Assessment

Statutory Assessment

- Reception baseline assessment

- Phonics Screening – Year 1

- Teacher Assessment/Standardised Tests – End of KS1 – Maths, Reading, Writing, Spelling, Grammar and Punctuation *(Optional)*

EYFS

At the end of the year, the children are assessed against the Early Learning Goals (ELGS) and will be classed as achieving:

Good Level of Development (as defined by the DfE)

Children will have reached a GLD at the end of EYFS if they achieve at least the expected level in the prime areas of learning (personal; social and emotional development; physical development; and communication and language); and in the specific areas of Mathematics and Literacy.

Assessment

Doddinghurst Infant School – Tracking Points

Year end	Tracking Points	Assessment Levels
EYFS	9	Met Age Related Expectations (expected)
Year 1	12	Met Age Related Expectations (expected)
Year 2	15	Met Age Related Expectations (expected)
Year 3	18	Met Age Related Expectations

Tracking progress and attainment

Each year group split into 3 points

EYFS (GLD)   = 9 points
Milestone 1 (end y1) = 12 points
Milestone 2 (end y2) = 15 points

Year 1

10 points – above EYFS skills, beginning to show progress in y1 skills – may be some fully achieved

11 points – more confident with a wider range of year 1 skills, a number of skills fully achieved.

12 points – all y1 skills achieved confidently.
12 + / 13 points and above - y1 skills **above age related expectations** – deeper, broader understanding

Mathematics Year 1

9 points ELG (End of EYFS)	10 points	11 points	12 points (expected end of year 1)
Number, place value and patterns			
• Recognise the pattern of the counting system – ELG (language of what's next, before, missing number from any number up to 10) • Explore and represent patterns within numbers up to 10 –ELG (Odds and evens, double facts) • Place numbers 1 to 20 in order – ELG • Count reliably and recognise numbers from 1 to 20 – ELG • Subitise to 5 without counting – ELG • Comparing quantities up to 10 in different contexts –ELG (using a variety of resources such as money, dice, objects) • Recognising when one quantity is greater than, less than or the same as – ELG (comparing groups of objects) • Say what number is 1 more or 1 less than a given number (up to 20) – ELG	• Count to and up to 50, forwards and backwards beginning from 0, 1 or any number. • Count in multiples of 10 • Read and write numbers to 20 in numerals • Read and write numbers to 5 in words • Begin to recognise the place value of teens numbers (tens and ones) using apparatus • Identify and represent numbers using object and pictorial representations including a number line (up to 20 and beyond) • Use the language of more than, less than • Given a number to 30 say a number which is one more and one less. • Recognise and create repeating patterns with numbers, objects and shapes. • Solve problems and practical problems involving all of the above	• Count up to 100, forwards and backwards beginning from 0, 1 or any number. • Count in multiples of 2 and 10 • Read and write numbers to 50 in numerals • Read and write numbers to 10 in words • Recognise the place value of teens numbers (tens and ones) • Identify and represent numbers using object and pictorial representations including a number line (up to 50 and beyond) • Begin to use the language of equal to, more than, less than, fewer, most and least • Given a number to 50 say a number which is one more and one less. • Identify odd and even numbers linked to counting in 2s from 0 • Solve problems and practical problems involving all of the above	• Count to 100, forwards and backwards beginning from 0, 1 or any number. • Count in multiples of 2,5 and 10s • Read and write numbers to 100 in numerals • Read and write numbers from 1 to 20 in words. • Begin to recognise the place value of numbers beyond 20 (tens and ones) • Identify and represent numbers using object and pictorial representations including a number line (up to 100 and beyond) • Use the language of equal to, more than, less than, fewer, most and least • Given a number (up to 100) identify one more and one less • Recognise and create repeating patterns with numbers, objects and shapes. • Solve problems and practical problems involving all of the above

Reading

10 points	Autumn	Blue book band
Word reading	Can use all GPCs from phase 3 of letters and sounds to decode unknown words at phase 4 expectation (CVCC, CCVC, CCVCC, CCCVC)	
	Read words with two or more digraphs (e.g. 'queen' 'thicker')	
	Read all Little Wandle taught Year 1 Aut 1 tricky words	
	Read all Little Wandle taught Year 1 Aut 2 tricky words	
	Read root words ending in 'ing' 's'	
	Read words with one syllable with known GPCs.	
	Recognise and read known 'tricky words' when reading simple texts.	
	Read out loud with some accuracy (word to word reading)	
Comprehension	Knowledge of vocabulary – Which word closely matches the meaning of the word … ?	
	Identify/explain key aspects of fiction and non-fiction texts, such as characters, events, titles and information – Who are the characters in this story? Where does this story take place?	
	Identify and explain the sequence of events in texts – What is the first/last thing to happen in the story?	
	Make inferences from the text (using reasoning skills to interpret beyond the literal) – What does this sentence tell you about [insert name]?	
	Predict what might happen on the basis of what has been read so far – Do you think this is going to be a fiction or non-fiction book? Why do you think that?	
	Deduction – coming to a logical conclusion from the information/evidence available – Why do you think that?	
	Skimming and scanning – Read the title, subtitles and subheadings to reveal what the text is about.	

Reading

12 points	Summer	Orange book band
Word reading	Is beginning to identify when reading does not make sense and attempts to self-correct.	
	Can use all GPCs and alternatives from taught Little Wandle phase 5 sounds to decode unknown words.	
	Reads all Year 1 Little Wandle tricky words	
	Read multisyllabic words with all GPCs.	
	Read root words ending in 'est' 'er'	
	Read accurately by blending sounds in unfamiliar words containing GPCs that have been taught.	
	Read books aloud, accurately, that are consistent with their developing phonic knowledge and that do not require them to use other strategies to work out words.	
	Re-read books to build up fluency and confidence in word reading.	
Comprehension	Knowledge of vocabulary – What does the word … tell you about … ? [setting, character, atmosphere, mood]	
	Identify/explain key aspects of fiction and non-fiction texts, such as characters, events, titles and information – Who are the characters in this story? Where does this story take place?	
	Identify and explain the sequence of events in texts – Describe what happens in the beginning, middle and end of this text	
	Make inferences from the text (using reasoning skills to interpret beyond the literal) – Why do you think [insert name] was [surprised/happy/sad/angry]?	
	Predict what might happen on the basis of what has been read so far – What do you think is going to happen to [insert name] next? Why do you think this? What clues are there?	
	Deduction – coming to a logical conclusion from the information/evidence available – What evidence suggests that?	
	Skimming and scanning – Skim over the text, looking for key words.	

Writing

10 points (all of reception and…)	
Composition	I can say out loud what I want to write about.
	I can write down words or phrases about my ideas. (readable attempts at writing that matches the topic)
Transcription / Spelling	I can spell some common exception words
	I can name the letters of the alphabet in order
	I can understand what a plural is.
	I can say words correctly when adding endings – ing and –ed and spell these endings
	I apply the spelling rules I have learnt so far in the words I write.
Grammar/Punctuation	I leave spaces between the words I write in a phrase.
	I use a capital letter for the personal pronoun 'I'
	I understand and use the words: letter, capital letter , word, singular, plural
Handwriting	I can sit correctly at a table, holding a pencil comfortably and correctly
	I am beginning to form lower-case letters in the correct direction, starting and finishing in the right place.
	I can form some number 0-9 correctly

Writing

13 points AUTUMN	
Composition	I can write narratives about things that have happened to me and simple stories.
	I can write facts in a sentence.
	I can write a poem that follows a given pattern.
	I know that I am writing for an audience and purpose.
	I can say what I am going to write about and the ideas that I want to include.
	I can think it, say it, write it, read it when I write sentences.
	I can say what I like and dislike about my writing.
	I can check whether my writing makes sense and begin to make some changes.
	I can read my writing aloud, taking into account the punctuation I've included.
Transcription / Spelling	I can segment spoken words into phonemes and represent these by graphemes, spelling many correctly
	I can spell at least one grapheme for the phonemes I know.
	I can correctly spell some of the common exception words for y2
	I can spell some simple = homophones and know the difference in meaning. Ie. see/sea be/bee
	I can spell some simple words with contractions: it's I'll
	I can spell –ly word endings correctly
	I can correctly apply the approximately 1/3 of the year 2 spelling rules.
Grammar/Punctuation	I can correctly and accurately punctuate a series of sentences with full stops and capital letters.
	I can say whether a sentence is a question, statement or exclamation.
	I can use 'and' to link ideas in sentences.
	I can say what an adjective, verb or noun is.
Handwriting	I can form lower-case letters of the correct size relative to one another

Assessment criteria

- Each milestone is split into 3 numbered points (with + stage included). These show the progressive skills from end of one year to the next.

- The 'milestone' point is only achieved when children have met all of the end of year expectations.

- At each assessment (half termly) a teacher may give children a 'point' or + point which determines their progress towards achieving the 'milestone' for their current year.

- Those who have <u>already solidly and completely</u> met end of year expectations can begin working towards the next year but need to achieve mastery in the concept.

- Pupils who have not met the previous years objectives need to continue to work towards them but also experience own year group so they don't drop further behind.

End of year assessments

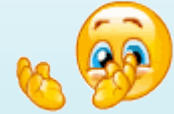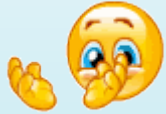| Points	Year 1 band	Year 2 band
9	Emerging	Emerging
10		
11		
12	Expected	
13	Exceeding	
14		
15		Expected
16		Exceeding
17		
18		
19		

The Age Related Expectations

- To meet age related expectations, children should reach the expected point at the end of the appropriate year.

- To move from expected in Year 1 to expected in Year 2, the child will have achieved 3 points progress. Therefore this normally equates to 1 point progress each term.

- Through this assessment the teacher will identify any interventions that are required to support the child to ensure progress.

Questions?

Thank You for coming