

## **Assessment at Lewannick CP School**

**In most aspects of the curriculum (excluding RE and PSHE), the school uses The Saints Way skills progression to plan and assess pupils' learning. Teachers' medium term planning indicates coverage and this is regularly scrutinized by senior leaders to ensure all areas of the curriculum are delivered in sufficient breadth and depth. Pupil attainment and progress is tracked half-termly in English and Maths using an online programme, iTRACK. All other curriculum subjects are assessed against The Saints Way learning objectives and these records are updated half-termly or as appropriate. Further information about how we assess our curriculum both formatively and summatively, is detailed below:**

### **Art and Design Technology**

Children in KS1/KS2 will display their work in an art/ topic book alongside pictures and photographic evidence of them working as an individual, in pairs and as part of a group. Evidence of progression and the assessment of quality will be completed by looking at the children's work. An annual report will detail, for parents, their child's achievement against an age related standard.

### **Computing**

Reporting pupil achievement against age related standards in computing will be completed at termly parent's meetings and as part of an annual report.

### **Early Years Foundation Stage (EYFS)**

Progression in the EYFS is made through both formal and informal observations which involve reaching an understanding of children's learning by watching, listening and interacting as they engage in everyday activities, events and experiences, and demonstrate their specific knowledge, skills and understanding. These observations are then mapped against the Development Matters handbook (2012). These assessments feed into our planning and in turn what the children are learning. At the end of the year the children's development is matched against the Early Learning Goals and is graded as emerging, expected or exceeding.

### **English**

In the EYFS, children's achievements are ongoing and are assessed against the Early Learning Goals. Year-end, age-expected standards will be used to assess children. Teachers in KS1 and KS2 will make judgements about the children's reading and writing (including grammar, punctuation and spelling) in relation to age related expectations as set out in the new curriculum. Assessment for learning is well established throughout the school and the use of questioning, observation and marking will continue to be key parts of formative assessment. Statutory assessments take place at the end of Year 1 (phonics), Year 2 (KS1 SATs) and Year 6 (KS2 SATs). Assessments are recorded six times a year and carefully analysed to make sure that all children and groups are progressing well and achieving their potential.

### **History and Geography**

Progression in History and Geography will be assessed through evaluation of our children's written work and consideration of their responses and contributions to tasks, discussions and curriculum enrichment opportunities. An age-related assessment will be included in their end of year report to parents.

## **Maths**

In the EYFS, children's achievements are on-going and are assessed against the Early Learning Goals. Year-end, age-expected standards will be used to assess children. Teachers in KS1 and KS2 will make judgements about the children's Maths in relation to age related expectations as set out in the new curriculum. Assessment for learning is well established throughout the school and the use of questioning, observation and marking will continue to be key parts of formative assessment. KS1 and 2 pupils will also complete termly assessment tests. Statutory assessments take place at the end of Year 2 and Year 6.

## **Modern Foreign Languages**

Children's achievement will be informed by observations and progress towards objectives. Parents will receive an annual report which includes information about their child's language skills.

## **Music**

Progression in music is assessed through observation, performance and at times the use of IT. Children will make regular videos or audio recordings of their musical learning. Self and peer assessments will be made within the lessons given the children chance to refine and improve their work but also give the children chance to praise each other too. An annual report will inform parents of their child's progress against age related standards.

## **Physical Education**

Progression in PE will be assessed throughout each key stage through observations and using IT in different areas of the PE curriculum. An age-related assessment will be given to parents/carers through annual reports.

## **PSHE**

Progression in PSHE will be assessed against the TDAT skills progression and through listening to children's responses and contributions to discussions (including circle time and critical thinking), as well as by evaluating their written work.

## **Religious Education**

Progression in RE will be assessed through listening to children's responses and contributions to discussions, as well as by evaluating their written work. An age-related assessment will be given to parents/carers on end of year reports, and may be discussed as appropriate at parent/teacher meetings.

## **Science**

Progression assessments will be completed using evidence of pupils work, observations and at times test sampling. Progress towards an age related expectation/standard will be reported to parents as part of the annual report.