

Assessment at Perryfields Infant School

- ▶ Since 2014, as part of Government reform, assessing using levels stopped and schools were expected to assess without levels.
- ▶ All schools track progress and attainment differently and we will discuss how we assess this at Perryfields Infant School.

The Marking Code

Assessment continues to be at the heart of teaching and learning at Perryfields Infant School; it is fair, honest, ambitious, appropriate and consistent. We continue to move forward and adapt our curriculum and assessment systems which meet the needs of all our pupils.



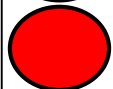
- ▶ Purple Polishing Pens
- ▶ Children/teacher dialogue - live marking and feedback
- ▶ Pupil reflection time/editing
- ▶ Assessment for Learning/Metacognition (how children retain information & strategies we use to support learning)
- ▶ Next step learning

PERRYFIELDS INFANT SCHOOL




MARKING CODE







TRAFFIC LIGHTS

-  I have met all of the success criteria.
-  I have met some of the success criteria.
-  I have not met the success criteria yet and need more support.

Marking colours

-  Yes, you can do it.
-  You haven't quite got it yet.
-  We will have a little more practise at this.

Marking Symbols

	Well done	WB	Word bank
	Your next step is ...		Independent work
	Challenge	CT	Class teacher support
	Verbal feedback	LSA	Learning assistant
sp	Spelling to practise		support
---	Tricky spelling	ST	Supply teacher



Purple pen is used by the children to make changes to their work.

Assessment for Learning

Formative Assessment	Summative Assessment
<ul style="list-style-type: none">• Prior learning assess and reviewed before & after lessons• Targeted questioning• Mini Whiteboards• Teacher/LSA Feedback (live wherever possible)• Targeted next steps - verbal & written• Mini plenaries• Traffic lights• Lolly Sticks• Open/Closed questioning• Purple Polishing Pens• Green/blue highlighted 'Can I' statements• Success criteria up/shared• Morning challenges/warm up activities• Peer marking/talk partners• Homework linked to current learning	<ul style="list-style-type: none">• Year 2 mock SATS/SATS• Year 1 phonics screening• Rising stars/termly assessment/Quizzes in reading, writing and numeracy (KS1)• End of teacher block assessments in all foundation and core subjects• Baseline assessment for Foundation Stage (RBA)• Letters and sounds Phase Assessments• HFW & CEW assessment for spelling badges• EYFS end of year data drop• Internal and external book looks and moderation (for quality assurance purposes)• Gap analysis and Curriculum Coverage highlighted.

YOUR QUESTIONS ANSWERED

- ▶ How will I be told about my child's progress?
- ▶ Where can I go if I have particular questions?
- ▶ How do schools and teachers act on assessment results?

Reception assessment

- ▶ From the moment your children are at nursery they will begin to be assessed, either formally or informally by the teacher.
- ▶ In Reception - Reception Baseline Assessment Framework (statutory). From September 2021 all schools must use this baseline for all children.
- ▶ Teacher Judgements
- ▶ The 17 areas of learning
- ▶ Ofsted considers that your child has made a 'good level of development' (GLD) if they have achieved the first 12 of the 17 key areas of learning.
- ▶ There is one statutory assessment at the end of the year.
- ▶ In the final term of the year in which children reach age five, an EYFS Profile will be completed for each child. Each child's level of development is assessed against the early learning goals and we will indicate whether or not each child is meeting the expected levels of development. This is currently reported as reached the expected level for their age or not met the expected level (it has moved away from emerging, expected & exceeding).
- ▶ Children are defined as having reached a Good Level of Development (GLS) at the end of the EYFS if they have achieved the expected level for the ELGs in the primary areas of learning (PSED, Physical Dvt & Communication & Language) and the specific areas of mathematics and literacy.

Year 1 phonics screening

- ▶ At the end of Year 1 (June) your child will sit the Phonics screening check. This test is carried out individually with a known adult and consists of words and 'nonsense' words which your child is asked to read using their phonic knowledge.
- ▶ This test is used to identify children who may not yet have secure phonics knowledge so that their teacher can plan activities and further support to ensure they catch up because phonic skills are so important in learning to read.
- ▶ Children who do not reach the expected level will re-take the test the following year.

End of KS1 Tests

- ▶ KS1 tests are taken at the end of Year 2 (May) when most children will have turned seven (Standard Assessment Tests - SATs).
- ▶ TESTS cover reading, writing, spelling, punctuation and maths with science being assessed through tasks over the year.
- ▶ Children will sit them in their own classroom at a time chosen by the teacher.
- ▶ Currently the outcome will only form part of the overall assessment.
- ▶ Teachers give much more weighting to what they see children do in the classroom every day, in order to give a fully rounded picture of their attainment.
- ▶ Your child's teacher will make ongoing assessments on a regular basis when your child is working with other children and independently, but statutory assessments are always individual (test conditions).

- ▶ So what does Perryfields new assessment system look like? What information will support you as parents with your child's learning at home?
- ▶ We continue to assess on a daily basis in lessons and use this to inform our future planning.
- ▶ The whole school tracking system involves STEPS of progress and like the Junior school we use the Target Tracker system for continuity.
- ▶ Writing and Maths books are sent across to the junior school at the end of Year 2 for moderation purposes.

B, b+ - beginning in the year band
W, w+ - working within the year band
S, s+ - secure in the year band

1b	1b+	1w	1w+	1s	1s+
2b	2b+	2w	2w+	2s	2s+

Children in Year 1 are expected to make 5
STEPS progress
Children in Year 2 are expected to make 6
STEPS progress

SEN Assessment

- ▶ Previously children with Special Educational Needs were assessed on a system of P-Scales, pre level 1, will continue for children with SEN.
- ▶ These scales cover a wide range of skills from speaking and listening to attention and organisation and look at the whole child rather than the academic progress they are making.
- ▶ Children with high level needs may be assessed against a brand new Engagement Model which is statutory for use from 2021/22. This Engagement Model is the assessment for pupils working below the standard of national curriculum assessments and not engaged in subject-specific study. The engagement model has 5 areas of engagement: exploration, realisation, anticipation, persistence & initiation and we would assess pupils' engagement in developing new skills, knowledge and concepts.
- ▶ The expected progress for children with SEN support is at least 3 steps in year 1 and at least 4 steps in year 2.
- ▶ This information would form the basis of a request for Statutory Assessment to look at a child to determine whether there is a need for an EHCP.
- ▶ However, each SEN child is an individual, each with very differing needs. SEN children learn in many different ways and we track them very carefully to ensure they achieve their full potential.
- ▶ Progress is reported each term to parents alongside individual targets based on the child's One Plan or EHCP and presented to Statutory Assessment at each annual review.

How is Reading being assessed?

- ▶ In Maths and Writing, a child every day will produce work in their books; this work can be used by teachers to assess each child's understanding of the skill.
- ▶ However, in Reading, written evidence of understanding is produced less frequently. Therefore we assess during quiet reading sessions, group reading times..... In addition we assess/moderate each others children using an 'Can I' assessment grid.
- ▶ Lifelong Readers: At Perryfields Infant School we want to instil a love of reading and promote a love of reading. Using a BAND reading system..... Children can select books that are difficult enough to keep them challenged, but not too difficult to cause frustration (children should be able to read 95% of a book fluently. In addition, it helps teachers to monitor children's vocabulary growth, literacy skills development and reading skills through other reading comprehension schemes.

What is moderation? (To ensure accurate assessments are being made)

- ▶ In Year groups
- ▶ Whole School - staff meetings/comparisons
- ▶ Other schools - CLP Trust
- ▶ External moderation with Essex County Council (KS1)

Parents Consultation Progress Cards

PERRYFIELDS INFANT SCHOOL

HOMESCHOOL PROGRESS CARD


CHILD'S NAME:

DATE: Spring/Summer 2022


TEACHER:



End of previous year:	READING PROGRESS:	NEXT STEPS:	Probable end of year:
End of previous year:	WRITING PROGRESS:	NEXT STEPS:	Probable end of year:
End of previous year:	MATHS PROGRESS:	NEXT STEPS:	Probable end of year:
PERSONAL, SOCIAL AND EMOTIONAL PROGRESS:		NEXT STEPS:	
ATTITUDE AND BEHAVIOUR:			



Foundation Stage Report for



CHARACTERISTICS OF EFFECTIVE LEARNING

Playing and exploring:
 Active learning:
 Creating and thinking critically:

PRIME AREAS

Personal, Social and Emotional Development (self-confidence, self-awareness, managing feelings, behaviour and making relationships)

 Physical Development (moving, handling, health and self-care)

 Communication and Language (Listening, attention, understanding and speaking)

OTHER AREAS OF LEARNING

Literacy (reading and writing)

 Mathematics (Numbers, shape, space and measures)

 Understanding the World (People and communities, the world and technology)

 Expressive Arts and Design (exploring, using media, materials and being imaginative)

Strengths:

Next learning steps:

Help that can be given at home:


 Teacher
 Head teacher

Attendance:

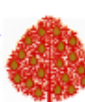
Authorised Absence:

Unauthorised:

Sessions available:



Year 2 Report for



	Attainment				
Subject	Effort	Working below expected standard	Working towards expected standard	Working at Expected standard	Working at greater depth within expected standard
Reading					
Writing					
Mathematics					
Science					

Next learning steps

 Reading Target:

 Writing Target:

 Maths Target:

 PSHE Target:

Communication Language and Literacy:

Mathematics:

Understanding the world:

Expressive Arts and Design:

Physical Development:

Personal, Social and Emotional Development and Religious Education:

Strengths and attitude to learning:

Help that can be given at home:

-
-

Teachers
 Headteacher

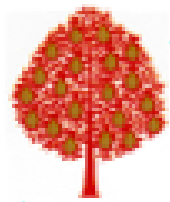
Attendance:

Authorised Absence:

Unauthorised Absence:

Sessions available:

KS1 - end of year report



Year 2 Report for



Attainment

Next learning steps

Subject	Effort	Working below expected standard	Working towards expected standard	Working at Expected standard	Working at greater depth within expected standard	Reading Target:
Reading						Writing Target:
Writing						Maths Target:
Mathematics						PSHE Target:
Science						

Attainment

Attainment at the end of the each academic year will be measured against age related expectations.

You will notice that there are four words on your child's report which are used to describe their attainment.

These are -

Working below expected standard - where a child may have Special Educational Needs or hasn't met all of the assessment criteria.

Working towards expected standard - where a child has not quite reached the age related expectation for children at the end of Year One or Two.

Working at expected standard - where a child has achieved exactly what is expected for their age at the end of Year One or Two.

Working at greater depth within the expected standard - where a child has reached the higher level of understanding that is expected for their age at the end of Year One or Two.

Breadth and Depth of learning

- Chris Quigley

Depth of learning

