Assessment: A termly overview of actions and documents

		Ongoi	ng Assessment		
Reading	Writing	SPAG	Maths	Science	Foundation Stage
 During 1:1 Reading with bottom 20%, check exception words with children Focussed Reading booksassess children using Reading Domains Star Reader tests at start of each term-reports used to identify gaps, targets etc Accelerated Reader tests at least every 2 weeks – planned into Focussed Reading sessions. Reports used to identify child's reading age and gaps/ targets. RWI assessments every 6 weeks (for children on RWI Programme) Regular benchmarking of bottom 20% to ensure these children are reading the correct level within their daily reading intervention Termly Rising Star Reading Progress tests and accompanying Gaps grids 	TIP: During handwriting, use spelling words and common exception words for children to copy TIP: Ensure children are sent home with the year group's spellings and common exception words Update children's targets when they have met their previous one Use the TH Writing tool kit to assess, generate targets and identify gaps. Y2 & Y6 use statutory requirements to assess writing	Half Termly Rising Stars SPAG tests and accompanying Gaps grids	 Map EoYE - end of year expectations (statutory requirements) into MTP EoYE (statutory requirements) are recorded in books at every opportunity. This will help all teachers to feel confident finding evidence linked to the end of year expectations (statutory requirements) in books and MTP) Use EoYE (statutory requirements) as a checklist for coverage Teachers plan x4 "cold" tasks per week for children to complete linked to the EoYE. Sources to include: White Rose Hub assessment (fluency, reasoning and problem solving) Maths Hub Mastery documents Testbase (Y6) All tasks to be recorded in Maths books. Cold tasks also used as evidence for targets. Stamp on target sheet in the middle of the book when achieved. Termly White Rose tests and accompanying gaps grids. 	Assessed against 'Working Scientifically' statements, Knowledge & Skills on Knowledge Organisers at end of each unit of work.	 Baseline assessments within 1st 6 weeks of child starting. Reception Benchmarking for reading Short and medium incidental observations of children Termly long observations of children RWI assessments every 6 weeks. Termly 'Basic Skills' tests Reception- weekly levelled guided reading-documented in reading folders.

			Autumn Assess	ment		
	Reading	Writing	SPAG	Maths	Science	Foundation Stage
	Week 3: Star Reader tests	Set writing targets by	Week 3: Years 3,4,5	Week 7: Y6 and Y2 only-		Weeks1-6: Conduct baseline
		end of first unit for all	complete Rising Stars	SATs 2017 papers		assessment
	Week 7: Y6 and Y2 only- SATs	children.	Autumn 1 Test			
	2017 papers					New to CJ RWI assessments
			Week 4: Gaps grids			
-	Week 6/7: RWI assessment		completed and analysed			Week 6: Enter baseline data in
E	week					SIMs
Autu	Week 7: Children grouped by		Week 7: Y6 only- SATs			
A	phonic ability and RWI gaps		2017 papers			Week 6/7: RWI assessment
	shared with all teachers					week
						Week 7: Children grouped by
						phonic ability and RWI gaps
						shared with all teachers

	Week1/2 Autumn assessment	Ensure writing targets	Week 1/2: Autumn	Weeks 1 & 2: Autumn	Week 3:	Weeks 1 / 2: Autumn
	period Years 1,3,4,5- Rising	are reviewed and	assessment period	assessment period- Years	Data entered	assessment period: complete
	Stars Autumn 2 Reading	changed throughout the	-Y3,4,5 Rising Stars	1,3,4,5- White Rose Autumn	onto SIMs	basic skills
	Progress tests.	term	Autumn 2 SPAG test	2 Test		
						Week 3: Data Deadline
	Weeks 2 & 3: Ranking	Week 2 & 3: Ranking	Week 3: Complete and	Week 2 and 3: Ranking		
	completed and data entered	completed and data	analyse Gaps grids-	completed and data entered		Week 6: RWI assessment week
	onto SIMs	entered onto SIMs	identify common gaps of	onto SIMs		Week 7: Children grouped by
	Complete and analyse Gaps	During Ranking process,	covered content and gaps	Complete and analyse White		phonic ability and RWI gaps
	grids- identify common gaps	using TH toolkit,	that have not been	Rose Gaps grids		shared with all teachers
	of covered content and gaps	identify common gaps	taught yet (these to be			
2 ر	that have not been taught yet	of covered content and	mapped into MTP)	Week 5/6: Moderation		
Ξ	(these to be mapped into	gaps that have not been		PPMs, MTP		
Autumn	MTP)	taught yet (these to be				
4	_	mapped into MTP)				
	Week 5/6: Moderation					
	PPMs, MTP	Week 5/6: Moderation				
		PPMs, MTP				
	Week 6: RWI assessment					
	week					
	Week 7: Children grouped by					
	phonic ability and RWI gaps					
	shared with all teachers					

			Spring Assessment			
	Reading	Writing	SPAG	Maths	Science	Foundation Stage
	Week 2: Year 6 only- SATs 2018	Ensure writing	Week 2: Y6	Week 2: Year 6 only-		Week 5/6: RWI
	papers	targets are	complete 2018	SATs 2018 papers		assessment week
		reviewed and	SPAG paper.			Week 6: Children
	Week 3: Star Reader tests	changed		Week 3: Y6 Complete		grouped by phonic
		throughout the	Week 3: Years 3,4,5	and analyse Primary		ability and RWI
	Week 3: Y6 Complete and analyse	term	complete Rising	Tools Gaps grids- identify		gaps shared with
	Primary Tools Gaps grids- identify		Stars Spring 1 Test	common gaps of covered		all teachers
	common gaps of covered content			content and gaps that		
	and gaps that have not been taught		Week 4	have not been taught yet		
	yet (these to be mapped into MTP)		Y6 Complete and	(these to be mapped into		
			analyse Primary	MTP)		
⊣	Week 4: Y6 test analysis PPM		Tools Gaps grids-			
ing			identify common	Week 4: Y6 test analysis		
Spring 1	Week 5: Y2 Complete and analyse		gaps of covered	PPM		
•	Primary Tools Gaps grids- identify		content and gaps	_		
	common gaps of covered content		that have not been	Week 4: Y2 Assessment		
	and gaps that have not been taught		taught yet (these	week. 2018 papers		
	yet (these to be mapped into MTP)		to be mapped into			
	Week 5/6: RWI assessment week		MTP)	Week 5: Y2 Complete		
				and analyse Primary		
	Week 6: Children grouped by phonic		Week 4: Y6 test	Tools Gaps grids- identify		
	ability and RWI gaps shared with all		analysis PPM	common gaps of covered		
	teachers			content and gaps that		
				have not been taught yet		
	Week 4: Y2 Assessment week. 2018			(these to be mapped into		
	paper			MTP)		

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	Week1/2 Autumn assessment period	Ensure writing	Week 1/2 : Spring	Weeks 1 and 2: Spring	Weeks 1 / 2:
	Years 1,3,4,5- Rising Stars Autumn 2	targets are	assessment period	assessment period- Years	Autumn
	Reading Progress tests.	reviewed and	-Y3,4,5 Rising Stars	1,3,4,5- White Rose	assessment period:
		changed	Spring 2 SPAG test	Autumn 2 Test	complete basic
	Week 2: Year 6 only- SATs 2019	throughout the		Week 2: Year 6 only-	skills
	papers	term	Weeks 2 & 3:	SATs 2019 papers	
			Complete and	Week 2: Y5 NFER TESTS	Week 3: Data
	Week 2: Y5 NFER TESTS	Week 2 & 3:	analyse Gaps grids-		Deadline
		Ranking completed	identify common	Week 2 & 3: Ranking	
	Weeks 2 & 3: Ranking completed	and data entered	gaps of covered	completed and data	<u>Week 5/6:</u> RWI
	and data entered onto SIMs	onto SIMs	content and gaps	entered onto SIMs	assessment week
	Complete and analyse Gaps grids-	During Ranking	that have not been	Complete and analyse	Week 6: Children
	identify common gaps of covered	process, using TH	taught yet (these	White Rose Gaps grids	grouped by phonic
	content and gaps that have not been	toolkit, identify	to be mapped into		ability and RWI
	taught yet (these to be mapped into	common gaps of	MTP)	Weeks 2 & 3:	gaps shared with
	MTP)	covered content		Complete and analyse	all teachers
		and gaps that have	Week 2: Y5 NFER	Gaps grids- identify	
7	Weeks 2 & 3:	not been taught	TESTS	common gaps of covered	<u>Week 4/5</u> :
B	Complete and analyse Gaps grids-	yet (these to be		content and gaps that	Moderation
ğ	identify common gaps of covered	mapped into MTP)		have not been taught yet	PPMs, MTP
, ,	content and gaps that have not been			(these to be mapped into	
	taught yet (these to be mapped into	<u>Week 4/5</u> :		MTP)	
	MTP)	Moderation			
		PPMs, MTP		Week 4/5: Moderation	
	Week 3: Star Reader tests			PPMs, MTP	
	Week 5/6: RWI assessment week				
	Week 6: Children grouped by phonic				
	ability and RWI gaps shared with all				
	teachers				
	Week 4/5: Moderation				
	PPMs, MTP				
	FFIVIS, IVI I F 				

			Summer Assessment			
	Reading	Writing	SPAG	Maths	Science	Foundation Stage
	Week 3: Star Reader tests	Ensure writing	Week 3: Years 3,4,5	Weeks 2 -4: KS1		Week 6: RWI
		targets are	complete Rising	SATs		assessment week
	Weeks 2 -4: KS1 SATs	reviewed and	Stars Summer 1			Week 7: Children
		changed	Test	Week 4: KS2 SATs		grouped by phonic
	Week 4: KS2 SATs week	throughout the		week		ability and RWI
_		term	Weeks 2 -4: KS1			gaps shared with all
	Week 5/6: RWI assessment week		SATs			teachers
Summer						
, un	Week 6: Children grouped by phonic		Week 4: KS2 SATs			
0,	ability and RWI gaps shared with all		week			
	teachers					

	Week 2: Phonics Screening Check	Ensure writing	Week 1/2: Spring	Weeks 1 and 2:	Week 4: Submit	Weeks 1 / 2:
		targets are	assessment period	Summer	teacher assessment	Summer
	Week 3: Star Reader tests	reviewed and	-Y1, 2, 3, 4, 5 Rising	assessment period-		assessment period:
		changed	Stars Optional Test	Years 1,3,4,5-		complete basic
		throughout the	A SPAG test	White Rose		skills
	Weeks 2 & 3:	term		Summer 2 Test		
	Complete and analyse Gaps grids-					
	identify common gaps of covered	Week 2 & 3:	Weeks 2 & 3:	Week 2 & 3:		Weeks 2 & 3: Rank
	content and gaps that have not been	Ranking completed	Complete and	Ranking completed		only Reading,
	taught yet (these to be mapped into	and data entered	analyse Gaps grids-	and data entered		Writing & Maths
	MTP)	onto SIMs	identify common	onto SIMs		(based on an
		During Ranking	gaps of covered	Complete and		overall score for
	Week 4: Submit PSC & KS1 results	process, using TH	content and gaps	analyse White Rose		Number and SSM)
		toolkit, identify	that have not been	Gaps grids		
2		common gaps of	taught yet (these to			
er		covered content	be mapped into	Weeks 2 & 3:		Week 3: Data
E		and gaps that have	MTP)	Complete and		Deadline
Summer		not been taught yet		analyse Gaps grids-		
• ,		(these to be		identify common		Week 6: RWI
		mapped into MTP)		gaps of covered		assessment week
				content and gaps		Week 7: Children
		Week 4/5:		that have not been		grouped by phonic
		Moderation		taught yet (these to		ability and RWI
		PPMs, MTP		be mapped into		gaps shared with all
				MTP)		teachers
		Week 4: Submit				
		KS1 & KS2 Teacher		<u>Week 4/5</u> :		Week 4: Submit
		Assessment		Moderation		EYFSP data to LA
				PPMs, MTP		
				Marks 2/2/4: V4		
				Weeks 2/3/4: Y4		
				Multiplication		
	-			Tables Check		

		SEN A	Assessment		
Term	Writing	Reading	Maths	Science	Foundation Stage
Autumn 1					Weeks 1-4: • Conduct baseline assessment
Autumn 2	Week 1: For pupils working below the curriculum for their year group and on subject-specific learning, review previous assessments and use tool for the Nation Curriculum year group the child is working at. For pupils who are working below the standard of the national curriculum assessments and not engaged in subject-specific study - Refer to the Engagement Model - Base assessments on regular observations of the pupil and identify next steps. - Refer to the five areas of engagement when assessing	Week 1: For pupils working below the curriculum for their year group and on subject-specific learning, review previous assessments and use tool for the Nation Curriculum year group the child is working at. For pupils who are working below the standard of the national curriculum assessments and not engaged in subject-specific study - Refer to the Engagement Model - Base assessments on regular observations of the pupil and identify next steps. - Refer to the five areas of engagement when assessing	Week 1: For pupils working below the curriculum for their year group and on subject-specific learning, review previous assessments and use tool for the Nation Curriculum year group the child is working at. For pupils who are working below the standard of the national curriculum assessments and not engaged in subject-specific study - Refer to the Engagement Model - Base assessments on regular observations of the pupil and identify next steps. - Refer to the five areas of engagement when assessing	Week 1: For pupils working below the curriculum for their year group and on subject-specific learning, review previous assessments and use tool for the Nation Curriculum year group the child is working at. For pupils who are working below the standard of the national curriculum assessments and not engaged in subject-specific study Refer to the Engagement Model Base assessments on regular observations of the pupil and identify next steps. Refer to the five areas of engagement when assessing	Week 1: Use Development Matters to assess pupils' progress and attainment. Weeks 2-3: Update EYFS profile.
Spring 1					

Spring 2	Week 1: For pupils working below the curriculum for their year group and on subject-specific learning, review previous assessments and use tool for the Nation Curriculum year group the child is working at. For pupils who are working below the standard of the national curriculum assessments and not engaged in subject-specific study Refer to the Engagement Model Base assessments on regular observations of the pupil and identify next steps. Refer to the five areas of engagement when assessing	Week 1: For pupils working below the curriculum for their year group and on subject-specific learning, review previous assessments and use tool for the Nation Curriculum year group the child is working at. For pupils who are working below the standard of the national curriculum assessments and not engaged in subject-specific study - Refer to the Engagement Model - Base assessments on regular observations of the pupil and identify next steps Refer to the five areas of engagement when assessing	Week 1: For pupils working below the curriculum for their year group and on subject-specific learning, review previous assessments and use tool for the Nation Curriculum year group the child is working at. For pupils who are working below the standard of the national curriculum assessments and not engaged in subject-specific study - Refer to the Engagement Model - Base assessments on regular observations of the pupil and identify next steps Refer to the five	Week 1: For pupils working below the curriculum for their year group and on subject-specific learning, review previous assessments and use tool for the Nation Curriculum year group the child is working at. For pupils who are working below the standard of the national curriculum assessments and not engaged in subject-specific study Refer to the Engagement Model Base assessments on regular observations of the pupil and identify next steps. Refer to the five	Week 1: Use Development Matters to assess pupils' progress and attainment. Weeks 2-3: Update EYFS profile.
Summer 1	For pupils who are working below the national curriculum standard, use the pre-key stage 1 standards to gather information on statutory assessment in writing. Y6 For pupils who are working below the national curriculum standard, use the pre-key stage 2 standards to gather information on statutory assessment in writing.	Y2 For pupils who are working below the national curriculum standard, use the pre-key stage 1 standards to gather information on statutory assessment in reading. Y6 For pupils who are working below the national curriculum standard, use the pre-key stage 2 standards to gather information on statutory assessment in writing.	engagement when assessing Y2 For pupils who are working below the national curriculum standard, use the pre- key stage 1 standards to gather information on statutory assessment in maths. Y6 For pupils who are working below the national curriculum standard, use the pre- key stage 2 standards to gather information on statutory assessment in maths.	engagement when assessing	

Week 1:

For pupils working below the curriculum for their year group and on subject-specific learning, review previous assessments and use tool for the Nation Curriculum year group the child is working at.

For pupils who are working below the standard of the national curriculum assessments and not engaged in subject-specific study

- Refer to the Engagement Model
- Base assessments on regular observations of the pupil and identify next steps.
- Refer to the five areas of engagement when assessing

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For pupils who are working below the standard of the national curriculum assessments and not engaged in subject-specific study

- Refer to the Engagement Model
- Base
 assessments on regular observations of the pupil and identify next steps.
- Refer to the five areas of engagement when assessing

Week 1:

Use Development Matters to assess pupils' progress and attainment.

Weeks 2-3:

Update EYFS profile.

V2	V2	V2	V2	
Y2	Y2	Y2	Y2	
For pupils who are working below the national curriculum	For pupils who are working below the	For pupils who are working below	For pupils who are working	
standard, use the pre-key stage 1 standards to gather	national curriculum standard, use the	the national curriculum standard,	below the national	
information on statutory assessment in writing.	pre-key stage 1 standards to gather	use the pre-key stage 1 standards	curriculum standard, use the	
Y6	information on statutory assessment in	to gather information on statutory	pre-key stage 1 standards to	
For pupils who are working below the national curriculum	reading.	assessment in maths.	gather information on	
standard, use the pre-key stage 2 standards to gather	Y6	Y6	statutory assessment in	
information on statutory assessment in writing.	For pupils who are working below the	For pupils who are working below the	writing.	
	national curriculum standard, use the	national curriculum standard, use the	Y6	
	pre-key stage 2 standards to gather	pre- key stage 2 standards to gather	For pupils who are working	
	information on statutory assessment in	information on statutory assessment	below the national curriculum	
	writing.	in maths.	standard, use the pre-key stage	
			2 standards to gather	
			information on statutory	
			assessment in writing.	
			assessment in writing.	