



Assessment at Abbey

Nursery and Reception

- Individual, continual assessment is linked to the Early Years Foundation Stage, Development Matters statements for all areas of learning.
- When forming a judgement about whether an individual child is at the expected level of development, teachers should draw on their knowledge of the child and their own expert professional judgement.
- In Reception, the ELGs should support teachers to make a holistic, best-fit judgement about a child's development, and their readiness for year 1.
- Children are observed through play and a variety of rich experiences.
- On entry, children in Nursery & Reception are assessed using a baseline.
- Data is then collated in the Autumn, Spring and Summer terms to monitor progress, teachers use development matters to support their judgements.
- Regular, in school moderation supports teachers and early years practitioners to make consistent judgements.
- On entry, all children in Nursery and Reception are assessed on WellComm so that we can support language development. Progress is continually reviewed.
- Teachers track the progress of children with SEND using the Teaching Talking profiles.
- Once a child starts Reception, if a child has a diagnosis of Autism, the AET progression framework is used to support and assess their progress in key areas relevant to their needs.

Progress check at 2.

When a child is aged between two and three, practitioners review their progress and provide parents and/or carers with a short summary of their child's development in the prime areas. This progress check identifies the child's strengths and any areas where the child's progress is less than expected. If there are significant emerging concerns, or an identified special educational need or disability, practitioners develop a targeted support plan to inform planning to support the child's future learning and development involving parents and/or carers and other professionals (for example, the Special Educational Needs Co-ordinator (SENCO) or health professionals) as appropriate.

Assessment at the start of the reception year – the Reception Baseline Assessment (RBA)

The Reception Baseline Assessment (RBA) is a short assessment, taken in the first six weeks in which a child starts reception.

Assessment at the end of the EYFS – the Early Years Foundation Stage Profile (EYFSP)

In the final term of the year in which the child reaches age five, and no later than 30 June in that term, the EYFS Profile must be completed for each child. Each child's level of development must be assessed against the early learning goals. Practitioners must indicate whether children are meeting expected levels of development, or if they are not yet reaching expected levels ('emerging'). The Profile must be completed for all children, including those with special educational needs or disabilities (SEND). Reasonable adjustments to the assessment process for children with SEND must be made as appropriate. Early years providers must report EYFS Profile results to local authorities, upon request.

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- Every child on the SEND register has an individual yellow folder, containing a description of their needs, support and assessments. Progress is monitored through the use of ILPs (Individual Learning Plans)
- Children working significantly below ARE have a personal curriculum plan (PCP), which is updated termly.
- In Reception children's phonic skills are assessed regularly using the Little Wandle assessments.

Key Stage 1 – SUMMATIVE ASSESSMENT

- Children are assessed once a term in Reading, Writing and Maths. Year group objectives support teachers to make a holistic, best fit judgement about a child's development.
- Regular in school moderation supports staff to make consistent judgements.
- For Maths, Reading and Writing teachers judge whether pupils are working...:

W	Well below ARE
	Below ARE
	At ARE
	Exceeding ARE

- Teachers use the White Rose end of unit assessments to support them when making their judgements for maths.
- At the end of the year, Year 1 use the end of year White Rose assessment. In Year 2, teachers use the optional KS1 tests to support their judgements in the Summer term.
- Teachers track the progress of children with SEND using PIVATS.
- Every child on the SEND register has an individual yellow folder, containing a description of their needs, support and assessments. Progress is monitored through the use of ILPs (Individual Learning Plans)
- Children working significantly below ARE have a personal curriculum plan (PCP), which is updated termly.
- Staff meet the SLT to discuss progress and attainment at pupil progress meetings every half term.
- All data is kept on Shared documents, in "Assessment" so that the SLT and subject leaders can access data at any time.

Wider curriculum

- Teachers assess pupil's knowledge and understanding at the start of each unit through knowledge harvesting activities. This assessment information provides a starting point and allows teachers to plan next steps in learning for their class.
- Teachers plan regular retrieval activities throughout all learning sequences to assess children's knowledge and to help secure previous learning.
- Subjects are assessed with end of unit, summative assessments designed by teachers to identify the knowledge secured by children. End of unit assessments identify how well children have secured the key knowledge as set out in subject unit plans and knowledge organisers.

Phonics

- Regular Little Wandle Assessments take place in Elm, Nursery, Reception and KS1.

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- Progress is recorded, tracked and shared with staff. This information enables teachers to plan appropriate daily phonics learning activities to meet the needs of all learners within their class.

Elm

- Children's progress is assessed against the Early Years Foundation Stage, Development Matters statements for all areas of learning. Statements are highlighted half termly to show progress.
- When a child has a diagnosis of autism, the AET progression framework is used to assess a child's progress in key areas relevant to their needs.
- Children have a personal curriculum plan (PCP), which draws together all of the child's learning needs informed by appropriate assessments (EHCP, AET, EYFS Development Matters) PCPs are constantly reviewed. These are updated and changed half termly.

Assessment and EAL

"Assessments should bring benefits to students. High stakes decisions should not be based on the results of a single assessment tool, but on multiple forms of assessment. Assessments must be both age appropriate and linguistically appropriate in content and method.....(and) must be tailored to the specific purpose for which they are intended. Attention must be paid to the intended purpose, fairness, validity, and reliability of the assessment tools for the students that they are used with." Andrea B. Hellman, 2011

International new arrivals (INA) or children who have English as an additional language are supported in class with lots of language activities and games.

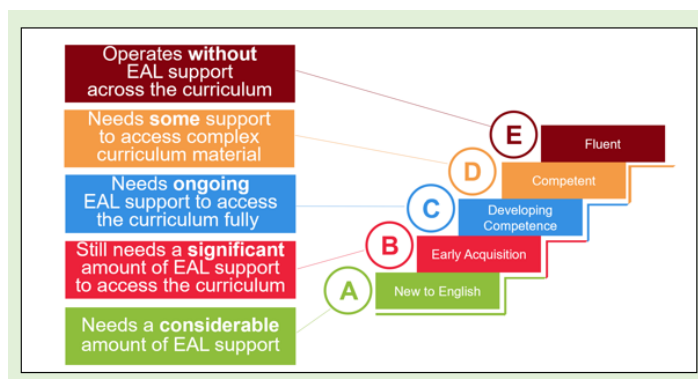
Staff use the Warwickshire EY and KS1 EAL Proficiency scale to assess children's understanding and use of the English language.

These assessments are used with international new arrivals.

They are also used to support children who are at an early stage, or are developing their use of English.

The proficiency scale is used until the child is able to access the curriculum fully.

These assessment scales are completed termly and support staff to recognise next steps and to know what support is needed.



Key Stage 1 – FORMATIVE ASSESSMENT

In planning and guiding what children learn, practitioners reflect on the different rates at which children are developing and adjust their practice appropriately. All adults make informal observations of children at work and play

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to contribute towards formative assessments for each child. These occur while the learning is happening and inform teaching on an ongoing basis. They are then used to plan for activities based on child interests. Teachers use these formative assessments within their planning cycle.

We recognise the importance of ensuring that levels of understanding of taught concepts are secure before learning is moved on in lessons. To achieve this teachers ask carefully crafted questions to assess against the lesson's success criteria. They carefully monitor pupils' responses to questions and tasks. Teachers give careful consideration towards the deployment of adults in the room and how this supports the ongoing assessment process.

Once misconceptions and gaps in learning have been identified within or after lessons we aim to maximise the impact of additional adults in the school.

- TAs are utilised to support the marking process to provide immediate feedback
- They deliver pre teaching and catch up interventions as necessary
- TAs are deployed to work with specific pupils during lessons, both within and outside the classroom to consolidate and extend children's learning.

All lessons are.... *built upon planning which has clear learning outcomes*

- Intended learning outcomes create the right level of challenge and are built upon prior learning

All lessons have.... *well planned success criteria*

- All children are clear about how they will achieve the intended learning outcome through clear modelling and discussions of strategies
- Teachers ensure that the success criteria are revisited regularly throughout the lesson
- Teachers may refer to individual children's work during lessons to illustrate examples of good practice and successful use of success criteria

All pupils receive regular and clear *feedback which enhances their learning*

- The school's policy for providing feedback and responding to children's work is embedded in everyday practice and is used to support and inform teaching and learning
- All pupils are clear about what they need to do in order to improve their work
- Marking is sharply focused against the intended learning outcome and success criteria. This accurately identifies next steps
- Pupils are given regular time to respond to feedback and this is built into lesson planning and facilitated through adult support
- Live marking – The use of live marking in lessons ensures that misconceptions or observations and assessments are quickly addressed