

Assessment at Caldecote Primary School



Assessment in the Early Years

Assessment plays an important part in helping us to recognise children's progress, understand their needs, plan activities, and assess the need for support.



We recognise that every child is unique, and brings with them their own individual experiences and personal histories, needs and interests, knowledge and skills.

Assessment in the Early Years – Formative assessment

Formative assessment:
Assessing the day-to-day
learning and development of
children.

Teachers will interact and
observe children to understand
their achievements, interests
and learning needs, and will
use this information to shape
the educational experiences
for each child.



Assessment in the Early Years – Formative assessment



Formative assessment

Assessments will be used to:

- ✓ Inform our teaching
- ✓ Adapt our provision
- ✓ Identify needs

Adults will use professional judgement to make assessments of children during: play, interactions and adult-led tasks.

We use the EYFS Framework (Statutory guidance), Development Matters (Non-statutory guidance) and the Caldecote Assessment Framework (Reading, Writing and Maths) to inform our judgements.

Assessment in the Early Years – Summative assessment

Summative assessment:

A holistic summary of a child's progress, strengths, needs and interests. We pull together information about the child from a range of sources on entry to Caldecote Primary and during the first half term:

Nursery visits

Pre-school reports

'All about Me' booklet

Observations and Discussion

External professionals

Reception Baseline Assessment

Phonics check

Individual assessments are scheduled through the year on the Caldecote Primary Assessment Calendars.

Assessment in the Early Years – National Statutory Assessments

In line with statutory requirements, we will undertake a summative assessment of each child's development at certain stages:

Reception Baseline Assessment – a short assessment which is taken within the first six weeks of a child starting Reception.

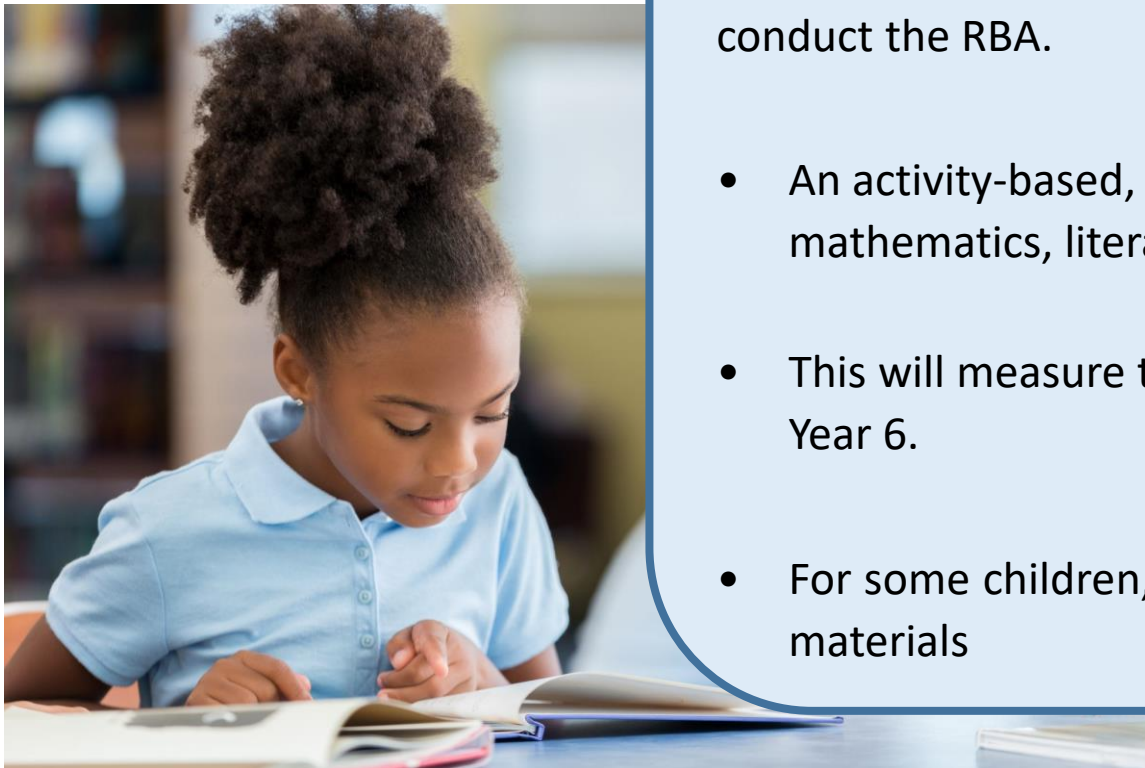
The EYFS Profile – a comprehensive assessment completed at the end of the Reception year.

Assessment in the Early Years – National Statutory Assessments

Reception Baseline Assessment (RBA)

Within the first six weeks of children starting school, our Reception teachers will conduct the RBA.

- An activity-based, age-appropriate assessment of children's ability in early mathematics, literacy, communication and language.
- This will measure the progress children make from Reception until the end of Year 6.
- For some children, the school will provide modified and adapted assessment materials



Assessment in the Early Years – National Statutory Assessments

Early Years Foundation Stage Profile (EYFSP)

To summarise and describe children's learning and development at the end of the EYFS the school must complete an EYFSP for each child. This assessment will take place in the Summer term.

The school will assess each child against the Early Learning Goals. Early Learning Goals (ELGs) are the targets children should achieve by the end of their reception year.

These goals are not part of the curriculum but measure what a child has achieved by the end of the Early Years Foundation Stage (EYFS).



Assessment in the Early Years – The seven areas of learning

Children are assessed across seven areas of learning ...

- **Communication and Language:** Focusing on listening, speaking, and a child's ability to express themselves effectively.
- **Personal, Social and Emotional Development:** Encouraging children to develop social skills, manage their feelings, and build positive relationships.
- **Physical Development:** Developing fine and gross motor skills, strength, and coordination.
- **Literacy:** Building skills in reading and writing.
- **Mathematics:** Developing foundational knowledge of numbers, shapes, and measures.
- **Understanding the World:** Guiding children to make sense of their physical world and community, including past and present cultures.
- **Expressive Arts and Design:** Fostering creativity and imagination through art, music, and role-play.

Assessment in the Early Years – The Characteristics of Effective Learning

The school will also assess each child against the three characteristics of effective learning:

Playing and exploring

Active learning

Creating and thinking critically



Assessment in the Early Years – Profile judgements

Profile judgements will be made on the basis of the cumulative evidence gathered over the course of the year.

Reception teachers will judge whether a child's learning is:

- Not yet reaching expected levels (emerging).
- Meeting expected levels (expected).



Assessment in the Early Years – Parental involvement

Parents will be kept up-to-date with their child's progress and development through parent consultations and an annual written report.

Teachers will address any learning and development needs in partnership with parents.

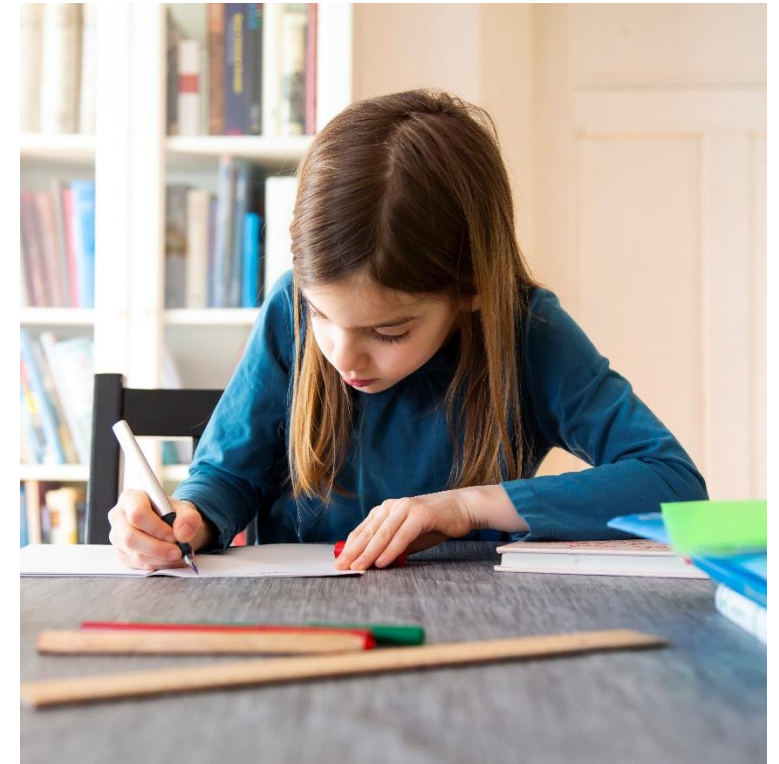


Parents and carers will be able to share in their child's learning experience through open classroom events, parent presentations, workshops and posts via Seesaw (online app).

Assessment in Year 1 – 6: The Purpose of Assessment

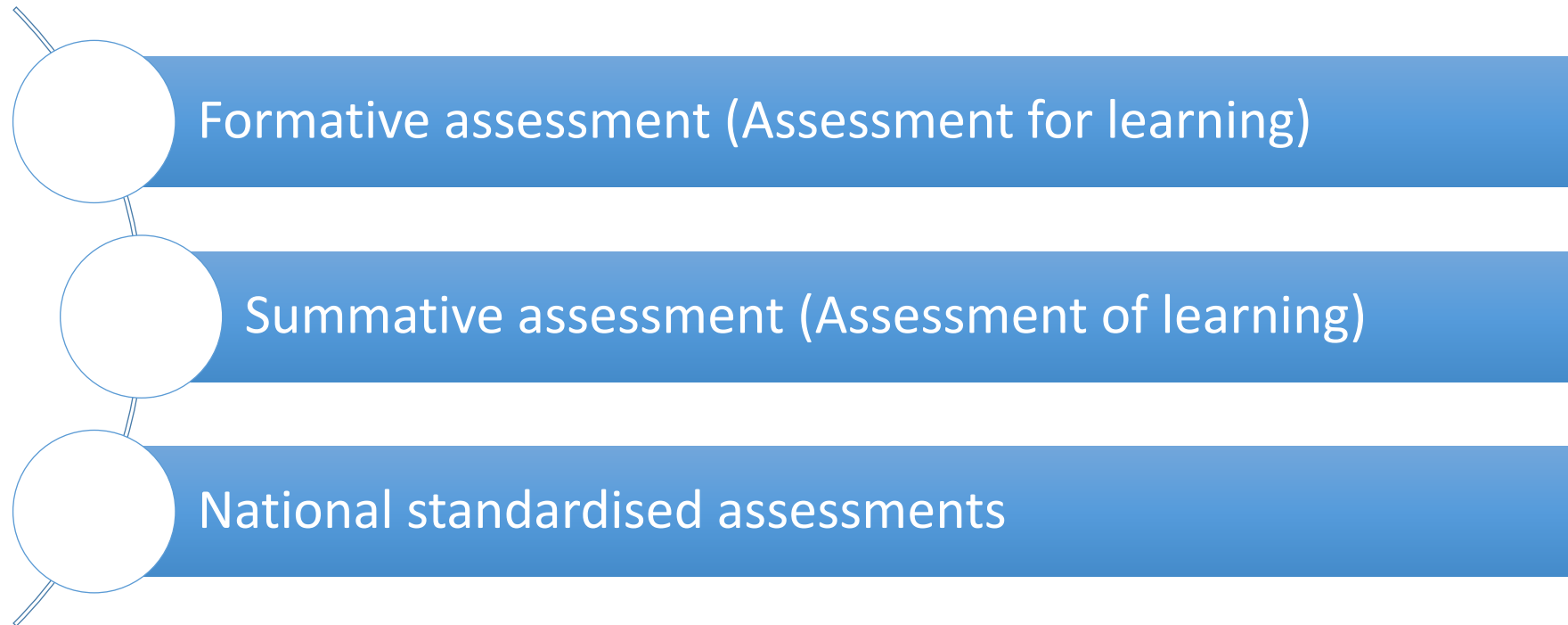
Assessment is to:

- Provide opportunities for our pupils to demonstrate what they know, understand and can do;
- Help our pupils understand what they need to do next to improve their work;
- Allow teachers to plan work that accurately reflects the needs of each child
- Provide regular information for parents that enables them to support their child's learning;
- Provide all stakeholders with information that allows them to make judgements about the effectiveness of the school and to bring about improvement.
- Enable senior leaders and stakeholders to monitor standards and set school development priorities.



Assessment in Year 1 – 6: Types of Assessment

We use three types of assessment across the school:



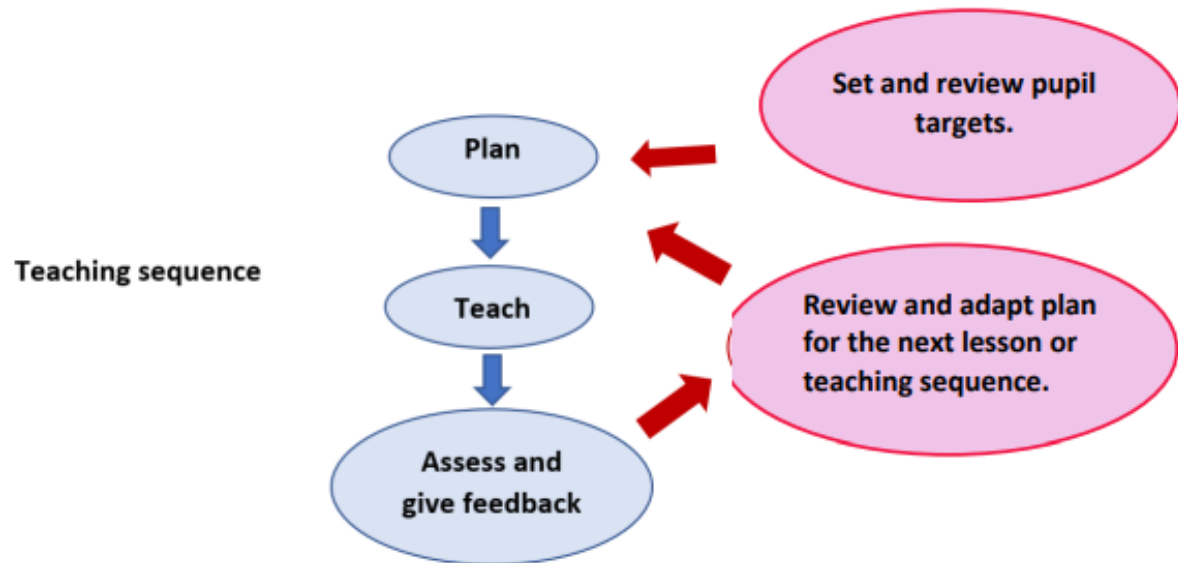
This informs whether outcomes are being met, what progress is being made and what attainment milestones have been achieved.

Assessment in Year 1 – 6: Assessing children’s knowledge

Assessment should be:

- Informative
- Diagnostic
- Evaluative
- Accurate
- Purposeful

This is the on-going daily process whereby we assess children’s knowledge:



Assessment in Year 1 – 6: Formative Assessment

'In the moment' assessment, informed by:

Children's
conversations

Class discussions

Children's
responses to
direct questions;

Pupils' work

Observations

Quizzes

Pupils' peer
assessment

Pupils' self-
assessment

Pupils' responses
to feedback

Baseline assessments

Baseline assessments are completed in the first half term of the academic year to assess starting points. These assessments include, but are not limited to:

- Phonics – Little Wandle Baseline assessment (Year R – Year 2)
- Fine Motor Skills/Handwriting
- Letter and number formation (Year R – Year 6)
- Maths – Multiplication tables (taught content only) (Year 3 – Year 6)
- Spelling – Common exception word baseline spelling test (Year 1 – 6)
- Writing - One piece of baseline unaided writing (All pupils)

Progress checks

Progress checks are completed following a teaching sequence to assess the progress of pupils and the quality of teaching. There should be a two-week lag between completing the unit and completing the progress check so that it accurately assesses the retained learning. These provide teachers the opportunity to address gaps in knowledge before moving on to a new domain or concept.

These assessments include, but are not limited to:

- End of unit Little Wandle Phonics reviews (Yr R – Yr 2)
- End of unit multiple choice quizzes for foundation subjects (Yr 1 – Yr 6)

Termly summative assessments

Termly assessments help us to establish whether a child has retained that knowledge over time and/or can remember how to apply taught skills independently.

At Caldecote Primary School, Reading, GPS and Maths is formally assessed at three assessment points throughout the school year. These are in the Autumn Term (November), the Spring Term (March) and the Summer Term (June).

Children in Year 6 complete past SATs papers, and children in Year 1, 2, 3, 4 and 5 complete Testbase Standardised Assessments.

National assessments

At Caldecote Primary School, the children complete the following national formal assessments:

Reception – Statutory Reception Baseline Assessment

Year 1 – Statutory Phonics Screening Check

Year 2 – KS1 SATs (Non-statutory)

Year 4 – Statutory Multiplication Tables Check

Year 6 – KS2 Statutory Assessment Tests (SATs)

Teacher assessments

We use the Caldecote Assessment Framework to make judgements as to whether children are on track to achieve End of Year Outcomes.

We report to parents using the following categories:

Working at Greater Depth for their Age and Stage	GDS
Working at the Expected Standard for the Age and Stage	EXS
Working Towards the Expected Standard for their Age and Stage	WTS
Working further than a year Below their Age and Stage	BLW