

Assessment in Nursery



Learning Journeys

Each child has a Learning Journey which assesses their progress against Development Matters statements throughout the year.

Summative

Assessment judgements for each Development Matters statement updated at 3 points throughout the year on Sonar.

Assessment through Observation

Observations focus on structured and free-flow learning tasks that build a picture of a child's development over time. These observations are used to plan the next stage of learning.

Types of Observation

- Quality, individual, focused observations undertaken during child-initiated learning and play.
- Ad-hoc, informal group observations undertaken during child-initiated play and special events (e.g. Sports Day).

Feedback to Parents

Each child to have at least one observation on Marvellous Me every two weeks.



Statutory

No statutory assessments in Nursery.

Assessment in Reception



Phonics and Reading

Monster Phonics

5 x reading assessments over the year: graphemes, common exception words, high-frequency words and focus words.

When the children are ready (likely to be Summer Term), Monster Phonics spelling assessment of SATPIN and CVCC words.

PM Benchmark used as a diagnostic assessment tool.

Assessment through Observation

Observations focus on structured and free-flow learning tasks that build a picture of a child's development over time. These observations are used to plan the next stage of learning.

Types of Observation

- Quality, individual, focused observations undertaken during child-initiated learning and play.
- Ad-hoc, informal group observations undertaken during child-initiated play and special events (e.g. Sports Day).

Summative

Assessment judgements for the Development Matters strands updated at 3 points throughout the year on Sonar. The ELGs (Early Learning Goals) are assessed at the end of Reception to assess whether or not a child has reached GLD (Good Level of Development).

Feedback to Parents

Each child to have at least one observation on Marvellous Me every two weeks.



Statutory

EYFS Baseline Assessment.

Completed within the first six weeks of children starting in Reception.

EYFS Profile

Completed for each child against the 17 Early Learning Goals (ELGs) and submitted to the Local Authority.

Phonics and Reading

Monster Phonics

8 x reading assessments over the year: graphemes, common exception words, high-frequency words and focus words.

Half-termly spelling assessments.

Formative assessment through phonics and guided reading sessions.

PM Benchmark used as a diagnostic assessment tool.

Writing

Cold Task to start each writing unit. This supports teachers to generate individual targets for each child and plan effectively for the class based on the learning needs.

Writing is looked at daily so that adaptations can be made to the next day's planning. Verbal feedback is used as a tool to support children in editing and improving their writing.

Hot task at the end of each writing unit to support summative assessment against the Writing Teacher Assessment Framework for each year group.

Maths

White Rose Hot Task at the end of each unit to assess progress within the unit.

Throughout maths unit, formative assessment against Sonar statements.

Assessment



Year One

Summative

NFER Papers: Reading and Maths
Summer Term only

Sonar

Assessment judgements for Reading, Writing, Maths and Science updated at 3 points throughout the year.

Science

At the start of each unit, children complete a mind map of the topic. 'Science Knowledge' statements are assessed through written work in booklets and discussions with children. Children complete a hot task at the end of each unit and are assessed against the 'Working Scientifically' statements. Formative assessment updated on Sonar.

Foundation subjects

At the start of each unit of learning, children complete a mind-map so that starting points and gaps in learning can be identified. This mind map is added to throughout the unit. Ongoing formative assessment through learning in books/ folders against coloured overview subject documents.

Statutory

In the Summer Term, the children in Year One will complete the Phonics Screening Check.

Phonics and Reading

Monster Phonics

Half-termly (Autumn and Spring) reading assessments: common exception words, graphemes and focus words. *Excel document.*

Half-termly spelling assessment.

Formative assessment through phonics and guided reading sessions.

PM Benchmark used as a diagnostic assessment tool.

Writing

Cold Task to start each writing unit. This supports teachers to generate individual targets for each child and plan effectively for the class based on the learning needs.

Writing is looked at daily so that adaptations can be made to the next day's planning. Verbal feedback is used as a tool to support children in editing and improving their writing.

Hot task at the end of each writing unit to support summative assessment against the Writing Teacher Assessment Framework for each year group.

Maths

White Rose Cold task from previous year at the start of each Maths unit to assess starting points and gaps in learning.

White Rose Hot Task at the end of each unit to assess progress within the unit.

Throughout maths unit, formative assessment against Sonar statements.

Assessment



Year Two

Summative

NFER Papers: Reading and Maths
Autumn Term
Spring Term

Sonar

Assessment judgements for Reading, Writing, Maths and Science updated at 3 points throughout the year.

Science

At the start of each unit, children complete a mind map of the topic. 'Science Knowledge' statements are assessed through written work in booklets and discussions with children. Children complete a hot task at the end of each unit and are assessed against the 'Working Scientifically' statements. Formative assessment updated on Sonar.

Foundation subjects

At the start of each unit of learning, children complete a mind-map so that starting points and gaps in learning can be identified. This mind map is added to throughout the unit. Ongoing formative assessment through learning in books/ folders against coloured overview subject documents.

Statutory

Phonics Screening for those who didn't pass in Year One.

Although the Key Stage One SATS are no longer statutory, we still carry out the tests to ensure we have a clear understanding of the children's attainment against a national standard before they move into Key Stage Two.

Reading

Formative assessment against Sonar statements in Guided Reading sessions and comprehension work. Reading Gems are used in Guided Reading sessions. Formative assessment through work in folders and work with children against each gem focus. Cracking Comprehension used to guide gem choice in Guided Reading.

Continue with Monster Phonics (see previous years) for children still needing phonics input to fill gaps in learning (children who did not pass phonics screening in Year One or Year Two).

PM Benchmark used as a diagnostic assessment tool where necessary.

Writing

Cold Task to start each writing unit. This supports teachers to generate individual targets for each child and plan effectively for the class based on the learning needs.

Writing is looked at daily so that adaptations can be made to the next day's planning. Verbal feedback is used as a tool to support children in editing and improving their writing.

Hot task at the end of each writing unit to support summative assessment against the Writing Teacher Assessment Framework for each year group.

Maths

White Rose Cold Task from previous year at the start of each Maths unit to assess starting points and gaps in learning.

White Rose Hot Task at the end of each unit to assess progress within the unit.

Throughout maths unit, formative assessment against Sonar statements.

Assessment



Year Three

Summative

NFER Papers: Reading, Maths and EGPS

Autumn Term

Spring Term

Summer Term

Sonar

Sonar

Assessment judgements for Reading, Writing, Maths and Science updated at 3 points throughout the year.

Science

At the start of each unit, children complete a mind map of the topic. 'Science Knowledge' statements are assessed through written work in booklets and discussions with children. Children complete a Hot Task at the end of each unit and are assessed against the 'Working Scientifically' statements. Formative assessment updated on Sonar.

Foundation subjects

At the start of each unit of learning, children complete a mind-map so that starting points and gaps in learning can be identified. This mind map is added to throughout the unit. Ongoing formative assessment through learning in books/ folders against coloured overview subject documents.

Statutory

There are no statutory assessments in Year Three.

Reading

Formative assessment against Sonar statements in Guided Reading sessions and comprehension work. Reading Gems are used in Guided Reading sessions. Formative assessment through work in folders and work with children against each gem focus. Cracking Comprehension used to guide gem choice in Guided Reading.

Continue with Monster Phonics (see previous years) for children still needing phonics input to fill gaps in learning.

PM Benchmark used as a diagnostic assessment tool where necessary.

Writing

Cold Task to start each writing unit. This supports teachers to generate individual targets for each child and plan effectively for the class based on the learning needs.

Writing is looked at daily so that adaptations can be made to the next day's planning. Verbal feedback is used as a tool to support children in editing and improving their writing.

Hot task at the end of each writing unit to support summative assessment against the Writing Teacher Assessment Framework for each year group.

Maths

White Rose Cold Task from previous year at the start of each Maths unit to assess starting points and gaps in learning.

White Rose Hot Task at the end of each unit to assess progress within the unit.

Throughout maths unit, formative assessment against Sonar statements.

Assessment



Year Four

Summative

NFER Papers: Reading, Maths and EGPS.

Autumn Term

Spring Term

Summer Term

Sonar

Assessment judgements for Reading, Writing, Maths and Science updated at 3 points throughout the year.

Science

At the start of each unit, children complete a mind map of the topic. 'Science Knowledge' statements are assessed through written work in books and discussions with children. Children complete a Hot Task at the end of each unit and are assessed against the 'Working Scientifically' statements. Formative assessment updated on Sonar.

Foundation subjects

At the start of each unit of learning, children complete a mind-map so that starting points and gaps in learning can be identified. This mind map is added to throughout the unit. Ongoing formative assessment through learning in books/ folders against coloured overview subject documents.

Statutory

In Year 4, children complete the Multiplication Tables Check in the Summer Term.

Reading

Formative assessment against Sonar statements in Guided Reading sessions and comprehension work. Reading Gems are used in Guided Reading sessions. Formative assessment through work in folders and work with children against each gem focus. Cracking Comprehension used to guide gem choice in Guided Reading.

Continue with Monster Phonics (see previous years) for children still needing phonics input to fill gaps in learning.

PM Benchmark used as a diagnostic assessment tool where necessary.

Writing

Cold Task to start each writing unit. This supports teachers to generate individual targets for each child and plan effectively for the class based on the learning needs.

Writing is looked at daily so that adaptations can be made to the next day's planning. Verbal feedback is used as a tool to support children in editing and improving their writing.

Hot task at the end of each writing unit to support summative assessment against the Writing Teacher Assessment Framework for each year group.

Maths

White Rose Cold Task from previous year at the start of each Maths unit to assess starting points and gaps in learning.

White Rose Hot Task at the end of each unit to assess progress within the unit.

Throughout maths unit, formative assessment against Sonar statements.

Assessment



Year Five

Summative

NFER Papers: Reading, Maths and EGPS

Autumn Term

Spring Term

Summer Term

Sonar

Assessment judgements for Reading, Writing, Maths and Science updated at 3 points throughout the year.

Science

At the start of each unit, children complete a mind map of the topic. 'Science Knowledge' statements are assessed through written work in books and discussions with children. Children complete a Hot Task at the end of each unit and are assessed against the 'Working Scientifically' statements. Formative assessment updated on Sonar.

Foundation subjects

At the start of each unit of learning, children complete a mind-map so that starting points and gaps in learning can be identified. This mind map is added to throughout the unit. Ongoing formative assessment through learning in books/ folders against coloured overview subject documents.

Statutory

There are no statutory assessments in Year Five.

Reading

Formative assessment against Sonar statements in Guided Reading sessions and comprehension work. Reading Gems are used in Guided Reading sessions. Formative assessment through work in folders and work with children against each gem focus. Cracking Comprehension used to guide gem choice in Guided Reading.

Continue with Monster Phonics (see previous years) for children still needing phonics input to fill gaps in learning.

PM Benchmark used as a diagnostic assessment tool where necessary.

Writing

Cold Task to start each writing unit. This supports teachers to generate individual targets for each child and plan effectively for the class based on the learning needs.

Writing is looked at daily so that adaptations can be made to the next day's planning. Verbal feedback is used as a tool to support children in editing and improving their writing.

Hot task at the end of each writing unit to support summative assessment against the Writing Teacher Assessment Framework for each year group.

Maths

White Rose Cold Task from previous year at the start of each Maths unit to assess starting points and gaps in learning.

White Rose Hot Task at the end of each unit to assess progress within the unit.

Throughout maths unit, formative assessment against Sonar statements.

Weekly assessment of arithmetic to identify gaps in learning.

Assessment



Year Six

Summative

Past SATS papers: Autumn 1, Autumn 2 and Spring Term.

Sonar

Assessment judgements for Reading, Writing, Maths and Science updated at 3 points throughout the year.

Science

At the start of each unit, children complete a mind map of the topic. 'Science Knowledge' statements are assessed through written work in books and discussions with children. Children complete a Hot Task at the end of each unit and are assessed against the 'Working Scientifically' statements. Formative assessment updated on Sonar.

Foundation subjects

At the start of each unit of learning, children complete a mind-map so that starting points and gaps in learning can be identified. This mind map is added to throughout the unit. Ongoing formative assessment through learning in books/ folders against coloured overview subject documents.

Statutory

In Year Six, the children complete the Key Stage Two SATS papers.

Teacher assessment is sent to the Local Authority for Writing and Science.