

Maids Moreton CE School. Assessment Information for Parents



In the document below, we have provided a summary of the main types of National assessments your child will undertake during their time at Maids Moreton CE School.

Early Years Foundation Stage [EYFS]

Reception Baseline Assessment.

At the very start of their schooling in Reception, pupils take part in the **Reception Baseline Assessment**. This takes place in their first few weeks in the Reception class and is conducted by their class teacher on a 1:1 basis. The check comprises a series of practical activities involving basic literacy, reasoning, cognition and maths. The check is very light touch and children are not aware that this is an assessment.

During the year, our Reception children are assessed through careful daily observations during their child initiated learning, by all members of staff in the EYFS team. Their progress and achievements are recorded on their online learning journal [Tapestry] and shared with parents at home. These are used to inform their next steps in learning. To further inform the staff, information provided by parents is also used, for example; photographs, communication through Tapestry and parent meetings. We recognise the key role that parents play in their child's early education and work closely alongside them to get the best possible outcomes for each child.

The EYFS Profile

The EYFS profile is a statutory assessment and must be completed by their teacher for every child in the final term of their Reception year. The information gives you a comprehensive picture of your child's development across all areas of the curriculum and helps to ensure a smooth transition to Year 1.

The EYFS profile measures your child's attainment in the 7 areas below:

Areas

Communication and Language

- Listening, Attention and Understanding
- Speaking

Literacy

- Word Reading
- Writing
- Comprehension

Mathematics

- Number
- Numerical patterns

Personal, Social and Emotional Development:

- Self regulation
- Managing self
- Building relationships

Physical Development:

- Gross motor
- Fine motor

Understanding the World

- People, cultures and Communities.
- The natural World
- Past and Present

Expressive arts and design

- Creating with materials
- Being Imaginative and expressive

Children all develop at different rates and so the progression is grouped into age-based developmental stages with a final **Early Learning Goal [ELG]** which specifies the expected level at which a child should be working by the end of the Reception year. Teachers follow a clear set of criteria to determine whether the child has met the ELGs in each of the 17 areas above.

Good Level of Development

Children are deemed to have achieved a **Good Level of Development** if they have achieved the ELGs in the **Prime areas** [Personal, social and emotional development, Physical Development and Communication and language, as well as the **Specific areas** of Literacy and Maths.

At our school we understand that children develop at different speeds for all sorts of reasons and so your child may finish Reception not having met some or all of the Early Learning Goals. This is taken into account by the Year One teachers, who will then plan lessons that meet their needs, whether they have met the Expected Standard or not.

The Characteristics of Effective Learning

In addition to the 17 ELGs, the EYFS profile will include information about how your child is developing in three '**characteristics of effective learning**'.

These are:

- Playing and exploring
- Active learning
- Creating and thinking critically.

In EYFS, the characteristics of effective learning describe factors that play a central role in a child's learning and in becoming an effective learner. The characteristics of effective learning run through and underpin all 7 areas of learning and development. They represent processes rather than outcomes.

The 3 characteristics of effective learning are:

- ***playing and exploring*** • ***active learning*** • ***creating and thinking critically***

Playing and exploring-engagement

Children are presented with lots of open-ended hands-on experiences, to develop their innate curiosity through playing and exploring. These experiences enable children to build concepts, test ideas and find things out.

Within this element, it is important that children are "willing to have a go." This includes:

- finding an interest
- initiating activities
- seeking challenge
- having a 'can do' attitude
- being willing to take a risk in new experiences
- developing the view that failures are opportunities to learn

Active learning - motivation

Within this strand, children are encouraged to concentrate and develop a good attention span when engaged in activities of their own or an adult's choosing. They learn the importance of persistence and resilience in the face of challenge, and the sense of pride that can be achieved by meeting their own goals and achieving what they set out to do.

Creating and thinking critically

Within this element, children are encouraged to generate their own ideas, and develop and link concepts. They are given opportunities to make choices and decisions about how to approach tasks in new ways. They learn to plan what they do in an organised way and change strategies where necessary.

The characteristics of effective learning are harder to sum up, so instead of stating whether your child has met the goal, their teacher will write a short statement for each, explaining how well they have demonstrated these characteristics.

The completion of the profile is very unobtrusive. It is based on the EYFS staff's knowledge of your child and observations of what they can do. Classroom activities are planned to make sure children can demonstrate their capabilities over the year.

Moderation

Results are moderated within and across schools with different practitioners agreeing a judgement. The Local Authority also have a responsibility to moderate judgements and will arrange a moderation visit with schools, according to their cycle.

Schools must share the results with parents and you will receive confirmation of your child's results together with their report at the end of the school year. Schools will also analyse their results alongside those published by the DfE for national data, and the Local Authority for local data. All data is also analysed by pupil characteristics (e.g. gender, free school meal eligibility, SEND). The school will use the information to set future priorities accordingly.

Year 1 Phonics Screen Check – Year 1

All children in Year 1 take the statutory **Phonics Screening check** at the beginning of June. After the results are submitted, the DfE publishes the pass threshold mark so schools can determine who has reached the pass mark and who is 'working towards' the required standard. Whilst Phonics continues throughout Key Stage 1, those children who are 'working towards' in Year 1 will receive additional support and re-take the Phonics Check at the end of Year 2.

The test is conducted on a 1:1 basis, with a trained member of staff familiar to the child, who administers the Check in accordance with DfE guidance. Parents will receive their child's result with their end of year report. Further information on the Phonics Screening Check can be found on our school website within the Curriculum section.

Year 2 – Key Stage 1 Statutory Assessment in Reading, Writing, Maths and Science

Year 2 is the final Year of Key Stage 1 and is a statutory assessment point. At the end of Key Stage 1, all pupils must be assessed against a series of nationally set expectations published by the DfE. These standards are called **Teacher Assessment Frameworks**. School must assess children against the teacher assessment statements for reading, writing maths and science. administer the KS1 tests and submit their results to the DfE by the end of June.

The Teacher Assessment Frameworks assess pupils in the following subjects:

- reading [reading comprehension]
- writing [with a clear focus on a good command of spelling, punctuation, grammar and sentence construction]
- maths [arithmetic and reasoning]
- science

Children are assessed using information gained from tests in maths, reading comprehension, grammar, spelling and punctuation as well as from their class work throughout the year. The tests make up one piece of evidence for the overall teacher assessment judgement. The purpose of the assessments is to inform parents about how well their child is performing against national expectations. It is also one of the ways in which OFSTED monitor school performance.

The Teacher Assessment Frameworks categorise a child's performance as meeting one of the following five categories below:

Below the pre-key stage standard

Working at the pre-key stage foundations for the expected standard.

Working towards the expected standard

Working at the expected standard

Working at greater depth within the expected standard

Each of the standards within the teacher assessment frameworks contains a number of 'pupil can' statements. To meet the respective standards children must demonstrate consistent attainment of all of the statements within that standard and all the statements in the preceding standard(s). This is called a secure fit, not a best fit approach.

The SATs tests take place during the month of May during the familiar environment of the children's classroom. The tests include a maths reasoning paper, a maths arithmetic paper, two reading comprehension papers and two short SPAG tests [spelling, punctuation and grammar]. They are not timed. The child's science and writing result are based on teacher assessment. Children can have support to read questions in the maths and SPAG papers but not the reading tests. Further information about the Year 2 assessments is available to view on our school website.

Moderation

Results are moderated within and across schools with different practitioners agreeing a judgement. The Local Authority also have a responsibility to moderate judgements and will arrange for a moderation visit with schools as part of their monitoring cycle. Schools must share the results with parents and you will receive confirmation of your child's results together with their report at the end of the school year. Schools will also analyse their results alongside those published by the DfE for national data, and the Local Authority for local data. All data is also analysed by pupil characteristics (e.g. gender, free school meal eligibility, SEND). The school will use the information to set future priorities accordingly.

Year 4 – Multiplication Tables Check

Schools in England are required to administer an online multiplication tables check (MTC) to Year 4 pupils. The National Curriculum specifies that pupils should be taught to recall the multiplication tables up to and including 12 x 12 by the end of Year 4. The purpose of the MTC is to determine whether pupils can recall their times tables fluently, which is essential for future success in mathematics. It will help schools identify pupils who have not yet mastered their times tables, so that additional support can be provided. Results are reported to parents in their child's end of Year report.

Year 6 – Key Stage 2 Statutory Tests

Year 6 is the final Year of Key Stage 2 and is a statutory assessment point. If you have a child in Year 6, they will take National Curriculum tests in English grammar, punctuation and spelling, English reading and mathematics. The tests help measure the progress pupils have made during their time in primary school and identify if they need additional support in a certain area. The tests are also used to assess schools' performance and to produce national performance data. The Key Stage 2 tests will be taken on set dates in May and are marked externally. The tests are timed.

As there is no test for English writing, this will be reported as a teacher assessment judgement. This is a judgement that teachers will make, based on your child's work at the end of Key Stage 2. You will also receive a teacher assessment judgement for science.

The tests take place during a week in the middle of May and are as follows:-

- English grammar, punctuation and spelling Paper 1: questions
- English grammar, punctuation and spelling Paper 2: spelling
- English reading [reading comprehension]
- Mathematics Paper 1: arithmetic
- Mathematics Paper 2: reasoning
- Mathematics Paper 3: reasoning

Each child will receive a 'raw score' mark based on the number of questions answered correctly in the test. The raw score is then translated into a 'scaled score' using a conversion table. A scaled score of 100 represents the expected standard for test. Scaled scores are used to report national curriculum test outcomes. They allow test results to be reported consistently from one year to the next. This means that over time if 2 pupils achieve the same scaled score in different years they will have demonstrated a similar level of attainment.

Schools must share the results with parents and you will receive confirmation of your child's results together with their report at the end of the school year. Schools will also analyse their results alongside those published by the DfE for national data, and the Local Authority for local data.

All data is also analysed by pupil characteristics (e.g. gender, free school meal eligibility, SEND). The school will use the information to set future priorities accordingly.

We hope you have found this guide informative. If you have any further questions, please speak to either myself or your child's class teacher.

Keira Ainsworth

Head Teacher

January 2022