

High Meadow Community School Assessment Strategy 2019/2020

EYFS Attainment/Progress Indicators

Expected progress (4 steps)

Development Matters	Baseline	Autumn B	Spring B	Summer B
30-50 Beginning				
30-50 Developing				
30-50 Secure	Below ARE			
40-60 Beginning	At ARE	Below ARE		
40-60 Developing	Above ARE	At ARE	Below ARE	
40-60 Secure		Above ARE	At ARE	
W - Working <u>towards</u> the ELG			Above ARE	Below ARE
G - Working <u>at</u> the ELG				At ARE
E - <u>Exceeding</u> the ELG				Above ARE

Better than expected progress (5 steps or more)

KS1 Attainment Indicators

Attainment Codes used

- WT - Child is working BELOW the class programme of study
- WT+ - Child is working WITHIN the class programme of study but is not yet working at age related expectations
- AT - Child is working AT age related expectations in the class programme of study
- GD - Child is working at a GREATER DEPTH in the class programme of study
- GD+ - Child is working at a GREATER DEPTH+ in the class programme of study

KS1 Progress Indicators

Expected progress

	End of Year 1 attainment	End of Year 2 attainment	Year 3 attainment
End of YR attainment - Below 1	WT	WT	WT
End of YR attainment - 1	WT+	WT+	WT+
End of YR attainment - 2	AT	AT	AT
End of YR attainment - 3	GD	GD	GD

Better than expected progress

	End of Year 1 attainment	End of Year 2 attainment	Year 3 attainment
End of YR attainment - Below 1	WT+	WT+	WT+
End of YR attainment - 1	AT	AT	AT
End of YR attainment - 2	GD	GD	GD
End of YR attainment - 3	GD+	GD+	GD+

Assessment Strategies

	English	Maths	Science	Foundation subjects
Reception Robins	<p><u>Phonics</u> Tests at the end of each half term (Phonics folder, phonics books) <i>Formative & summative</i></p> <p><u>Reading</u> During weekly 1-1 reading <i>Formative</i></p> <p><u>Writing</u> Verbal responses to 'deep marking' grid <i>Formative</i></p>	<i>Ongoing formative assessments</i>	<i>Ongoing formative assessments as part of the Understanding of the World area of learning using the Tapestry observations tool</i>	<i>Ongoing formative assessments using the Tapestry observations tool</i>
Y1 Blackbirds Y2 Barn Owls Y3 Rabbits	<p><u>Writing</u> Hot write at end of unit Verbal feedback and responses to 'deep marking' on hot write <i>Formative & summative</i></p> <p><u>Spelling</u> Weekly spelling tests 'squiggly line' to identify mis-spellings Y2 'end of stage' national testing - SPAG <i>Formative & summative</i></p> <p><u>Phonics</u> Tests at the end of each half term (Letters & sounds book) Y1 & Y2 phonics test <i>Formative & summative</i></p> <p><u>Reading</u> During daily reading and 1-1 reading Fischer family trust running reading records Y2 'end of stage' national testing <i>Formative & summative</i></p>	<p>Feedback and responses to 'live marking'</p> <p>End of block HOT White Rose Maths Tests</p> <p>Termly reasoning & arithmetic assessed</p> <p>Y2 'end of stage' national testing</p> <p><i>Formative & summative</i></p>	<p>End of unit formative assessment through teacher's assessments and Science leader's child interviews. <i>Formative</i></p>	<p>End of unit Foundation skills tests ongoing <i>formative assessment</i></p>

Phonics summative tests (printed from O track) are in the class based Assessment Folders and are administered half termly with interventions identified and delivered immediately in the following half term. Each year group has explicit end of term/year expectations.

Maths summative assessments are undertaken using the White Rose, end of unit tests. They are in the shared drive under 'Subject Management' then 'Mathematics'. Maths levels are also moderated with the consortium (7 other schools)

Reading summative assessments are undertaken using the Fischer Family Trust running reading records for a sample of children. These are used to validate teacher's formative judgements. Each year group has explicit end of term/year book band expectations. Reading levels are also moderated with the consortium (7 other schools)

Overall tracking of progress and attainment

At the end of every **half term** teachers will input data from phonics onto O track and reading and phonics onto the tracking sheets

At the end of every **half term** teachers will input intervention assessments onto O track

At the end of every **half term** Y1, 2 and Y3 teachers will assess all foundation subjects

At the end of every **term** teachers will input data from RWM and phonics onto the O Track system

At the end of every **term** the YR teacher will input data from all the areas of learning onto O Track

Progress and Attainment Reporting Indicators

Score	Descriptor	Outcome	Progress, RWM	ARE RWM KS1/2	Attainment GLD EYFS
97% - 100%	Vast/overwhelming majority, almost all	Outstanding	76% - 100% progress through 3 steps (EY) or making expected progress (KS1/2)	76% - 100% Achieving ARE	76% - 100% Achieving GLD
76% - 96%	Very large majority, most				
65% - 75%	Large majority	Good	65% - 75% progress through 3 steps (EY) or making expected progress (KS1/2)	65% - 75% Achieving ARE	65% - 75% Achieving GLD
51% - 64%	Majority	Requires improvement	51% - 64% progress through 3 steps (EY) or making expected progress (KS1/2)	51% - 64% Achieving ARE	51% - 64% Achieving GLD
35% - 50%	Minority	Unsatisfactory	20% - 50% progress through 3 steps (EY) or making expected progress (KS1/2)	20% - 50% Achieving ARE	20% - 50% Achieving GLD
20% - 34%	Small minority				
4% - 19%	Very small minority, few				
0% - 3%	Almost none/very few		0% - 19% progress through 3 steps (EY) or making expected progress (KS1/2)	0% - 19% Achieving ARE	0% - 19% Achieving GLD