



# Edward Feild Primary School ASSESSMENT in a Nutshell



<b>VISION</b>	<p>At Edward Feild, assessment is viewed as building a picture over time of a child's learning progress across the curriculum and is an integral part of teaching and learning. Each classroom teacher is responsible for the ongoing assessment of his/her own pupils' progress and achievement. Teachers use a variety of assessment methods to support them in assessing pupils' learning and in making decisions about their future learning (for more detail see Feedback in a Nutshell).</p> <p>Assessment provides information on the performance of a child at a point in time or over the school year. The assessment is used to plan ongoing learning and whole school evaluation.</p> <p>Data from assessment is used by teachers to identify priorities for development including changes they may wish to make in teaching approaches, priorities for staff development and for the acquisition of resources. Assessment information can also be used as part of the monitoring of the effectiveness or otherwise of the initiatives put in place to improve children's learning.</p>
<b>TERMLY ASSESSMENT</b>	<p><b>OTB (On the Boil)</b>-at the beginning of each short term, children are assessed on their prior knowledge of number facts. At the end of their current unit of OTB work they will undertake a written timed assessment.</p> <p><b>MATHS</b>-White Rose end of term assessments are being used throughout the school, apart from Y2 and Y6 who use SATs tests from the previous year. Greater Depth in maths-a NCETM task is being used as evidence for children who are exceeding.</p> <p><b>WRITING</b>-Children's final writing outcome is recorded in their assessment books, and this is assessed against the school writing criteria (essential targets and desirable targets). Greater Depth in writing-the children are encouraged to take greater ownership and display increased independence.</p> <p><b>READING</b>-CGP reading texts are used throughout the school, apart from Y2 and Y6 who are using SATs tests from the previous year.</p>

	<p>Greater Depth in reading- in weekly whole class reading sessions children need to demonstrate a deeper understanding of the texts being studied. Alongside this they must demonstrate that they independently read a wide variety of texts and can make connections between them. Children in Year 1 are assessed termly in phonics, using previous year phonics checks.</p> <p><b>Writing (expected)</b> To achieve .1 children need to show evidence in their writing that they can independently use 3 essentials and 25% of the desirable targets. To achieve .2 children need to show evidence in their writing that they can independently use 6 essentials and 50% of the desirable targets. To achieve .3 children need to show evidence in their writing that they can independently use all essentials and 75% of the desirable targets. To be working at Greater Depth children need to be able to demonstrate that they can make effective choices about their writing (more detail can be found in the ‘English in a Nutshell Document’). Writing assessments are moderated in staff meetings or by the SLT.</p> <p><b>Reading and Maths (expected)</b> CGP tests are used for reading. At each assessment point children will do two different text types. White Rose tests are used for maths. Each test features arithmetic and reasoning papers. Test results for expected level: Autumn- 45%, Spring- 55%, Summer- 65%</p> <p>Teachers will make an overall judgement based on test data, work in books and their knowledge of how the child performs in class.</p> <p>Teachers enter assessment data 3 times a year onto Integris. The data are analysed by SLT and shared with teaching staff.</p>
<p><b>END OF UNIT ASSESSMENT</b></p>	<p>MATHS-two weeks after the end of a unit, children are assessed on the objectives covered during the unit. These are either stuck in the Maths book or filed separately and are used for informing TA interventions or further teacher-led interventions.</p>

<b>WEEKLY ASSESSEMENT</b>	SPELLINGS-children are tested weekly on the spelling patterns/rules that they have been taught. Reception writing/phonics-children are assessed at the end of each phonics session to inform the teacher /TA if intervention or re-teaching needs to take place.
<b>KEY STAGE ASSESSMENT</b>	PHONICS-Y1 sit a statutory phonics screening check at the end of the year. If children don't meet the required standard in the screening test, they are supported and regularly assessed so that they will make accelerated progress – these children have a phonics re-check in Y2. Children in Y2 and Y6 sit the statutory end of Key Stage assessments (KS1 SATs to become non-statutory in 2023). Year 4 children will sit the multiplication table check from 2020.
<b>RECEPTION ASSESSMENT</b>	<b>Baseline</b> -Maths-using development matters, children are assessed for current attainment and to set future targets -Phonics-internal baseline phonics assessment <b>Mid-year</b> -Maths -use development matters to revisit previous objectives and check progress and check future targets -Phonics-same as above plus check against phonics assessment Phase 2 and 3 <b>End of year</b> -Maths-children are assessed against the ELG. GD are assessed against Mastery Maths targets covered in Year 1. -Phonics Assessment Phase 3-5
<b>ENTRY ASSESSMENT</b>	See above -Baseline Assessment Reception to measure progress to the end of Y6.
<b>ON GOING ASSESSMENT</b>	Reception use 'EvidenceMe' for daily input of evidence of progress being made and to identify any gaps.