

LGCS Policy	Assessment					
Approved by	LAC	Issue Date	October 24	Review Date	October 26	
Audience	Trustees		Staff	✓	Pupils	✓
	Local Academy Council		Parents	✓	General Public	✓

How we assess children at LGCS.

1. Foundation Stage assessment

We are guided by the DFE Birth to Five Matters documentation alongside the Developmental Matters document to help us design an effective early year's curriculum, building on strengths and meeting the needs of the children we work with. Adults scaffold their learning by giving them just enough help to achieve something they could not do previously or challenge children to extend their knowledge.

Through high-quality, intentional interactions, we gather knowledge about your child to help inform and build a picture of your child's development. Our practitioners are skilful communicators having back-and-forth conversations, supporting all areas of children's development, stretching children's thinking and problem solving and moving their learning on in the moment.

Short Observations: Throughout the year, we will capture those spontaneous wow moments and share them with you on Class Dojo. These will be colour-coded to the different developmental areas.

Assessment checklist: When each child achieves a statement on the Birth to 5 matters document, this is highlighted and dated. This is then used as a working document that identifies key areas of development and shapes future planning.

Class Learning journey: We have class floor books that celebrate a snapshot of the week's learning with its primary purpose being to help children to reflect and review on their prior learning and vocabulary. This also supports us in developing a language-rich environment. We use the floor books to show progress across the year.

Two-Year-old Progress Check: Saplings Preschool will receive a statutory 2-year-old progress report between the ages of two and three. Its primary purpose is to work in partnership with parents to support children's development and well-being by working together. It allows us to identify early on where children need extra help.

Reception Statutory Baseline Assessment: This is an activity-based assessment of pupils' starting points in language, communication, literacy and mathematics. It consists of short task-based assessments. Schools will be required to carry out the assessment within the first 6 weeks of pupils starting reception.

End of Year Report: Children also receive a report on their progress and attainment in line with whole school expectations.

Teacher Assessment: At the end of every block, children are identified as either being 'on track' or 'not on track' to meet age-related expectations by the end of the year by the teacher. Pupil progress is discussed at Raising Attainment and Progress (RAP) meetings.

2. Expected Attainment and Progress (EYFS)

	<u>Pre School (P2)</u>	<u>EYFS 1 (Nursery):</u>	<u>EYFS 2 (Reception):</u>
Assessment Date	'Expected' Level of attainment	'Expected' Level of attainment	'Expected' Level of attainment
On Entry (evidence collected and judgement made within two weeks)	Working towards Preschool	Securing Preschool	Securing Nursery
End Block 1b	Preschool Emerging	Emerging Nursery	Reception Emerging
End Block 2b	Preschool Developing	Developing Nursery	Reception Developing
End Block 3b	Preschool Securing	Securing Nursery	ELG 2 secure
			Please note: Reception: score 1= ELG emerging or below, Profile score 2= ELG expected, Children on track to be GLD are those at expected for 3 prime areas plus literacy and mathematics.

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Assessment in Years 1-6

1. **Teacher Assessments (EYFS – Y6)**- used for all subjects.

The progress and attainment of children are tracked continually throughout the year through our Assessment Trackers at the end of each block. Children are then identified as either being 'on track' or 'not on track' to meet age-related expectations by the end of the year. Pupil progress is discussed at RAP meetings held at the start of each block and at Subject Leader meetings held once a block. At the end of the year, children are awarded a final grade based on teacher assessment using the following headings.

1. Below	2. Working towards	3. At expected	4. Greater depth
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2. **Point in Time Assessments (Star Reader)** Used for Reading in Years 1-6

In Reading, children also complete a Star Reader Test once a block. This will enable books used for home reading to be pitched at an appropriate level.

	1. Below	2. Borderline expected	3. just within Expected	4. At expected	5. Greater depth
Standardised Score	<77 NRSS	77-84 NRSS	85-94 NRSS	95-114 NRSS	115+ NRSS

3. **Point in Time Assessments (FFT)** Used for Phonics in Reception, Year 1 and Year 2

Children in Reception and Year 1, and where applicable Year 2, will also complete a phonics assessment after each phonics unit.

	1. Below	2. Borderline expected	3. just within Expected	4. At expected	5. Greater depth
Standardised Score	>59%	60-60%	70-75%	75-89%	90-100%

4. **Point in Time Assessment (FFT Reading Assessment Programme)** Use for all Year Groups

Children in all year groups will complete a fluency reading assessment at the end of each block (This will be half-termly for KS1).

	1. Below	2. Borderline expected	3. just within Expected	4. At expected	5. Greater depth
Standardised Score	<87	88-93	94-100	101-112	113<

5. **Point in Time Assessments (Head start)** used for Science in Years 1-6

Children complete Head Start Progress tests once a block. Bandings for standardised scores awarded in Head Start assessments are identified below.

	1. Emerging	2. Borderline expected	3. just within Expected	4. At expected	5. Greater depth
Head Start definitions	Emerging	Developing	Progressing	Secure	Exceeding
Standardised Score	<75	75-89	90-99	100-114	115-125

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6. SEND

Assessment will be used diagnostically to contribute to the early and accurate identification of pupils' special educational needs and any requirements for support and intervention. For pupils working below the national expected level of attainment, our assessment arrangements will consider progress relative to pupil starting points, and take this into account alongside the nature of pupils' learning difficulties. For pupils with a special educational need, a more suitable measure of their progress is made using BSquared and the process in place for reporting below a child's age-related expectation.

However, these children must:

- I. Be recognised as needing urgent intervention and be recorded as M or K on the SEN tracker.
- II. Receive additional support. This can be offered in a number of ways. For example, participation in a target group within class, small group intervention provided by a classroom assistant, external support etc.).
- III. Make accelerated progress to narrow the gap between their performance and ARE.
- IV. Still be included in the cohort's tracking grids for attainment.

7. Moderation

Regular moderation of work takes place each term to ensure consistency of assessment. Teachers meet subject leads or meet in phase groups to analyse children's work against age-related expectations or Early Years Foundation Stage Profile (EYFSP). Moderation is carried out internally with our school moderation team and externally by both Local authority and TRUST moderators. Throughout the year, teachers in Reception, Year 1, Year 4 and Year 6 are involved in formal teacher assessments, as part of end of Key Stage assessments and local authority moderation. In addition, all teachers will attend a Raising Achievement and Progress (RAP) meeting once a block to discuss the performance of their group/class/cohort and moderate judgements made.