

HMIS Assessment Strategy 2018/2019

EYFS Attainment/Progress Indicators

Expected progress (3 steps)

Development Matters	Baseline	Autumn B	Spring B	Summer B
30-50 Beginning				
30-50 Developing				
30-50 Secure	Below ARE			
40-60 Beginning	At ARE	Below ARE		
40-60 Developing	Above ARE	At ARE	Below ARE	
40-60 Secure		Above ARE	At ARE	Below ARE
ELG			Above ARE	At ARE
ELG Exc				Above ARE

Better than expected progress (4 steps or more)

KS1 Attainment Indicators

Attainment Codes used

- WT - Child is working *BELOW* the class programme of study
- WT+ - Child is working *WITHIN* the class programme of study but is not yet working at age related expectations
- AT - Child is working *AT* age related expectations in the class programme of study
- GD - Child is working at a *GREATER DEPTH* in the class programme of study
- GD+ - Child is working at a *GREATER DEPTH+* in the class programme of study

KS1 Progress Indicators

Expected progress

	End of Year 1 attainment	End of Year 2 attainment
End of YR attainment - Below 1	WT	WT
End of YR attainment - 1	WT+	WT+
End of YR attainment - 2	AT	AT
End of YR attainment - 3	GD	GD

Better than expected progress

	End of Year 1 attainment	End of Year 2 attainment
End of YR attainment - Below 1	WT+	WT+
End of YR attainment - 1	AT	AT
End of YR attainment - 2	GD	GD
End of YR attainment - 3	GD+	GD+

Assessment Strategies

	Literacy	Maths	Science	Foundation subjects
Reception Robins	<p><u>Phonics</u> Tests at the end of each half term (Phonics folder, phonics books) <i>Formative & summative</i></p> <p><u>Reading</u> During weekly 1-1 reading <i>Formative</i></p> <p><u>Writing</u> Cold/hot write each half term - where appropriate Verbal responses to 'deep marking' grid <i>Formative</i></p>	Ongoing <i>formative assessments</i>	Ongoing <i>formative assessments</i> as part of the Understanding of the World area of learning using the 2 simple observations tool	Ongoing <i>formative assessments</i> using the 2 simple observations tool
Y1 Blackbirds Y2 Barn Owls	<p><u>Writing</u> Cold/hot write every 2/3 weeks Feedback and responses to 'deep marking' <i>Formative & summative</i></p> <p><u>Spelling</u> Weekly spelling tests Feedback and responses to 'deep marking' Y2 'end of stage' national testing - SPAG <i>Formative & summative</i></p> <p><u>Phonics</u> Tests at the end of each half term (Letters & sounds book) Feedback and responses to 'deep marking' Y1 & Y2 phonics test <i>Formative & summative</i></p> <p><u>Reading</u> During weekly guided and 1-1 reading Fischer family trust running reading records Y2 'end of stage' national testing <i>Formative & summative</i></p>	<p>Feedback and responses to 'live marking'</p> <p>End of block White Rose Maths Tests</p> <p>Cold & Hot termly reasoning & arithmetic</p> <p>Y2 'end of stage' national testing</p> <p><i>Formative & summative</i></p>	End of unit formative assessment through teacher's assessments and Science leader's child interviews. <i>Formative</i>	End of unit Foundation skills tests ongoing <i>formative assessment</i>

Phonics summative tests (printed from O track) are in the class based Assessment Folders and are administered half termly with interventions identified and delivered immediately in the following half term. Each year group has explicit end of term/year expectations.

Maths summative assessments are undertaken using the White Rose, end of unit tests. They are in the shared drive under 'Subject Management' then 'Mathematics'. Maths levels are also moderated with the consortium (7 other schools)

Reading summative assessments are undertaken using the Fischer Family Trust running reading records. These are used to validate teacher's formative judgements. Each year group has explicit end of term/year book band expectations. Reading levels are also moderated with the consortium (7 other schools)

Overall tracking of progress and attainment

At the end of every **half term** teachers will input data from phonics onto O track and reading and phonics onto the tracking sheets

At the end of every **half term** teachers will input intervention assessments onto O track

At the end of every **half term** Y 1 and Y2 teachers will assess all foundation subjects

At the end of every **term** teachers will input data from RWM and phonics onto the O Track system

At the end of every **term** the YR teacher will input data from all the areas of learning onto O Track

Progress and Attainment Reporting Indicators

Score	Descriptor	Outcome	Progress, RWM	ARE RWM KS1	Attainment GLD EYFS
97% - 100%	Vast/overwhelming majority, almost all	Outstanding	76% - 100% progress through 3 steps (EY) or making expected progress (KS1)	76% - 100% Achieving ARE	76% - 100% Achieving GLD
76% - 96%	Very large majority, most				
65% - 75%	Large majority	Good	65% - 75% progress through 3 steps (EY) or making expected progress (KS1)	65% - 75% Achieving ARE	65% - 75% Achieving GLD
51% - 64%	Majority	Requires improvement	51% - 64% progress through 3 steps (EY) or making expected progress (KS1)	51% - 64% Achieving ARE	51% - 64% Achieving GLD
35% - 50%	Minority	Unsatisfactory	20% - 50% progress through 3 steps (EY) or making expected progress (KS1)	20% - 50% Achieving ARE	20% - 50% Achieving GLD
20% - 34%	Small minority				
4% - 19%	Very small minority, few				
0% - 3%	Almost none/very few				
			0% - 19% progress through 3 steps (EY) or making expected progress (KS1)	0% - 19% Achieving ARE	0% - 19% Achieving GLD