



SHANKLEA PRIMARY SCHOOL

Key Stage 1 Assessment Guidelines

Policy Control Details			
Date policy approved:	September 2019		
Prepared by:	Helen Brown	Signature	Date
Approved for issue by:	Gareth Pearson	Signature	Date
Review period:	1 year		
Review required by:	September 2020		
Responsibility for review:	Curriculum Committee		

KS1 Assessment- Statement of Intent

In the Autumn term, parents of Key Stage 1 children are invited to an individual parents meeting where the pupils' academic starting points are shared and any difficulties faced in the previous year are discussed. Teachers and parents discuss what actions (including homework) they feel are needed to support the children throughout the year. Pupils are asked about what they feel they are good at and what they want to achieve in the coming year. A further individual meeting is carried out in the Spring term where parents and teachers assess pupil attainment and progress up to that point and decide upon any further actions required to support the pupil through to the end of the year.

Formative/ ongoing assessments

At the beginning of the year teachers conduct informal baseline tests on basic Reading, Writing, Spelling and Number skills. The development of the children's skills and abilities are assessed through marking at the end of each piece of work and at the end of each unit of work. Written and verbal feedback is given and targets for the next unit are agreed. Progress is recorded on Shanklea's Target Tracker system.

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. All pupils will be assessed by teachers and teaching assistants during small groups RWI lessons with verbal feedback provided to pupils throughout the lesson. 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. In Year

1, mock phonic tests will take place in order to determine the progression of the children's decoding skills.

In Year 2, mock tests are carried out in the style of National Curriculum Statutory Testing and results are fed back to parents in an open evening at the beginning of the summer term.

Children with specific needs

Parents who have children with specific needs meet once a term with the teacher and/or the school's SENDCO to report on achievements and set new targets for Individual Action Plans based on a child's needs. New targets are developed in conjunction with pupil, parent and teacher perspectives. Individual targets follow an 'Assess, Plan, Do, Review' cycle (See Shanklea's SEND Information Report for further details).

Statutory assessments

The reading skills of children in Year 1 are formally assessed by the National Phonics Screening test which is conducted at the end of each Summer Term. The children's scores are measured against national averages in order to determine their reading ability. Any children that do not meet the National Target Score are assessed again at the end of Year 2 after receiving additional phonics support.

At the end of Key Stage 1 all children are assessed through the Key stage 1 National Curriculum Statutory Assessment Tests (often referred to as SATs). Maths, Reading and Spelling abilities are

assessed using materials provided by the Government Standards and Testing Agency. Writing ability is assessed across the year through regular teacher assessment. Children's scores are measured against national averages and are rated as 'Working towards the Expected Level', 'Working within the Expected Level, or 'Working at a Greater Depth'. Final judgements on end of year ability are determined by teacher assessment in conjunction with end of year test performance. All results are reported to Northumberland County Council at the end of each academic year.

