throughout the year, Reception teachers use their observations and record children's progress against the development matter bands, i.e.

	Personal, Social, Emotional Development: Self Regulation	Personal, Social, Emotional Development: Managing Self	Personal, Social, Emotional Development: Building Relationships
3-4 Years	Select and use activities and resources, with help when needed. Allowing them to achieve a goal they have chosen or one which is suggested to them. Develop their sense of responsibility and membership of a community.	Become more outgoing with unfamiliar people, in the safe context of their setting. Show more confidence in new social situations. Increasingly Follow rules, understanding why they are important. Do not always need an adult to remind them of a rule. Develop appropriate ways of being assertive.	Play with one or more other children, extending and elaborating play ideas. Help to find solutions to conflicts and rivalries. Talk with others to solve conflicts. Talk about their feelings using words like 'happy', 'sad', 'angry' or 'worried'. Begin to understand how others might be feeling.
Reception	See themselves as a valuable individual. Identify and moderate their own feelings socially and emotionally.	Manage their own needs. Show resilience and perseverance in the face of a challenge.	Build constructive and respectful relationships. Express their feelings and consider the feelings of others.
Early Learning Goal	Show an understanding of their own feelings and those of others and begin to regulate their behaviour accordingly. Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate. Give focussed attention to what the teacher says, responding appropriately even when engaged in an activity, and show an ability to follow instructions involving several ideas or actions.	Be confident to try new activities and show independence, resilience and perseverance in the face of challenge. Explain the reasons for rules, know right from wrong and try to behave accordingly. Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.	Work and play cooperatively and take turns with others. Form positive attachments to adults and friendships with peers. Show sensitivity to their own and to others' needs.

At the end of the year, further summative assessments are made against Early Learning Goals and a teacher assessment is made awarding a 1 or a 2 indicating children working towards end of Foundation Stage expectations (1) or working at the expected standard (2). Once summative assessments are complete, the data is used to:

- Inform parents about their child's development against the Early Learning Goals and the characteristics of their learning;
- Support a smooth transition to Key Stage 1 (KS1) by informing the professional dialogue between EYFS and KS1 teachers;
- Help Year 1 teachers plan an effective, responsive and appropriate curriculum that will meet the needs of all children.



Year 1 Phonics Screening Test

The Phonics Screening Check is meant to show how well your child can use the phonics skills they've learned up to the end of Year 1, and to identify children who need extra phonics help. The Department for Education defines the checks as "short, light-touch assessments" that take about four to nine minutes to complete.

The checks consist of **40 words and non-words** that children will be asked to read one-on-one with a member of staff – often their own classteacher for whom they already have a relationship with. Non-words (or nonsense words) are a collection of letters that will follow phonics rules children have been taught, but don't mean anything –

children will need to read these with the correct sounds to show that they understand the phonics rules behind them.

The 40 words and non-words are divided into two sections – one with simple word structures of three or four letters, and one with more complex word structures of five or six letters. The teacher administering the check with children will give them a few practice words to read first – including some non-words – so they understand more about what they have to do. Each of the non-words is presented with a picture of a monster / alien, as if the word were their name (and so your child doesn't think the word is a mistake because it doesn't make sense!).

Child will be scored against a national standard, and the main result will be whether or not they fall below, within or above this standard.

You will be told how your child did, but schools' results will not be published. If your child's score falls below the standard, they will be given extra phonics help and can re-take the Phonics Screening Check in Year 2.



National Curriculum Assessment Year 1 - 6

With the introduction of the new National Curriculum 2014, 'life without levels' was introduced. Children's attainment and progress towards meeting their age-related expectations through the school year, assessment judgements will be made using the following terms:

1. Entering: pupils are 'entering' within the age-related expectations, e.g. 3E.
2. Developing: pupils are developing within their age-related expectations, e.g. 3D.
3. Secure: pupils are secure within their knowledge and understanding of their year group's age-related expectations, e.g. 3S.
4. Mastery: if pupils are secure within their age-related expectations, opportunities will be presented by classteachers to 'master' the National Curriculum's objectives.

Year 2 and 6 Standardised Assessment Tests (SATs)

At the end of Year 2 and 6, your child will be required to sit statutory tests. There will not be a formal test to assess your child's writing – this will be done through teacher assessment using evidence from your child's exercise books.

Year 2 and 6 SAT Test Information

KS1 English reading test

The reading test has a greater emphasis on the comprehension elements of the curriculum. There are 2 reading papers, one with the texts and questions combined and one with more challenging texts with the questions in a separate booklet. Both papers must be administered to all pupils.

Each paper will have a selection of unrelated texts of increasing difficulty. There will be a mixture of text genres.

Paper 1 consists of a combined reading prompt and answer booklet. It is expected that the test will take approximately 30 minutes to complete but it is not strictly timed. The paper includes a list of useful words and some practice questions for teachers to use to introduce the contexts and question types to pupils.

Paper 2 consists of a reading answer booklet and a separate reading booklet. It is expected that the test will take approximately 40 minutes to complete but it is not strictly timed. There are no practice questions on this paper.

KS1 English grammar, punctuation and spelling test

The grammar, punctuation and spelling test has an emphasis on technical aspects of grammar. There are 2 papers, Paper 1: spelling and Paper 2: questions. The written task has been removed and writing will instead be assessed through teacher assessment.

Paper 1: spelling consists of an answer booklet for pupils to complete and a test transcript to be read by the test administrator. Pupils will have approximately 15 minutes to complete the test but it is not strictly timed, writing the 20 missing words in the answer booklet.

Paper 2: questions consist of a single test paper focusing on pupils' knowledge of grammar, punctuation and vocabulary. Pupils will have approximately 20 minutes to complete the questions in the test paper but it is not strictly timed. There will be no contextualised questions in the test (as there were in the initial sample questions).

KS1 mathematics test

In mathematics, there are two papers, Paper 1: arithmetic and Paper 2: reasoning.

Paper 1: arithmetic assesses pupils' confidence and mathematical fluency with whole numbers, place-value and counting. The test consists of a single test paper. It is expected that the test will take approximately 20 minutes to complete but it is not strictly timed.

Some items in the arithmetic test have grids in the answer spaces or working out spaces. The grids are there for questions where the pupils may benefit from using more formal methods for calculations.

Paper 2: reasoning assesses pupils' mathematical fluency, problem solving and reasoning skills. This test consists of a single test paper. It is expected that the reasoning paper will take approximately 35 minutes to complete but it is not strictly timed. The paper includes a practice question and 5 aural questions. After the aural questions, the time for the remainder of the paper should be approximately 30 minutes.

Year 6 SAT Test Information

Tests for Year 6 pupils are as follows:

- English reading: reading booklet and associated answer booklet
- English grammar, punctuation and spelling Paper 1: short answer questions
- English grammar, punctuation and spelling Paper 2: spelling
- Mathematics Paper 1: arithmetic
- Mathematics Paper 2: reasoning
- Mathematics Paper 3: reasoning

KS2 English reading test

The English reading test will have a greater focus on fictional texts. There is also a greater emphasis on the comprehension elements of the new curriculum. The test consists of a reading booklet and a separate answer booklet.

Pupils will have a total of 1 hour to read the 3 texts in the reading booklet and complete the questions at their own pace. There will be a mixture of genres of text. The least-demanding text will come first with the following texts increasing in level of difficulty.

Pupils can approach the test as they choose: e.g. working through one text and answering the questions before moving on to the next. The questions are worth a total of 50 marks.

KS2 English grammar, punctuation and spelling test

The new grammar, punctuation and spelling test has a greater focus on knowing and applying grammatical terminology with the full range of punctuation tested.

The new national curriculum sets out clearly which technical terms in grammar are to be learnt by pupils and these are explicitly included in the test and detailed in the new test framework. It also defines precise spelling patterns and methodologies to be taught, and these are the basis of spellings in the test.

There will be no contextual items in the test.

As in previous years, there are two papers, Paper 1: questions and Paper 2: spelling.

Paper 1: questions consist of a single test paper. Pupils will have 45 minutes to complete the test, answering the questions in the test paper. The questions are worth 50 marks in total.

Paper 2: Spelling consists of an answer booklet for pupils to complete and a test transcript to be read by the test administrator. Pupils will have approximately 15 minutes to complete the test, but it is not strictly timed, by writing the 20 missing words in the answer booklet. The questions are worth 20 marks in total.

KS2 mathematics test

There are 3 papers; Paper 1: arithmetic; Paper 2: reasoning; and Paper 3: reasoning.

Paper 1: arithmetic replaces the mental mathematics test. The arithmetic test assesses basic mathematical calculations. The test consists of a single test paper. Pupils will have 30 minutes to complete the test, answering the questions in the test paper. The paper consists of 36 questions which are worth a total of 40 marks.

The questions will cover straightforward addition and subtraction and more complex calculations with fractions worth 1 mark each, and long divisions and long multiplications worth 2 marks each.

Papers 2 and 3 each consist of a single test paper. Pupils will have 40 minutes to complete each test, answering the questions in the test paper. Each paper will have questions worth a total of 35 marks.

In some answer spaces, where pupils need to show their method, square grids are provided for the questions on the arithmetic paper and some of the questions on Paper 2.

<p>ASSESSMENT WITHIN PHASES EARLY YEARS</p>	<ul style="list-style-type: none"> • ‘Capturing the Journey’ – a continuous means of assessment using 2simple software. Attainment and progress is assessed and monitored against the Early Year’s Development Bands. • Half termly ‘Read Write Inc’ (RWI) phonic tests. • Summer term assessment against Early Learning Goals.
<p>YEAR 1</p>	<ul style="list-style-type: none"> • Half termly Read Write Inc (RWI) assessment of pupils’ progress towards their learning and progress of phonics. Outcomes from assessment supports pupils’ differentiated groupings. • Termly administration of ‘The Salford Reading Test’ to support the measuring of pupils’ reading progress. • Weekly spelling tests following pupils’ learning of spellings within lesson time / learning and testing of high frequency words. • Frequent ‘Building a Mathematician’ (BAM) assessment of pupils’ maths targets to support continuous teacher assessment. • Half termly summative maths tests which supports teacher assessment and evidence and progress within exercise books. • Fortnightly assessment of writing against given criteria. • Statutory administration of the ‘Phonic Screening Check’ in June of each year. Parents / Carers are informed of their children’s meeting of the required national standard.
<p>YEAR 2</p>	<ul style="list-style-type: none"> • Diagnostic phonic assessments to support pupils’ comprehensive knowledge of phonics. • Termly administration of ‘The Salford Reading Test’ to support the measuring of pupils’ reading progress. • Frequent assessment of pupils’ writing against given criteria. • Weekly spelling tests. • Frequent ‘Building a Mathematician’ (BAM) assessment of pupils’ maths targets to support continuous teacher assessment. • Half termly summative maths tests which supports teacher assessment and evidence and progress within exercise books. • Half termly summative assessments of reading, grammar and maths to support teacher assessment and identification of next steps for learning. • End of Key Stage One Standardised Assessment Tests (SATs) in: <ul style="list-style-type: none"> English: reading, spelling, punctuation and grammar tests (SPaG). Writing will be teacher assessed and moderated. Mathematics: arithmetic and reasoning tests.

<p>Years 3-6 (Key Stage Two)</p>	<ul style="list-style-type: none"> • Termly administration of 'The Salford Reading Test' to support the measuring of pupils' reading progress. • Fortnightly assessment of writing to support half termly teacher assessment and next step learning and teaching. • Weekly spelling tests. • Half termly spelling, punctuation and grammar testing. • Half termly summative testing of reading. • Frequent 'Building a Mathematician' (BAM) assessment of pupils' maths targets to support continuous teacher assessment. • Half termly summative maths tests which supports teacher assessment and evidence and progress within exercise books. • End of Key Stage Two Standardised Assessment Tests (SATs) in: <p>English: reading, spelling, punctuation and grammar (SPaG) and school-based assessment of writing – assessed by classteachers.</p> <p>Mathematics: arithmetic and reasoning.</p> <p>Science: sample schools are selected biennially for science testing which takes place in June.</p>
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<p>Non-Core Subject Assessment</p>	<p>In addition to the above assessments, pupils' skills are formatively assessed in PE and pupils' progress is recorded against key learning objectives within all National Curriculum subjects.</p>
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