



SHANKLEA PRIMARY SCHOOL

Assessment in English

Policy Control Details			
Date policy approved:	September 2018		
Prepared by:	Helen Brown	Signature	Date
Approved for issue by:	Gareth Pearson	Signature	Date
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Responsibility for review:	Curriculum Committee		

Assessment of English – whole school

Assessment of English is undertaken throughout the curriculum and will involve all teachers and teaching assistants who work with children in English or associated curriculum areas. The collation of information is the responsibility of the Child's English teacher in collaboration with their class teacher.

EYFS

On entry baseline assessments

These will be carried out within the first two weeks of children entering either Squirrels, Nursery or Reception classes. Evidence will be recorded on the school tracking system Target tracker. Half termly summary assessments, based on observational evidence for the specific areas of learning will then be recorded in order to judge progress.

Formative Assessment

As the year progresses children are monitored on their development and progress in all areas of development. Examples of children's learning, showing their individual level and stage of development are built up throughout the year. Provision is made for these observations and assessments through experience and play. Progress is recorded by observing and assessing children either using hand written observations, staff notes or by use of IPODs, using the Tapestry program.

RWI assessments

Half termly RWI assessments are carried out in order to target the right RWI support a child needs and which set of sounds they need to work with.

Summative data

At the end of the year we will assess the Reception Class children against the EYFS Profile Early Learning Goals, stating whether they are EMERGING, EXPECTING or EXCEEDING.

KS1

Phonics

All pupils will be assessed by teachers and teaching assistants during small groups RWI lessons with verbal feedback provided to pupils throughout the lesson. Children will undertake formal phonic screening each term as part of the Read Write Ink programme and the information will be used to create appropriate groups for teaching. In Year 1 mock phonic tests will take place in the Spring Term. SEND pupils will be screened more regularly to measure small progress against SEND targets.

Reading

Teachers and teaching assistants will hear pupils read regularly on an individual basis. They will also read in groups in RWI, Literacy lessons and Shared and Guided Reading. Assessment information collected here will be recorded in the Target Tracker. The Tracker will be used to assess where pupils are making sufficient progress and where pupils are not on track to meet targets. In Year 2 formal

assessments will be carried out during the Spring term in the form of past Sat Papers. These will be delivered with the support of a member of staff in a small group or individually. This information will also be used to inform the data tracker and provide evidence for teacher assessments at the end of each half term. The responsibility for assessment of reading lies with the English teachers alongside the class teachers and HLTAs involved with the teaching of reading.

Writing and SPAG

Pupils will complete pieces of writing at the end of each Literacy unit - a minimum of one piece a fortnight. Pieces of writing will be a culmination of skills taught during the unit. The children will usually be provided with a learning ladder which illustrates the expectations for that piece of writing. The teacher will use this to assess the children's writing skills including SPAG. At least once a term the pupils will not be provided with this ladder before they write and a teacher assessment ladder will be used afterwards for pupils to demonstrate mastery of elements of the curriculum. Quality marking will be used to feedback to pupils and targets set, which will be completed either independently or with TA support. In Year 2 pupils will undertake mock SPAG formal tests in the Spring Term. All this information will be collated in the data tracker and used to inform teacher assessment at the end of each half term. The responsibility for assessment of writing lies with the English teachers with information provided by other members of staff who work with them.

Speaking and Listening

Children will be allowed opportunities to develop speaking and listening skills across the curriculum through general or specific S and L tasks. Opportunities for pupils to demonstrate mastery will be provided at regular intervals through class assemblies, play, RSE tasks and visits and visitors to school. The class teacher will be responsible for assessment of speaking and listening with support from other members of staff that work with them.

Data Analysis

All information will be recorded in the Target Tracker and used to identify progress being made by all pupils. The progress of all groups will be analysed termly by the English Lead and Headteacher. Pupil Progress meetings will be held with teaching staff and individuals/ groups discussed where progress is a concern. Where necessary intervention programmes will be put into place with start and end assessments taking place to measure targeted progress. Information will be communicated to parents at termly open evenings with additional opportunities provided for SEND pupils. Formal assessments will be undertaken in the form of Sat tests in May and used to support teacher assessment in reading and SPAG. Information will be provided in a formal report at the end of the year stating whether the pupils are working towards, at, or exceeding expected levels in each area.

KS2

Phonics and Spelling

All pupils will be assessed by teachers and teaching assistants during the Read Write Ink spelling programme lessons. Pupils will be tested on set word lists for each unit once a fortnight with pupils also testing each other on personalised word lists. Phonic screening will be undertaken when a class teacher deems it appropriate and the information used to decide upon appropriate intervention programmes. During the Summer term pupils in Year 3,4, and 5 will undertake an NFER test and the information used to inform teacher assessment and the data tracker. Year 6 pupils will undertake mock Spelling Sat tests throughout the year in preparation for their end of year assessments. This information will be used to identify where intervention programmes are required. SEND pupils will be screened more regularly to measure small progress against SEND targets.

Reading

Teachers and teaching assistants will hear pupils read regularly as part of a small group during Literacy lessons or Shared or Guided Reading. Children will be provided with clear feedback in verbal or written form and allowed opportunities to improve upon specific targets. Assessment information collected here will be recorded in the Target Tracker. The Tracker will be used to assess where pupils are making sufficient progress and where pupils are not on track to meet targets. In Years 3, 4 and 5 NFER formal assessments will be carried out during the Summer term. These will be delivered with the support of a member of staff in classes, small groups or individually, as is thought to be most appropriate to need. In Year 6 Sat Past papers will be undertaken each half term to provide on-going assessments. As part of the Accelerated Reader programme STAR tests will be undertaken at the start and end of each term to provide a reading age for each child. This information will also be used to inform the data tracker and provide evidence for teacher assessments at the end of each half term. The responsibility for assessment of reading lies with the English teachers alongside the class teachers and HLTAs involved with the teaching of reading.

Writing and SPAG

Pupils will complete an independent piece of writing most weeks. Pieces of writing will be a culmination of skills taught during the unit. The children will usually be provided with a learning ladder which illustrates the expectations for that piece of writing. The teacher will use this to assess the children's writing skills including SPAG. At least once a term the pupils will not be provided with this ladder before they write and a teacher assessment ladder will be used afterwards for pupils to demonstrate mastery of elements of the curriculum. Quality marking will be used to feedback to pupils and targets set, which will be completed either independently or with TA support. In Year 6 pupils will undertake mock SPAG formal tests in the Spring Term. All this information will be collated in the data tracker and used to inform teacher assessment at the end of each half term. The responsibility for assessment of writing lies with the English teachers with information provided by other members of staff who work with them.

Speaking and Listening

Children will be allowed opportunities to develop speaking and listening skills across the curriculum through general or specific S and L tasks. Opportunities for pupils to demonstrate mastery will be provided at regular intervals through class assemblies, play, RSE tasks and visits and visitors to school. The class teacher will be responsible for assessment of speaking and listening with support from other members of staff that work with them.

Data Analysis and Feedback

All information will be recorded in the Target Tracker and used to identify progress being made by all pupils. The progress of all groups will be analysed termly by the English Lead and Headteacher. Pupil Progress meetings will be held with teaching staff and individuals/ groups discussed where progress is a concern. Where necessary intervention programmes will be put into place with start and end assessments taking place to measure targeted progress. Pupils should be made aware of the progress they are making through written and verbal feedback and should be aware of what they need to do to improve further. Information will be communicated to parents at termly open evenings with additional opportunities provided for SEND pupils. Formal assessments will be undertaken in the form of Sat tests in May and used to support teacher assessment in reading and SPAG. National tests will be undertaken in Year 6. Information will be provided in a formal report at the end of the year stating whether the pupils are working towards, at, or exceeding expected levels in each area.