



Rudyard Kipling Primary School & Nursery Assessment Procedures, September 2016

EYFS

In Nursery and Reception, we use Development Matters and Early Learning Goals to track age and stage, progress and attainment. This year we have also assessed children on entry using the Leuven scales to assess characteristics of learning.

We use 2Simple software alongside Busy Bee Books and observational assessments to track progress and characteristics of learning and pinpoint steps for development. A termly report is emailed to parents.

For our 2 year old children we complete a 2 year old check which is sent to the parents and then shared with the Health Visitor.

Letters and Sounds is used to teach phonics from Nursery through to Year 6 and Cued Articulation is now being used for sound pronunciation.

EYFS, KS1 & KS2 Attainment

Reading, Writing & Maths

The percentage of children at Age Related Expectations (ARE) is currently used to measure and track attainment across the school. The percentage of children achieving expected or above Value Added (VA) is used to measure progress at the end of KS1 and the end of KS2.

National Curriculum based assessment grids are used to assess and track the progress of all individual children across KS1 and KS2 in writing. National Curriculum based grids are used to assess and track the progress of 6 or more children, representative of the class, in reading and maths. In Y2 and Y6 these grids are used to track all children in maths. Guided reading planning which incorporates the National Curriculum objectives is used to assess all children in reading on a weekly basis.

KS1 and KS2 progress

In KS1 and KS2, expected key stage progress is defined as 0 VA in reading, writing and maths. Accelerated key stage progress would be 1 or above VA

KS1 and KS2 attainment

Children working at ARE make 1 jump per term e.g. 1.1, 1.2, 1.3

Expected progress:

Children to complete the year at the equivalent point to the previous year.
E.g. 1.3 - 2.3, 1.4 - 2.4, etc.

Exceeding/mastering

Children who are exceeding or mastering still start the next year at y.0.

Entry/emerging

If a child has not reached y.3 by the end of the year, they should continue on the previous year's curriculum until they reach y.3.



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We set individual KS1, KS2 and end-of-year targets for children based on their current attainment and needs. Progress is tracked against KS1, KS2 and end-of-year targets at termly Pupil Progress meetings and progress is measured at the end of KS1 and KS2.

Whole School

Children's progress and attainment is monitored in half termly Interim Pupil Progress Meetings and then reviewed in greater depth in termly Pupil Progress Meetings, where individual requirements are identified and addressed.

At Parents' Consultations in the Spring Term, parents and carers are informed whether children are performing towards, at or above age related expectations. At the end of the year, a report is generated and sent home.

Assessment for Learning is used to assure good judgement and all planning in literacy and maths reflects attainment targets as set out in the New National Curriculum.

Ongoing moderation is carried out across year groups and in conjunction with other year groups and key stages. EYFSP, KS1 and KS2 moderation is being set up with other schools and Assessment Coordinators in the area to quality assure our assessment judgements and city-wide moderation is carried out by the Local Authority.

New Curriculum

New Curriculum milestones and age-related objectives have been incorporated into maths and literacy planning. These are used to ensure that teaching is targeted at an age-appropriate level and the coverage of each objective is tracked on a half-termly basis on the school's Progression Tracker.

Computing and Science

The progress of 6 sample children representative of the class is tracked and assessed in the three sciences and against the Computing Programme of Study statements.

In addition, all children are asked to carry out a self-assessment task at the end of each Computing unit to review their confidence and understanding.

Foundation subjects

New National Curriculum key stage milestones and objectives have been incorporated into the planning of all subjects across the school. Milestone Maps broken down into assessment criteria for each key milestone indicator (adapted from the 'Essentials' New Curriculum guidance) are used to track the coverage and progression of skills across the school. (See below for an example [Geography Milestone Map](#).)

Our Assessment Policy will be continuously reviewed and updated as new assessment requirements and guidance become available from the DFE and any other relevant educational bodies.



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Years 3 and 4 Geography Milestone Map

	Year 3			Year 4		
	1	2	3	1	2	3
To investigate places						
Ask and answer geographical questions about the physical and human characteristics of a location.		√		Y		
Explain own views about locations, giving reasons.		√		Y		Y
Use maps, atlases, globes and digital/computer mapping to locate countries and describe features.	√	√		Y	Y	Y
Use fieldwork to observe and record the human and physical features in the local area using a range of methods including sketch maps, plans and graphs and digital technologies.	√	√	√	Y		
Use a range of resources to identify the key physical and human features of a location.			√	Y	Y	Y
Name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, including hills, mountains, cities, rivers, key topographical features and land-use patterns; and understand how some of these aspects have changed over time.	√			Y		Y
Name and locate the countries of Europe and identify their main physical and human characteristics.	√			Y	Y	Y
To investigate patterns	1	2	3	1	2	3
Name and locate the Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle and date time zones. Describe some of the characteristics of these geographical areas.		√		Y		
Describe geographical similarities and differences between countries.		√			Y	
Describe how the locality of the school has changed over time.	√					Y
To communicate geographically. Describe key aspects of:	1	2	3	1	2	3
physical geography , including: rivers, mountains, volcanoes and earthquakes and the water cycle.		√		Y	Y	
human geography , including: settlements and land use.	√				Y	
Use the eight points of a compass, four-figure grid references, symbols and key to communicate knowledge of the United Kingdom and the wider world.	√	√		Y	Y	Y