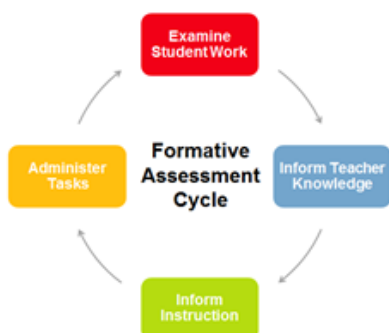


Assessment

In Year 1, we assess children through formative and summative assessments. Formative being the in-class assessment we conduct which helps to aid our teaching and planning on a daily basis. This enables us to encourage the best possible learning outcomes for all our children. Summative assessment is how we assess children’s learning by carrying out more formal methods, such as tests and examinations.



Formative



At the beginning of the year, during the autumn term, we believe children’s learning goes through significant changes from reception into Year 1 and we call this the transition period. During this transition period, we believe it is fairer to assess children using the Early Years Foundation Stage (EYFS) Framework and steadily move them on to Year 1 key concepts as they transition through the academic year. The key concepts taught in year 1 are closely linked with the National Curriculum. As we teach these concepts during the course of the year, we continue to mark children against them on our database and this shows us the progress that the children are making. In class, we assess children’s understanding of these concepts consistently. We encourage them by praising their effort and we extend their learning by providing opportunities to improve their work and offering next steps. We also target children’s learning through key questioning and asking open-ended questions in order to help deepen their understanding of these key concepts.



Summative

Towards the end of each term, we assess children through setting formal Pixl tests. We mark these tests, collect in the scores and again add these to our database. This gives us a visual representation of their learning and allows us to make a fair judgement of what learning they have absorbed and how well they have understood the key concepts taught. In terms of children’s reading, we assess them regularly by conducting a reading test, which helps us to benchmark the children to determine which level/colour book band they should be reading. We also assess children’s reading by conducting a mock phonics-screening tests each term and a formal phonics-screening test towards the end of the summer term. The phonics screening test that children sit at the end of the academic year is an external examination and the scores are marked against a national standard. This threshold is decided by the Department of Education.

