

Temple Herdewyke Primary School - Assessment Overview

	Prime areas (PSED, PD, C&L)	Reading	Writing	Grammar, Punctuation and Spelling	Maths	Statutory Assessment		Validation (Moderation exercises)
Nursery	Nursery class complete an 'on entry' baseline assessment. Observations of child led activities are recorded and matched against age related development matters bands. Evidence is recorded in learning journals and pupil books. Progress is charted on development matters statement sheets for all pupils. Expected progress is three steps per year, from their individual starting point. Attainment tracking is used only in Reception Class where pupils are expected to achieve a 'Good Level of Development'.			N/A	As prime, reading and writing. Maths includes number and shape, space and measures	Progress check at age two.	A written summary, between 2 and 3 years old, detailing progress against prime areas.	school meetings
Reception						Baseline assessment (<i>September</i>) Early Learning Goals (<i>June</i>)	EExBA Pupils are graded as Emerging, Expected or Exceeding expected levels	school, cluster and L.A. meetings
Year 1	6 pupils per class are selected to represent the ability spread in the cohort. An evidence trail from pupil's independent work is gathered and matched to the Programmes of Study on the relevant STAT Sheffield Grids (ideally, but not always, matched to the pupil's year group). The number of highlighted Programmes of Study achieved is counted and this indicates how well the 6 pupils have mastered the curriculum for their particular age group (Entering, Developing or Secure). Once their position has been established, the remaining pupils are placed around the benchmark sample, giving an assessment picture for the whole cohort. Progress through the stages is established at half termly Pupil Progress Meetings and charted on a computer programme called 'O track'. It is expected that most pupils will achieve 'entering' by the end of Autumn Term, 'Developing' by the end of Spring Term and 'Secure' by the end of Summer Term, but this is not always the case, especially for pupils with identified needs. Expected progress, at any stage in the curriculum, is three steps per year, from a pupil's individual starting point. (E, D or S). Please note that to track pupil progress across the half term a sub-step is used; E, E+, D, D+, S, S+ and this is referred to in the SEF when looking at progress within the year.					Phonics Screening test (<i>June</i>)	Expected standards is 32/40	School and cluster meetings
Year 2						End of KS1 SATs tests (<i>May</i>) Reading test, Grammar Punctuation and Spelling test Maths test	A Scaled score of 100 will represent the expected standard	School, cluster and LA meetings
Year 3								School and cluster meetings
Year 4								School and cluster meetings
Year 5								School and cluster meetings
Year 6						End of KS 2 SATs Tests (<i>May</i>)	A Scaled score of 100 will represent the expected standard	School, cluster and LA meetings

In all cases assessment information is fed back into future planning so that any identified gaps are closed.

