



Powick Church of England Primary School



Assessment Handbook



English - Reading

Assessments

- Daily observations and assessment for learning by the teacher or teaching assistant
- Feedback marking of reading work in English lessons
- EYFS – termly teacher assessment against the Early Learning Goal – Reading
- Little Wandle phonics assessments
- KS1 – reading books colours
- KS2 Accelerated Reader: STAR Assessments each half term
- KS1 and KS2 end-of-term assessment tests – NTS

How the assessments are used:

- Planning sequences of learning to address the needs of the cohort, groups or individuals
- Ensure there is an appropriate level of challenge in future learning
- Children's responses to written feedback to practice key skills or revise learning
- To inform the next teacher following transition
- To inform parents of their child's attainment in their end of year report
- In Pupil Progress Meetings and On Track Meetings to identify and address individual need through intervention such as:
 - Keep Up Phonics in EYFS Year 1
 - Catch Up Phonics in Year 2-6
 - Planning Little Wandle reading groups
 - Adaptations to quality-first teaching
 - Reading Interventions
 - Regular reading with an adult in school

English - Writing

Assessments

- Daily observations and assessment for learning by the teacher or teaching assistant
- Feedback marking of written work in English lessons
- EYFS – termly teacher assessment against the Early Learning Goal – Writing
- Termly teacher assessment against the year group's objectives



- Regular internal and external moderation of writing to ensure teacher assessments are accurate

How the assessments are used:

- Planning sequences of learning to address the needs of the cohort, groups or individuals
- Children's responses to written feedback to practice key skills or revise learning
- Adaptations to quality-first teaching
- To inform the next teacher following transition
- To inform parents of their child's attainment in their end of year report
- In Pupil Progress Meetings and On Track Meetings to identify and address individual need through intervention such as:
 - Adaptations to quality-first teaching
 - To plan School-Led Tutoring
 - Identify children to work in teacher focus groups
 - Handwriting intervention
 - Personal spelling lists
 - Phonics catch up/Grow the Code resources

Maths

Assessments

- Daily observations and assessment for learning by the teacher or teaching assistant
- Assessment for learning during Maths On Track sessions
- Feedback marking of Maths work
- Monitoring of progress on Time Tables Rock Stars
- White Rose end of unit assessments
- KS1 and KS2 end of term assessment tests – NTS



How the assessments are used:

- Planning sequences of learning to address the needs of the cohort, groups or individuals
- Children's responses to written feedback to practice key skills or revise learning
- Adaptations to quality-first teaching
- To inform the next teacher following transition
- To inform parents of their child's attainment in their end of year report
- In Pupil Progress Meetings and On Track Meetings to identify and address individual need through intervention such as:
 - Adaptations to quality-first teaching
 - To plan School-Led Tutoring
 - Identify children to work in teacher focus groups
 - Specific intervention/resources

History, Geography, Art, DT, RE, Science, Computing, PSHE, French, PE & Music

Assessments

- Daily observations and assessment for learning by the teacher or teaching assistant
- Feedback marking of written work
- Verbal feedback to support progress during the lesson
- Assessment against the unit objectives using Foundation Subject Assessment Grids recording the individual children and percentage working at, below and above
- Subject Leader and Senior Leader book looks and Pupil Voice
- Class floor book for specific subjects reviewed by subject leads

How the assessments are used:

- Planning sequences of learning to address the needs of the cohort, groups or individuals
- Children's responses to written feedback to practice key skills or revise learning
- Adaptations to quality-first teaching
- To inform the next teacher following transition
- To inform parents of their child's attainment in their end of year report
- In Pupil Progress Meetings and On Track Meetings to identify and address individual need through intervention such as:



- Jimbo Fun to support motor skills
- Reading or writing intervention to enable understanding of curriculum
- Motional/ Sensory Circuits to address emotional barriers
- Specific intervention to meet individual needs

EYFS

Assessments

- Daily observations and assessment for learning by the teacher or teaching assistant
- Observations recorded on Tapestry
- EYFS – termly teacher assessment against the Early Learning Goals
- Little Wandle phonics assessments and Heat Maps
- Learning Journeys recorded in floor books

How the assessments are used:

- Planning sequences of learning to address the needs of the cohort, groups or individuals
- Children's responses to feedback to practice key skills or revise learning
- Keep Up Phonics in EYFS Year 1
- Catch Up Phonics in Year 2
- Planning Little Wandle reading groups
- Adaptations to quality-first teaching
- In Pupil Progress Meetings and On Track Meetings to identify and address individual need through intervention such as:
 - Phonics Keep Up
 - Planning Little Wandle reading groups
 - Regular reading with an adult in school
 - Targeted provision
 - Speech and Language Intervention



SEND and children who are disadvantaged

We recognise that children with Special Educational Needs and children who are disadvantaged should have their needs taken into account when they are assessed in all areas of learning.

Children with SEND and those who are disadvantaged will be assessed using the same strategies for each area as those detailed above but with consideration made to their unique context and needs. Assessment for learning in all lessons will be used to plan adaptive teaching which takes account of individual needs whilst allowing all children to access the curriculum.