

Assessment at Catshill First School and Nursery

Statutory Assessments

It is a national requirement to assess children at certain points of their education and report this information to parents.

- **Early Years Foundation Stage Profile**

At the end of the Reception year, teachers complete the Early Years Profile for each child in their class. Evidence is gathered throughout their time at Catshill First School and Nursery across 17 Early Learning Goals (ELGs) and pupils are then judged to be either 1 – Emerging, 2 – Expected or 3 – Exceeding in each area. The information is moderated across the setting and across other local school settings. The Local Authority monitors the process for accuracy and consistency and moderate at least 25% of settings annually. Parents are informed within an annual report which gives a written summary of their child’s attainment against the ELGs. It will also summarise attainment in all areas of learning and give comments on general progress including the characteristics of effective learning. Appropriate next steps will be identified. An opportunity for parents to discuss the outcomes of the EYFS profile with the class teacher will be made available.

- **Year One Phonics Screening Check**

The phonics screening check, taken by all children towards the end of Year One, is designed to confirm whether pupils have learnt phonic decoding to an appropriate standard. It identifies pupils who need extra help to improve their decoding skills. The check consists of 20 real words and 20 pseudo-words that a pupil reads aloud to the teacher. Local Authority representatives monitor the administration of the check and make unannounced visits to at least 10% of settings. As part of their child’s annual report, parents of pupils in Year One will receive details of their child’s phonics screening check score and whether or not their child has met the expected standard.

- **Year Two Phonics Screening Check**

Any child who did not meet the expected standard in Year One, is rechecked in Year Two and parents will receive details of their child’s phonics screening check score and whether or not their child has met the expected standard.

- **End of Key Stage One (Year 2)**

In May, pupils are tested in Reading and Mathematics. A selection of each child’s writing is assessed by their teacher. Schools can also test children in Grammar, Punctuation and Spelling. Since 2016, scaled scores have been used to report national curriculum test outcomes. Parents are informed as part of their annual report as to whether their child has met or not met the national standard. A pupil who achieves the national standard will have demonstrated sufficient knowledge in the areas assessed by the tests. This will mean that they are well placed to succeed in the next phase of their education. Some children will be assessed as working at Greater Depth. The Local Authority monitors the process for accuracy and consistency and moderate at least 25% of settings annually.

Non Statutory Assessments

Early Years Foundation Stage (EYFS)

In September, children in Nursery and Reception are assessed to give a baseline judgement for the Foundation Stage Profile. The information is updated throughout the year until a final set of results are agreed in July. Each half term, the attainment and progress of all children are monitored by the class teacher and Early Years Leader so that provision is adjusted accordingly.

EYFS staff record each child’s progress using an online assessment recoding system called Tapestry as well as building a paper based record known as the child’s ‘Proud Folder’. All staff working with the children contribute to these assessments. At the end of the Reception year, children are graded as either: Emerging, Expected or Exceeding in the 17 Early Learning Goals and results are reported to parents.

Key Stage One and Two (Year 1, Year 2, Year 3 and Year 4)

Since the National Curriculum changed in 2014, pupils are expected to become secure with the curriculum expectations of their year group. Those that achieve a secure grading before the end of the year are expected to be challenged through a deepening of the skills, knowledge and understanding of their year group expectations. Schools have the freedom to innovate their own assessment systems and Catshill First School and Nursery use ‘Symphony Assessment’ which gives the following developmental gradings for Reading, Writing and Mathematics for each year group.

	Year 1	Year 2	Year 3	Year 4	
Expected after half a term in the Year group	1 E	2 E	3 E	4 E	Emerging
Each half term children are tracked and given one of the following gradings to indicate their progress within their curriculum	1 E +	2 E +	3 E +	4 E +	Emerging +
	1 D	2 D	3 D	4 D	Developing
	1 D +	2 D +	3 D +	4 D +	Developing +
Expected grade at end of year	1 S	2 S	3 S	4 S	Secure
Some children will be working beyond the expected grade and will be given work to deepen their understanding of the skills, knowledge and understanding expected within their year group	1 S +	2 S +	3 S +	4 S +	Secure +

Teachers keep records of progress which are formally tracked and analysed each half term. The pupils’ progress and attainment are monitored by the class teacher and Head of School so that provision is adjusted accordingly. It is expected that the majority of content will have been taught by Easter and that the summer term enables pupils to apply their skills and understanding and for teachers to revisit areas of need.

- **Expected progress** is for pupils to make one year’s progress from their starting point (e.g. from 1S to 2S).
- **Accelerated progress** is shown when children move to an enhanced point (e.g. 1D to 2D+ or 3S to 4S+).
- **Age Related Expectations (ARE)** is for pupils to be Secure (S).

Subjects other than Reading, Writing and Mathematics

For subjects other than Reading, Writing and Mathematics, the class teacher completes a class overview which tracks progression in each subject. Class Teachers and Subject Leaders can use these overviews to ensure all elements of the National Curriculum are being delivered successfully and that any areas of weakness are addressed. Phonic development is also tracked separately.