



Assessment

Information Booklet

Curriculum 2020-2021

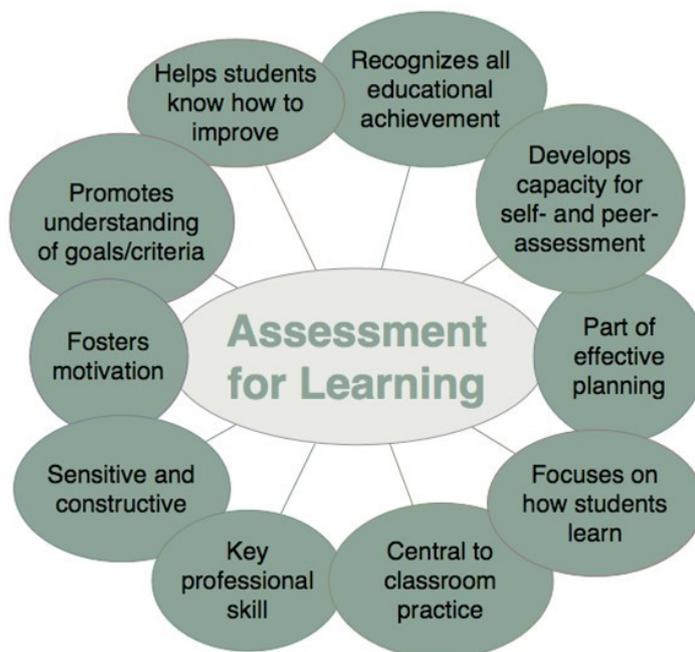
Introduction to Assessment at Cherry Trees

We ensure that regular feedback is given to children on their learning; this helps them to understand how to be successful, what they have achieved and what they need to do to improve further.

Good assessment practice ensures lesson planning is relevant and is based on a sound knowledge of the pupils' learning styles, attainment, progress and the next steps in their learning.

Reporting to parents through annual review meetings, at termly learning conversations and with a full written report at the end of the year ensures that we are working together to raise the standards of our children.

Assessment for Learning



The P Steps Continuum

At Cherry Trees we are focussing our whole school assessment on using **Endeavour Steps**. This is the new way we are assessing the education of a child from Key Stage 1 (Year 1) to Key Stage 2 (Year 6).

Our Endeavour steps are on one continuum and incorporate the original P levels as well as the new mainstream National Curriculum. This ensures we challenge every child regardless of ability.

The continuum measure is from P1i to 18.

We are one of many special schools using this continuum so comparisons can be made when we moderate with other schools.

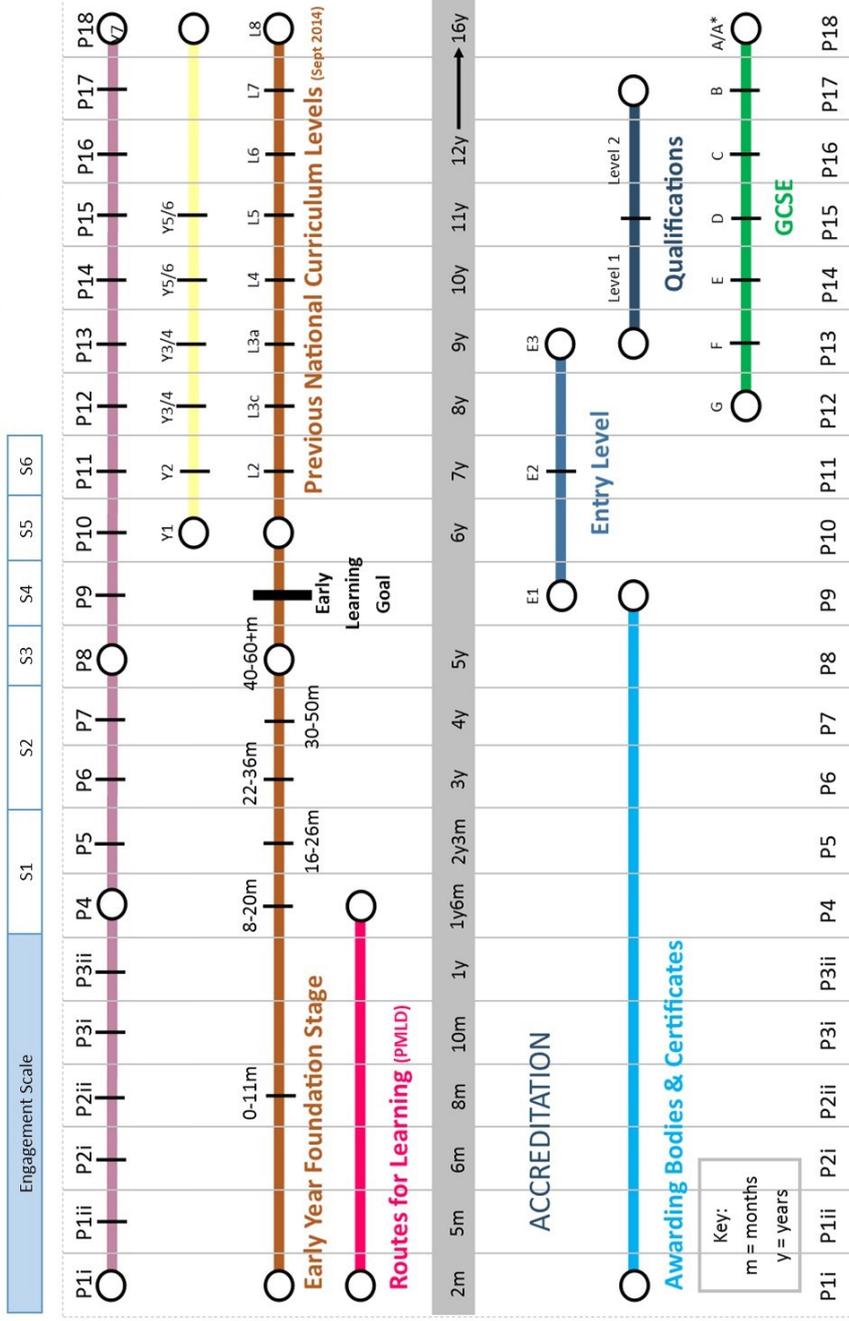
Cognition level and age appropriated learning is also mapped into the scale. We have included this as the Government wants parents to know the cognition age a child is working at.

Our system utilises a software company SOLAR to record the assessment data online. We also record lesson evidence to ensure our staff are correct with their judgements.

Pupils assessments levels are taken three times each year - at the end of term and then our pupils personal learning targets are set in our termly learning conversations with parents.

Cherry Trees Assessment Levels

EO KS1		EO KS2			
WT	Exp	GD	WT	Exp	GD



Marking Symbols

We use the following symbols to show the level of support and achievement of the pupils in their learning:

E—Engagement monitoring (offered the opportunity to engage in the session but may be struggling to engage).

PP—Physical prompting given (children have had any sort of physical and verbal prompting to complete the task).

VP—Verbal prompt given (children have needed only a verbal prompt to complete a task).

I — Independent completion of task following teaching in this area (children have completed the work independently)

Pupil Self Assessment



The children use the colours of the traffic lights to assess their own understanding in Keystage 1



The children use the colours of the traffic lights to assess their own understanding in Keystage 2.

In the EYFS statutory assessment opportunities..

- **The EYFS Profile:** The EYFS Profile summarises and describes children's attainment at the end of the EYFS. It is based on ongoing observation and assessment in the three prime and four specific areas of learning, and the three characteristics of effective learning:

Baseline

Is completed within the first six weeks of a child entering the school and recorded on Tapestry. The child's individual targets are then set and reviewed the following term.

The prime areas of learning:

- communication and language
- physical development
- personal, social and emotional development

The specific areas of learning:

- literacy
- mathematics
- understanding the world
- expressive arts and design

Characteristics of effective learning: playing and exploring, active learning and creating and thinking logically.

Assessments will be based primarily on observation of daily activities and events. Teachers will note in particular the learning which a child demonstrates spontaneously, independently and consistently in a range of contexts.

Accurate assessment will take account of a range of perspectives including those of the child, parents and other adults who have significant interactions with the child.

For each Early Learning Goal, teachers will decide whether a child is meeting the level of development expected at the end of the Reception year (expected), exceeding this level (exceeding), or not yet reaching this level (emerging).

Key Stage 1 assessments:

The Phonics Screening Test: The phonics screening check is designed to confirm whether pupils have learnt phonic decoding to an appropriate standard. It will identify pupils who need extra help to improve their decoding skills.

The check consists of 20 real words and 20 pseudo-words that a pupil reads aloud to the teacher. This takes place in year 1.

End of Key Stage 1 Assessments:

Key Stage 1 national curriculum tests replaces the previous tests and tasks.

The tests consist of:

English reading Paper 1 and 2

English grammar, punctuation and spelling Paper 1 and

Mathematics Paper 1 and 2.

There won't be any test-based assessment of writing as part of the KS1 tests. This will be done through teacher assessment.

Teachers can use their discretion to decide if pupils require a break during any of the tests or whether, if appropriate, to stop the test early.

End of Key Stage 2 Assessment:

Key Stage 2 national curriculum tests are:

English reading : reading booklet and associated answer booklet

English grammar, punctuation and spelling Paper 1: short answer

questions **English grammar, punctuation and spelling Paper 2:**

spelling

mathematics Paper 1: arithmetic mathematics Paper 2: reasoning

mathematics Paper 3: reasoning

These assessments take place in May each year and are marked externally. The pupils will be assessed as not yet reaching minimum standards, minimum standards, expected standard or exceeding

expected standards.

Multiplication Tests These take place in June for Year 4 pupils.

Not for everyone...

End of Key Stage Primary Assessments are statutory.

However, if pupils are not able to tackle them they will not have to. We are able to dis-apply pupils from the tests and continue with our own teacher assessments. This can give a much clearer picture of the progress the pupils have made whilst attending Two Rivers.

Moderation

As a school we moderate internally for all subjects throughout the year. We have an annual cycle to ensure quality and standards are consistent. This moderated work is collected by Subject coordinators .

This work is sometimes moderated by external moderators, who ensure our work meets the criteria set nationally.

This system is reviewed annually and a new cycle of moderation is created for the following year.

Engagement Scales

At Two Rivers we use the engagement scales to record the levels of engagement of our pupils working within the pre formal curriculum. It focuses on engagement in learning and demonstrates a broad range of development.

