



Statutory assessment timeline:

Reception

Early Years Foundation Stage Profile

This assessment summarises and describes children's attainment at the end of Early Years Foundation Stage (EYFS). It is based on ongoing observation and assessment of the areas of learning and development and the characteristics of effective learning.

Year 1

Phonics Screen Check

This assessment checks how well children can use their phonic knowledge to be able to read. It is a brief test where the teacher asks the children to read a mixture of 40 words and *non-words*. The assessment is carried out over a week during the summer term. Children who do not pass the expected standard will be re-assessed at the end of year 2.

Year 2

Key Stage 1 Assessment

This is a combination of teacher assessment, tasks and tests to assess each child's performance in: reading; writing; grammar, punctuation & spelling; and arithmetic and reasoning in mathematics. All pupils will receive a raw score that is converted to a *scaled score*. A score of 100 will always represent the 'expected standard'.

Year 6

Key Stage 2 Assessment

This is a combination of teacher assessment, tasks and tests to assess each child's performance in: reading; writing; grammar, punctuation & spelling; and mathematics. All pupils will receive a raw score that is converted to a *scaled score*. A score of 100 will always represent the 'expected standard'.

How do we assess your child?

At Woodfield School we assess how well children are doing in relation to age related expectations called Performance Standards.

The performance standards describe what performance in a particular subject should be like by the end of each year in school, specifically in reading, writing and mathematics.

These standards reflect a clear progression of knowledge, skills and understanding within each subject for all children.

Why do we assess?

We assess children to:

- Ensure that all children make as much progress as possible.
- Help teachers to plan next steps for all children.
- Inform parents how well their child is doing in school.
- Give school governors/directors data about school performance to hold school leaders to account.

How will assessments be made?

Teachers 'assess' in two key ways: **Summative** and **Formative**.

Summative Assessment

These are termly assessments made against the performance standards as a type of review. Teachers consider a range of evidence in books and what they know about the child.

Within each year group expectation there are 4 steps to describe how secure they are in relation to the performance standard. These are:

- Below (the child is working below the age related expectation for that year group)
- WTS (working towards the age related expectation for that year group)
- EXS (working at the expected level for that age group)
- GDS (working at a greater depth in the expectations for the year group)

Teachers use this information to ensure they are setting work that meets the needs of the children.

Formative Assessment

This is ongoing monitoring by the teacher on a daily basis to see how children learn and develop and is achieved through various means:

- Marking and feedback
- Talking to the children about their work
- Observing children learning
- Discussions with other staff

The outcome of this type of monitoring may change lessons, inform next steps when planning, and direct extra assistance for children.

Teachers will use various methods to *find gaps* in children's knowledge and understanding to be able to accurately plan and teach to *plug* the gaps and ensure continued progress.

How will I know how my child is getting on?

There are termly parents' evening appointments for parents to meet with their child's teacher and have a look at their work in school, and a final end of year written report.

On these occasions parents are likely to be told one of the following judgements in relation to reading, writing and mathematics:

- Your child is working below the expectation for their age
- Your child is working towards the expectation for their age
- Your child is at the expectation for their age
- Your child is working at greater depth expectation for their age

If a child is working significantly below the expectation for their age, it is likely that they will be assessed for special educational needs (SEN).

Your child will also be issued with an annual written report from the class teacher that will detail the progress your child has made in all subjects. Any statutory results (phonics, SATs) will be included in this report.