



How we assess children's learning in English

At St George's Central CE Primary School and Nursery, we employ a variety of formative and summative approaches in order to assess children's learning and to inform next steps in progress. Within Early Years, English falls within the 'Literacy' section of the Early Years Foundation Stage Curriculum.

In Early Years, formative assessment lies at the heart of providing a supporting and stimulating environment for every child. The Early Years Foundation Stage Curriculum is divided into 1 – 3 year olds, 3 and 4 year olds and the Reception year. Parental contributions, for example: Ages and Stages questionnaires, Seesaw observations and informal conversations, together with school based Seesaw observations and practitioner knowledge inform these assessments.

Children will be assessed on entry to our 2 year old provision, pre-school provision and Reception class. The children are then assessed during play, when practitioners are guiding their learning, and during directed teaching. In Early Years, summative data is collected at the end of each term. In Nursery, this termly data is submitted to the Headteacher and Assessment leader and in Reception, it is also collected by the Local Authority. Children are judged to be working at an expected standard or working towards an expected standard. There are two legally required summative assessment reports during the Early Years; they are the Statutory Check at age 2 and the Early Years Foundation Stage Profile. Summative assessment supports children at their transition points through their Early Years journey, for example: when a child moves from a Nursery setting into a Reception class.

Parents/carers are regularly informed about their child's assessments and progress both informally and formally throughout their time in Early Years.

Within Key Stage 1 and Key Stage 2, assessment in English reflects the general principles and procedures laid down in the school's assessment policy. Short-term assessment is used to guide the progress of individual children in English. This is carried out informally by teachers in the course of their teaching. It takes the form of various Assessment for Learning techniques, such as observation and feedback during the learning process as well as self and peer assessment of children. Feedback, both verbal and written, celebrates good practice and suggests specific steps for further progression. Children's work is marked promptly and in accordance with the school's marking and feedback policy and children's responses are used to inform future teaching and learning.

In order to support assessment in writing, a programme of target setting and review involves children in their own development of writing skills. Specific success criteria (adapted year group age related outcomes) are used to track the progress of children against targets set. Progress against targets is recorded by teachers and marking advises children in their next steps for learning. Specific writing activities are planned for, completed, marked and collected in writing portfolios and used regularly to review children's progress against age-related expectations which are found in the back of children's English books. Weekly spelling tests take place based on an age-related spelling pattern, and children undertake a formal spelling test, at the start of each school year, which provides them with a spelling age.

To support ongoing assessment in Reading, children undertake regular Benchmarking activities which provide reading ages and ensure children are accessing the correct 'book band' levels for home reading books. Reading skills are assessed regularly through the use of the online resource, Reading Plus.

'Never settle for less than your best'

Jesus said, I am the light of the world. Whoever follows Me will not walk in darkness, but will have the light of life.' John 8:12

More formal, summative assessment tests measure progress against the National Curriculum key objectives in Reading, and Spelling, Punctuation and Grammar, and inform future planning and teaching. These take place at the end of each term and are used to assess progress against school and national targets. Using Rising Star termly assessments, pupils are assessed against their year group objectives at the end of every term. Termly teacher assessment judgements are also made based on the work children have completed during that term as well as taking into consideration performance in the formal assessment tests. Teacher assessment is also made on a termly basis in Writing. Standards are checked through both in-school and external moderation opportunities. National Curriculum tests are used at the end of Key Stage 1 and Key Stage 2 for Reading, and Spelling, Punctuation and Grammar. Targets are set at the end of the summer term for the next school year and feed into the ongoing cycle of teaching and learning.

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