

Assessment at Ashlands

Early Years Foundation Stage Unit (EYFS)

Children in the EYFS are assessed against the Early Years Foundation Stage profile (EYFSP). This consists of 'Ages' and 'Stages' criteria for nursery learners moving into Early Learning Goals for Reception aged learners.

At the end of Reception these are reported as **Emerging** or **Expected** for the Early Learning Goals in each area. Children are recorded as reaching a Good Level of Development (GLD) if they achieve ELG or above in:

- Communication and language
- Physical development
- Personal, social and emotional
- Maths
- Literacy

Assessment in EYFS is gathered through observations of learners, samples of learning, photographs and conversations which demonstrate the child's understanding of a given concept.

Evidence is gathered across the year to create 'learning journeys' for all children in EYFS and we value all contributions from parents and carers to these documents.

Years 1 – 6

In line with the New National Curriculum since 2014 children will be assessed in a number of ways against end of year expectations.

Staff will cover all requirements for the specific year groups. These are called 'End of Year Expectations'.

The 'End of Year Expectations' have been taken from the New National Curriculum and state the minimum requirements a learner must meet in order to ensure continued progress throughout the year in line with expected standards. Children are then recorded as emerging, expected or exceeding against these Age-Related Expectations (ARE).

Learners are assessed against each core curriculum area in terms of whether, at each stage, they are **Emerging, Expected or Exceeding**. We have followed the NAHT's Key Performance Indicators model to narrow down and focus our assessment criteria for our core subjects. These can be found on our website under Assessment.

The Primary Curriculum focuses very much on ensuring children have a breadth of understanding within the concepts and skills they learn. The application of skills and understanding across a wide range of curriculum areas is key. Rather than moving 'up' the stages, the focus is on moving 'outwards' developing a deeper understanding.

Staff continue to vary all activities to ensure that all learners' needs are met.

Gathering evidence of learner's progress and development will continue with a wide range of **Formative Assessment**; (day to day assessment through learning completed, observations, conversations and guided sessions) which will inform staff's planning and also **Summative Assessment** (more formal assessments/tests) which will play a part in the overall assessment and progress checks for learners at set times of the year.

At Ashlands we track children's progress throughout the year, using Arbor, towards ARE using the terms emerging, developing, secure or mastered. (Secure being expected ARE and mastered exceeding/greater depth at ARE)

We report children's progress to parents through Parent Consultation Evenings (October and March) and end of year reports (July). The end of year reports uses an ABC code to represent exceeding, expected or emerging towards the end of year expectations.