

Assessment: A termly overview of actions and documents

Ongoing Assessment					
Reading	Writing	SPAG	Maths	Science	Foundation Stage
<ul style="list-style-type: none"> • During 1:1 Reading with bottom 20%, check exception words with children • Focussed Reading books- assess 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 	<p>TIP: During handwriting, use spelling words and common exception words for children to copy</p> <p>TIP: Ensure children are sent home with the year group’s spellings and common exception words</p> <ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • Half Termly Rising Stars SPAG tests and accompanying Gaps grids 	<ul style="list-style-type: none"> • 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: <ul style="list-style-type: none"> - White Rose Hub assessment (fluency, reasoning and problem solving) - Maths Hub Mastery documents - Testbase (Y6) <li style="padding-left: 40px;">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. 	<ul style="list-style-type: none"> • Assessed against ‘Working Scientifically’ statements, Knowledge & Skills on Knowledge Organisers at end of each unit of work. 	<ul style="list-style-type: none"> • 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 Assessment

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

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

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

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

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

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

SEN Assessment					
Term	Writing	Reading	Maths	Science	Foundation Stage
Autumn 1					<u>Weeks 1-4:</u> <ul style="list-style-type: none"> Conduct baseline assessment
Autumn 2	<p><u>Week 1:</u> 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.</p> <p>For pupils who are working below the standard of the national curriculum assessments and not engaged in subject-specific study</p> <ul style="list-style-type: none"> 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 	<p><u>Week 1:</u> 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.</p> <p>For pupils who are working below the standard of the national curriculum assessments and not engaged in subject-specific study</p> <ul style="list-style-type: none"> 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 	<p><u>Week 1:</u> 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.</p> <p>For pupils who are working below the standard of the national curriculum assessments and not engaged in subject-specific study</p> <ul style="list-style-type: none"> 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 	<p><u>Week 1:</u> 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.</p> <p>For pupils who are working below the standard of the national curriculum assessments and not engaged in subject-specific study</p> <ul style="list-style-type: none"> 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 	<p><u>Week 1:</u> Use Development Matters to assess pupils' progress and attainment.</p> <p><u>Weeks 2-3:</u></p> <ul style="list-style-type: none"> Update EYFS profile.
Spring 1					

Spring 2	<p><u>Week 1:</u> 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.</p> <p>For pupils who are working below the standard of the national curriculum assessments and not engaged in subject-specific study</p> <ul style="list-style-type: none"> - 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 	<p><u>Week 1:</u> 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.</p> <p>For pupils who are working below the standard of the national curriculum assessments and not engaged in subject-specific study</p> <ul style="list-style-type: none"> - 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 	<p><u>Week 1:</u> 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.</p> <p>For pupils who are working below the standard of the national curriculum assessments and not engaged in subject-specific study</p> <ul style="list-style-type: none"> - 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 	<p><u>Week 1:</u> 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.</p> <p>For pupils who are working below the standard of the national curriculum assessments and not engaged in subject-specific study</p> <ul style="list-style-type: none"> • 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 	<p><u>Week 1:</u> Use Development Matters to assess pupils' progress and attainment.</p> <p><u>Weeks 2-3:</u></p> <ul style="list-style-type: none"> • Update EYFS profile.
Summer 1	<p>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 writing.</p> <p>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.</p>	<p>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.</p> <p>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.</p>	<p>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.</p> <p>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.</p>		

Summer 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.

	<p>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 writing.</p> <p>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.</p>	<p>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.</p> <p>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.</p>	<p>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.</p> <p>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.</p>	<p>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 writing.</p> <p>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.</p>	
--	---	---	---	---	--