

Assessments A Guide to Assessment at Bird's Bush Primary School Key

Performance Indicators for Reading, Writing and Mathematics are tracked using Staffordshire Assessment Ladders for all year groups.

Teacher judgements for individuals or groups of children are made using the definitions below:

E1 and E2 (Entering): where a child has been taught new skills and is beginning to use them with adult support.

D1 and D2 (Developing): where a child has begun to use their skills independently in some lessons.

S1 and S2 (Secure): where a child is using the skills they have been taught and applies these skills independently during their lessons.

M (Mastered): where a child has a deep understanding of their learning and is using and applying the skills they have acquired across a range of subjects within the curriculum.

These codes are used across Perry Hall Multi-Academy Trust.

Teachers make continuous use of assessments during each of the three terms and have a clear understanding of the learning journey that every child in their class needs to make.

Baseline assessments take place for Reception children during their initial weeks with the school. This is used to inform planning so that provision closely matches the needs of the children.

In EYFS and Key Stage 1, phonics is taught through Read, Write Inc (RWI). The children undertake regular assessments to ensure that they are making progress during these sessions. RWI sessions are daily. After each assessment, the children are grouped according to their needs and attainment. This allows for flexibility within groupings and ensures that all children are working within the correct set of sounds and have appropriate challenge to further their progress.

Progress in Reading is monitored through daily reading sessions. Each week has a key skill theme (vocabulary, inference, prediction, context, retrieval, summarising and sequencing). Half termly assessments are also administered. We use the Rising Star reading assessments. These include a fiction and non-

fiction paper. Teachers use this information to inform their planning and identify key groups throughout the school. In year 2 and 6, the children may also be introduced to the formal SATs tests which provide standardised scores.

Progress in Maths is monitored through daily Maths lessons which is planned using the White Rose curriculum. The children also undertake half termly Maths assessments which are closely linked to the topics taught during each half term. We use the Rising Star Mathematics assessments. In year 2 and 6, the children will also be introduced to the formal SATs tests which provide standardised scores.

Spelling assessments are administered once a term. These are part of the Rising Stars assessment framework. Children in Key Stage 2 have spelling lessons three days a week. In EYFS and Key Stage 1, children learn spelling through their RWI programme.

In Science, Working Scientifically skills are assessed through the completion of class learning and some elicitation exercises at the start of each unit of work.

Children in year 1 undertake the statutory phonic screening in June and are assessed again in year 2 if they do not attain the pass mark.

Children in year 2 and 6 take statutory end of key stage assessments in May. These tests identify whether a child has met age-related expectation for Reading, Writing, Maths and Science. Parents will be informed of their child's attainment.