

APPENDIX A - Pupil Performance

Overview of Assessment and Tracking

	Assessment and Tracking	Pupil Outcome
<p>EYFS Little Acorns (Nursery & Kindy)</p>	<ul style="list-style-type: none"> Nursery and kindergarten children's assessments are based entirely on observations by teachers and TA's during a range of adult initiated and child initiated activities during which everything the child says, does and any interactions with others are recorded. Child initiated i.e independent work is preferred for observations to be undertaken and requires careful planning of the children's environment. Observations are recorded using the Tapestry system and children are marked/ assessed against targets that are age related and are taken from development matters. The teacher or TA's are required to assess each target and state at each recorded observation if the child is emerging, developing or secure for the statement. Next steps for each individual child are generated from these observations. Observations are taken throughout each term over the 7 areas of learning allowing tracking over each of the 7 areas for the year. The Tapestry system allows us to analyse the thoroughness of our observations over the areas of learning for each child and individual attainment calculated from age and based on age related targets 	<p>Recorded as emerging, developing or secure for each age band: 22-36 months 30-50 months 40-60 months</p>
<p>EYFS Reception</p>	<ul style="list-style-type: none"> On entry: baseline assessment is completed for phonics (Phase 2 sounds) and number/shape, space and measure, using Teacher assessment sheets. > USED FOR INITIAL GROUPING AND DIFFERENTIATION Tapestry used to record observations and track progress against EYFS Development Matters statements. Formative assessment then takes place as Phase 2 sounds are introduced and number work> children's reading/phonics progress closely monitored with 4 days a week 1:1. Evidence recorded in reading records and teacher's own record. Plans evaluated daily in order to inform planning depending on children's abilities and groupings are flexible based upon this. During the first term, any SEND concerns/ barriers to learning are raised to IENCO, such as Speech and Language> closely monitored in class and with IENCO's advice. After half-term, children's progress in Phase 2 sounds are assessed in order to plan for any enrichment groups. End of Term reports provide an opportunity to reflect upon children's progress within their first term and feedback to parents. 	<p>Phonics baseline score</p> <p>Age-related score as measured against Development Matters statements (7 Areas of Learning)</p> <p>Phonics progress score</p>

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	<ul style="list-style-type: none"> Evidence of children’s work to support formative assessment is kept in Literacy, Mathematics and Topic folders, as well as “Super Sentence” tracking books, Guided Writing book and Child Initiated scrap books, as well as on Tapestry. JM and ET attend LEA moderation for EYFSP, to ensure parity with other settings. Samples of work are taken across ability levels to be moderated by other practitioners. JM and ET to complete EYFSP during the Summer Term and results are submitted to Oakwood Governors, SLT and LEA. End of Year reports completed for parents for the end of the Summer Term, highlighting next steps. JM and ET to complete the following assessments for transition to Year 1: <ul style="list-style-type: none"> assessment of Phonics for Phase 2 and 3 Literacy “I Can” statements as required by English Department Maths “I Can” statements as required by Mathematics Department (taken from Hamilton Assessment Tracker) Written overview of child’s learning styles, personal and social development and other significant information is provided in addition to the above 	<p>Early Years Foundation Stage Profile Score in relation to Early Learning Goal statements for each of the 7 areas of Learning.</p> <p>Scores are either:</p> <p>Emerging (below ELG- score of 3)</p> <p>Expected (within ELG- score of 2)</p> <p>Exceeding (above ELG- score of 1)</p>
Pre-Prep Y1	<p>Spring Term:</p> <ul style="list-style-type: none"> Progress in Reading Assessment – PiRA Spring 1– paper taught rather than assessed Progress Understanding Mathematics Assessment – PUMA Spring 1– paper taught rather than assessed <p>Summer Term:</p> <ul style="list-style-type: none"> Progress in Reading Assessment – PiRA Summer 1 Progress understanding Mathematics Assessment – PUMA Summer1 Nelson Spelling Teacher Assessed Independent Writing <p>Tracking documents for English, mathematics, science, computing and humanities. Marking of work.</p>	<p>Age standardised score Age standardised score Age standardised score Hamilton Writing Tracker</p> <p>Teacher tracks pupil outcomes which are used formatively to inform planning and summatively by next teacher and HODs</p>
Pre-Prep Y2	<p>Michaelmas Term:</p> <ul style="list-style-type: none"> Progress in Reading Assessment – PiRA Autumn 2 Progress understanding Mathematics Assessment – PUMA Autumn 2 <p>Spring Term:</p> <ul style="list-style-type: none"> Progress in Reading Assessment – PiRA Spring 2– paper taught rather than assessed 	<p>Age standardised score Age standardised score</p>

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	<ul style="list-style-type: none"> Progress Understanding Mathematics Assessment – PUMA Spring 2– paper taught rather than assessed <p>Summer Term:</p> <ul style="list-style-type: none"> GL Verbal Reasoning Paper Age 7 GL Non Verbal Reasoning Age 7 Progress in Reading Assessment – PiRA Summer 2 Progress Understanding Mathematics Assessment – PUMA Summer 2 Nelson Spelling Teacher Assessed Writing Assessment <p>Tracking documents for English, mathematics, science, computing and humanities. Marking of work with feedback. Assessment for learning by pupils.</p>	<p>Age standardised score Age standardised score Age standardised score Age standardised score Age standardised score Hamilton Writing Tracker</p> <p>Teacher tracks pupil outcomes which are used formatively to inform planning and summatively by next teacher and HODs</p>
Prep School Y3, Y5 & new pupils	<p>September: InCAS Screening</p>	<p>Above or below chronological age with some standardized scores.</p>
Prep School Y3- Y5	<p>Michaelmas Term:</p> <ul style="list-style-type: none"> Progress in Reading Assessment – PiRA Autumn 3-5 Progress understanding Mathematics Assessment – PUMA Autumn 3-5 Rising Stars Science Assessment 3-5 <p>Spring Term:</p> <ul style="list-style-type: none"> Progress in Reading Assessment – PiRA Spring 3-5– papers taught rather than assessed Progress Understanding Mathematics Assessment – PUMA Summer 3-5– papers taught rather than assessed Rising Stars Science Assessment Y3-Y5 <p>Summer Term:</p> <ul style="list-style-type: none"> GL Verbal Reasoning Paper GL Non Verbal Reasoning Progress in Reading Assessment – PiRA Summer 3-5 Progress Understanding Mathematics Assessment – PUMA Summer 3-5 Nelson Spelling Teacher Assessed Writing Assessment Rising Stars Science Assessment Y3-Y5 <p>Tracking documents for English, mathematics, science, computing and humanities. Regular spellings, times tables and mental arithmetic tests.</p> <p>Marking of work with feedback and assessment for learning by pupils with some peer assessment.</p>	<p>Age standardised score Age standardised score Measures progress against expected learning outcomes</p> <p>Age standardised score</p> <p>Age standardised score</p> <p>Measures progress against expected learning outcomes</p> <p>Age standardised score Age standardised score Age standardised score Age standardised score</p> <p>Age standardised score Hamilton Tracker Measures progress against expected learning outcomes</p> <p>Teacher tracks pupil outcomes which are used formatively to plan and summatively by next teacher and HODs</p>
Prep School Y6	<p>Michaelmas Term: Year 6 Assessment Practice Morning - common entrance papers – English and mathematics</p>	<p>% score used to guide and inform planning and</p>

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	<ul style="list-style-type: none"> • Progress in Reading Assessment – PiRA Autumn 6 • Progress understanding Mathematics Assessment – PUMA Autumn 6 • Rising Stars Science Assessments Y6 <p>Spring Term: Entrance Exams for Secondary school</p> <ul style="list-style-type: none"> • Progress in Reading Assessment – PiRA Spring 6 • Progress Understanding Mathematics Assessment – PUMA Spring 6 • Nelson Spelling • Rising Stars Science Assessments Y6 • Teacher Assessed Writing Assessment • GL Verbal Reasoning Paper • GL Non Verbal Reasoning <p>Summer Term:</p> <ul style="list-style-type: none"> • Progress in Reading Assessment – PiRA Summer 6 • Progress Understanding Mathematics Assessment – PUMA Summer 6 • Rising Stars Science Assessments Y6 <p>Tracking documents for English, mathematics, science, computing. Regular spellings, times tables and mental arithmetic tests.</p> <p>Marking of work with feedback and assessment for learning by pupils with some peer assessment.</p>	<p>preparation for entrance exams in January Age standardized score Age standardized score Measures progress against expected learning outcomes</p> <p>Offers from Secondary School Age standardised score Age standardised score Age standardised score Measures progress against expected learning outcomes Hamilton Writing Tracker Age standardised score Age standardised score</p> <p>Age standardised score Age standardised score Measures progress against expected learning outcomes</p> <p>Teacher tracks pupil outcomes which are used formatively to inform planning and summatively by next teacher and HODs</p>