A framework for assessment at Nechells E-act Academy

This framework is in line with the Trust's policy around assessment and reporting arrangements.

1. Introduction: Assessment aligned with curriculum and pedagogy

In recent educational history, it has very often been the case that assessment has become broadly synonymous with data and reporting. In many cases, assessment has become the servant of number-crunching and spreadsheets, often in the pursuit of 'proving' pupils or groups of pupils are making progress. The real purpose of assessment – understanding and supporting pupils' learning and planning how to improve it – has, to varying degrees, been obscured. Our approach to assessment at Nechells is underpinned by the trust-wide assessment framework. This framework sets out the principles and practice for assessment which meets this core purpose.[1]

As Sweller, Ayres and Kalyuga have said, **learning is defined as *knowing more and remembering more*** and as an alteration in long term memory - if nothing has been remembered, then nothing has been learned.[2] The primary purpose of assessment, therefore, is to understand the extent to which pupils *know more and remember more of the curriculum* they have experienced, and whether what they know is *flexible and secure in long-term memory*.

2. Aims and objectives

Our approach to assessment has several important objectives, the most important of which is that assessment must be fit for purpose, in all contexts and domains. We do this by ensuring:

- **A close link between assessment, curriculum and teaching.** Assessment is primarily about how well pupils are learning the intended curriculum. The outcomes of assessment will always influence decisions about teaching and the design of the curriculum.
- **Assessments are valid, reliable and used to help pupils to learn better**. Assessments are designed to provide insight into pupils' learning – it is never 'data-led'. However, assessment will be robust enough to provide valid and reliable information across different teachers and subjects.
- **Reporting and target setting are meaningful and valid**. A valid assessment will always measure what it purports to measure – it will not be used to generalise or distort.
- **Assessment methods should be efficient and not increase staff workload**. The outcomes from most formative assessments are not recorded formally. There are no more than three formal summative assessment points per year. Approaches to marking are designed to ensure impact on learning and reduce the burden on staff.

3. Core principles

- **The primary purpose of assessment is to provide valid and reliable information about whether pupils are successfully learning the intended curriculum.** Assessment will provide information about whether pupils can remember, in long-term memory, what they have learned. A further purpose of assessment is to provide information about the effectiveness of curriculum and pedagogy and how these can be improved.
- **Progress is defined as the extent to which a pupil or pupils have learned or are successfully learning the intended curriculum.** The curriculum is the progression model. It sets out what we want pupils to learn, and therefore their 'progress'. If pupils are successfully

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[1] This framework was reviewed by Prof. Tim Oates, Cambridge Assessment, and incorporates his feedback.
[2] Sweller, J., Ayres, P., Kalyuga, S. (2011)

learning the curriculum they must be making progress. Progress cannot be measured or 'proved'.[3] Attempting to do so often sets up perverse incentives or practices such as teaching to the test.

- **Assessment will often exploit the benefits of assessment on learning and memory**. The approach to assessment should always seek to make use of the 'testing effect'[4]. Research has shown that regular assessment, if used in appropriate ways, strengthens long-term memory and recall.

4. Summative and formative assessment

- **Summative assessment information is gathered at least at three points during the year, which includes an end of year assessment**. We also use summative approaches more frequently at other times (for example, at the ends of sequences or units of learning). Summative assessments are designed to evaluate pupils' learning (of the curriculum) since the beginning of that unit, sequence or term/year, along with any content taught previously and considered essential to support current and future learning. We recognise that there are often limitations in using summative assessments for diagnostic purposes.[5]

- **At other times, regular formative assessment is the main approach**. The main aim is diagnostic and remedial: to identify whether important learning has been securely mastered and fluency achieved. From lesson to lesson, this will only rarely take a 'formal' test-based format. We rarely record or aggregate 'data' from such formative assessments, other than information the teacher feels necessary. Formative assessments are mostly 'low stakes' and are likely to take a wide variety of forms: from reviewing pupils' work and responses, interactive Q&A during teaching, to 'quick quizzes' and 'exit tickets', teachers deploy a range of strategies to gauge pupils' fluency and mastery of key knowledge and understanding. The impact of formative assessment will be evident through pupils' improved understanding and mastery of the curriculum.

5. Tracking and reporting

- **National reporting measures, such as SATs scaled scores, are never be used to track pupils' attainment or progress.** However, in Key Stage 2, we do make judicious use of SATs test questions as part of assessments (both formative and summative) and to support teaching.[6] This is because familiarity with test instruments is known to be a significant factor in pupils' performance in external tests and examinations.[7]

- **When we report to stakeholders, we report on the extent to which pupils have successfully learned the intended curriculum.** To do this, we make an assessment at three points in each academic year, in each subject (except where this would not be appropriate - for example where subjects are taught on a termly carousel, or where the overall teaching time is small. In these cases, a single end-of-year summative assessment is normally sufficient). Each assessment point is usually synoptic (that is, assessing pupils' learning since the start of the year or key stage. Information from these assessments is collected at a trust-level at each of the three points (see Appendix A).

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[3] Attempting to measure learning is inherently flawed (it is too complex) and very often reductive (applying a single numeric metric narrows our view of what has/has not actually been learned).

[4] http://psych.wustl.edu/memory/Agarwal/Agarwal_Bain_Chamberlain_2012_EDPR.pdf

[5] For example, summative assessment is often highly composite, so unless very skilfully interpreted and assessed, can lead to generic remedial action.

[6] As long as the questions (instruments) used assess against the taught curriculum.

[7] https://www2.gwu.edu/~fellows/GTAP/Online%20Makeup/T-L%20Presentation%20Readings/Using%20Practice%20Tests_2004-Winter_p109.pdf

- **Pupils' learning is assessed and reported using the four-point scale set out below**. At the end of the academic year, we report to parents[8] and other appropriate stakeholders, for each subject, the proportion of pupils who are:
  - *Successfully learning all or nearly all of the curriculum, demonstrating a strong understanding of the knowledge and skills expected (1)*
  - *Successfully learning most of the curriculum, demonstrating a good understanding of the knowledge and skills expected, although there may be some gaps (2)*
  - *Successfully learning some of the curriculum, demonstrating a satisfactory understanding of the knowledge and skills expected, although there may be a number of gaps (3)*
  - *Not successfully learning the curriculum, with important gaps in the skills and knowledge expected (4).*

  In order to do this, teachers assess every pupil in each subject (see Appendix A) using the above four-point scale. This assessment draws primarily upon the teacher's knowledge of each pupil, using a range of formative and summative assessment approaches.[9]

6. Assessment of early reading

- **Assessment of early reading and phonics is regular and helps to keep pupils on track**. Our approach to the assessment of phonics and early reading is accurate, reliable and effective in helping all pupils to keep up, in line with at least 90% of children meeting the Year 1 phonics screening check. We do not use the four-point scale set out above for reporting on pupils' learning of phonics. Instead, we report on the proportion of children in Year 1 who at each of the following benchmarks in learning phonics:
  - *Above age-related expectations in learning phonics (1)*
  - *At or very close to age-related expectations in learning phonics (2)*
  - *Below age-related expectations in learning phonics (3)*
  - *Well-below age-related expectations in learning phonics (4).*

7. Targets

- **Individual pupil targets are never used in early years or in key stages 1 or 2**. There is considerable evidence of the negative impact of target setting on pupils' achievement and expectations of themselves, as well as teachers' expectations. Targets at a pupil level often lack validity and reliability and are sometimes derived from the inappropriate use of baseline measures.[10]
- **However, we still set end of key-stage cohort targets for attainment in reading, writing and mathematics.** Such targets are much less affected by statistical unreliability and other sources of uncertainty. These targets remain a useful tool for academy self-evaluation, improvement planning and accountability. Note that cohort targets are also set for the proportions of pupils meeting the Y1 and Y2 phonics screening check.[11]

8. Benchmarking

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[8] To strengthen the effectiveness of reporting to parents, academies should ensure that high-level curriculum plans (or equivalent) are available on the academy website so that parents can understand the content covered over the term.
[9] In early years, children's attainment should be recorded using the EYFS profile and, for reading, using the appropriate phonics teaching and assessment scheme.
[10] https://bennewmark.wordpress.com/2017/09/10/why-target-grades-miss-the-mark/
[11] In primary schools, cohort subject targets need only be set in reading, writing, mathematics (KS1 and KS2), for EYFS and for the Y1 and Y2 phonics screening check.

- **There is a single end-of-year assessment for each subject**. The end-of-year assessment covers the curriculum content taught over the academic year. A key purpose of this assessment is to check the 'reasonableness' and consistency of in-year teacher assessments (using the four-point scale above). Internal moderation of the end-of-year assessments is undertaken using an appropriate sampling method. Reporting of end-of-year assessments still uses the four-point scale above.
- **For subjects in primary academies which are not included in national tests, we have designed appropriate end-of-key stage assessments**. These will be completed by pupils towards the end of Year 2 and 6. The trust is currently exploring the use of external assessments for these subjects at the end of Key Stage 2. At the end of Reception and Key Stage 1, we submit assessment information in line with statutory requirements.

9. Accountability and workload

- **Accountability is through existing trust review structures (GRDs)**. These consider whether curriculum intentions are appropriate and if assessments of pupils' learning are suitable and valid. They scrutinise the academy's own evaluations of how successfully pupils are learning the intended curriculum in each subject (or a sample of subjects). Assessments are not used in isolation to reach judgements about pupils' progress or attainment.
- **Assessment approaches are implemented in ways which reduce staff workload**. For example, assessments made using the four-point scale noted above are not translated to other measures, such as SATs scores, which would require the design and use of appropriate criteria. Similarly, assessment in key stages 1 and 2 draw primarily on information from informal, formative and summative assessments. There is no need for staff to routinely record information from informal assessments.
- **Approaches to marking are impact evidence based**. We have reviewed our approach to marking to ensure it is not increasing staff workload. For example, pupils' routine work will not normally be marked. Instead, a suitable number of assessment tasks are used which are teacher-assessed. The purpose of teacher marking is to help the teacher understand gaps in learning for individual pupils or groups of pupils. Feedback to address these gaps is provided as promptly as possible. It is not always necessary for such feedback to be written, or a record to be kept that feedback has been provided – evidence of improvement in pupils' learning or quality of work will usually be sufficient. For most purposes, responsive teaching, including through whole-class, or individual, verbal feedback is normally the most effective strategy.[12]

Assessment in EYFS

Aims and principles of assessment in Early Years

In broad terms, our approach to assessment in Early Years **reflects the same aims and principles as in the rest of the academy**. Assessment is carefully planned so that they are purposeful, provide a **robust and valid picture of children's learning** and help teachers to **adapt teaching and provide support** so that all children can achieve well.

Our approach to assessment

As in the rest of the academy, **we use a range of approaches** to assessing learning in Early Years. These include both low-stakes, informal assessments alongside more formal assessments,

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[12] For example, https://twitter.com/MrBoothY6/status/1218898947651047426

including child and adult led observations. Children's individual 'Learning Journals' contain pieces of 'work', written observations and photos of child-led activities linked to the Early Years Foundation Stage 'Development Matters', and the Early Years Foundation Stage Profile for children in the Reception class.

A programme of continuous quality assurance is in place to ensure that judgements are robust and reliable. This includes moderation between academies. Information from assessment also enables us to **evaluate the effectiveness of our curriculum and its implementation**, and where necessary to make improvements.

Baseline assessment

As each child enters the Early Years Foundation Stage (EYFS) we use our professional judgement to assess the age-band children are working 'within' across the seventeen areas of learning in the EYFS. Within 3 to 4 weeks of each child starting school, we complete a 'baseline' assessment and the results are recorded onto our online tracking tool. Evidence used to make baseline judgements include observations, a maths, phonics and writing assessment and other formative assessments.

Formative assessment

Provision is made for observations and assessments in school through experience and play based learning. Assessment does not entail prolonged breaks from interaction with the children nor require excessive paperwork by the class teacher. Progress is recorded by observing and assessing children daily and recording findings in a variety of ways, e.g. hand-written observations and notes, half-termly long observations, photographs and videos. Where appropriate, we use the Development Matters age-related bands to indicate the stage of development – for example, 30-50D.

Assessment of early reading and phonics is regular and helps to keep pupils on track. Our approach to the assessment of phonics and early reading is accurate, reliable and effective in helping all pupils to keep up, in line with age related expectations. As well as regular formative assessment opportunities linked to phonics and early reading provision, pupils are assessed in phonics half termly in line with the letters and sounds assessment programme.

Summative assessment

At the end of the academic year parents receive a full school report. This makes clear the child's attainment against all 17 areas of learning goals and their next steps. At the end of the Reception Year the children are assessed against the EYFS Profile Early Learning Goals (ELGs), and are judged to be EMERGING, EXPECTING or EXCEEDING. The EYFS profile is shared with parents as part of their Summer Term report, which also includes: characteristics of learning and next steps for development and progress. Parents are offered the opportunity to discuss the outcomes of the EYFS profile (attainment) with their child's teacher before the end of term.

Transition to Year 1

Assessment information from Early years informs teaching and the curriculum in Year 1, and helps target support for children who may need it to succeed in Year 1. Part of our transition programme involves the EY teacher sharing assessment information with the Year 1 teacher in the summer term who then uses it effectively to ensure that children get a strong start the following September.

Appendix A: Summary of timeframe and reporting to the Trust

Beginning in the academic year 2020-21, assessment information will be gathered and reported to the trust as shown in the table below:

Subject(s)	Key stage(s)	Frequency	Format for reporting (all stakeholders)
English, reading, writing, maths, science, geography, history	KS1 and 2	End of autumn and spring terms and end-of-year	Proportions of pupils in each subject at 1, 2 3 or 4 on four-point scale in section 5
Art, RE (or equivalent), D&T, music, PE, computing	KS1 and 2	End-of-year only	Proportions of pupils in each subject at 1, 2 3 or 4 on four-point scale in section 5
MFL	KS2	End-of-year only	Proportions of pupils at 1, 2 3 or 4 on four-point scale in section 5
Phonics	KS1	End of autumn and spring terms and end-of-year	Proportions of pupils at each point on four-point ARE scale in section 6

Notes:

1. The table above sets out the expectations on academies to report assessment information to the trust. Academies may gather assessment information as they wish, as long as their approaches are justified in terms of impact on learning and do not drive excessive staff workload, or distort the curriculum or teaching.
2. Reporting to parents should take place in line with academies usual reporting timeframes.
3. There is no expectation that pupils undertake assessments in 'formal' conditions, or that teachers make use of test or examination-style papers. The exception to this is the judicious use of past national test papers in English and mathematics in Years 5 and/or 6.

Appendix B: Summary of assessment approaches

Formative assessment

Dylan Williams - *"An assessment functions formatively to the extent that evidence about student achievement elicited by the assessment is interpreted and used to make decisions about the next steps in instruction that are likely to be better, or better founded, than the decisions that would have been taken in the absence of that evidence."*

We use **formative assessment** in a range of ways including those '**In the moment'** opportunities e.g when a worked example is modelled, pupils would complete a virtually identical one on their mini-whiteboards and hold this up. The teacher corrects mistakes and misconceptions and sometimes re-explains. It is far better to haul someone back on the bus than to reach the destination and find some passengers never made it on to the bus at all.
The teacher's role is to adapt their teaching, and the resources they use, according to the evidence they see.

Formative assessment also takes place '**Lesson by lesson'.** Each lesson starts with retrieval practise. Usually, these tie in with the previous lesson. However, some are strategically placed to practice

something addressed a few weeks prior and some are there to remind pupils of a concept that will be useful in the upcoming lesson, future lessons or units. This is one way in which we pay attention to the importance of pupils retaining what they learn in long-term memory.

Teachers record formative assessment outcomes in a variety of ways including, quiz results and jotting down findings.

Summative assessment
Summative judgements that are reported at the end of a term (English/Maths/Science/Humanities) or at the end of the academic year, are reported using the 1-4 scale, in line with E-act's assessment framework.

1 (Expert)	*Successfully learning all or nearly all of the curriculum, demonstrating a strong understanding of the knowledge and skills expected.* Pupils can APPLY knowledge accurately in a variety of forms, for example: in a linked but different context; in a different discipline; at a distance from the original learning (where cues and contextual 'props' may be absent); adding their own opinions or comparisons linked to their current knowledge or prior knowledge (for example: delivering a presentation at the end of a topic). This will be assessed through a presentation that suits the subject and knowledge type, also known as flexible knowledge. This is the most powerful form of knowledge and we aim to deliver through our curriculum.
2 (Secure)	*Successfully learning most of the curriculum, demonstrating a good understanding of the knowledge and skills expected, although there may be some gaps.* A secure learner is a pupil who can SHOW what they have learned accurately in a variety of forms, for example: in their work, via a presentation, in a discussion, in a quiz or in their writing. This is often referred to as inflexible knowledge, knowledge that is demonstrated in a very specific or predetermined way.
3: (Beginner)	*Successfully learning some of the curriculum, demonstrating a satisfactory understanding of the knowledge and skills expected, although there may be a number of gaps.* A beginner learner is a pupil who has the ability to demonstrate or recall knowledge in simple ways – (for example: recalling facts and vocabulary). This can also be referred to as rote knowledge. This is a pupil who understands SOME of the component knowledge but who is not able to show or apply it. Knowledge does need to be demonstrated removed from the books as it is crucial to establish what the children know through open ended questions allowing them to expand and reason their knowledge.
4	*Not successfully learning the curriculum, with important gaps in the skills and knowledge expected.* These pupils are learning an alternative curriculum in consultation with the SENCO and external specialists and advisors.

Summative judgements are made by evaluating a range of evidence gathered using both formative and summative approaches.

The summative piece of evidence holds the most weighting as it demonstrates whether a pupil has remembered knowledge over a longer period of time and whether they have been able to present and interpret it accurately. This further emphasises the importance of our focus on long-term memory and recall.

Curriculum effectiveness conversations are a meeting between a subject leader and teachers to discuss how well pupils are learning the subject curriculum. They are an opportunity to triangulate formative/summative assessments, pupil voice and other evidence of learning e.g. work in books as well as to discuss difficulties pupils may be having learning certain elements of the curriculum, further support that can be provided to address this as well as any CPD needs

Assessments are quality assured by SLT and the subject lead to ensure they are a true reflection of pupils' learning. Opportunities for cross school moderation are also taken.

KS1 & KS2

	Pre-unit	Formative assessment	Summative assessment	Long term memory
English T4W	• A 'cold' write is produced at the start of a unit. From this, teachers identify gaps in learning and next steps which feed into lesson toolkits and target pencils for individual pupils. Another important purpose of this is to ensure pupils retain key knowledge long-term.	• Retrieval practise at the start of every lesson. An important purpose of this is to ensure pupils retain key knowledge long-term. Regular use of targeted questioning/responses. • Exit tickets are used when appropriate and feed into reteaching sessions. Exit tickets assess the lessons core knowledge and are used to evaluate pupils learning. They support staff to plan subsequent reteach actions if needed. • Pupil voice is gathered around curriculum and assessment. • Curriculum effectiveness conversation outcomes contribute to the assessment cycle.	Each unit ends with a 'hot' write allowing each pupil the opportunity to demonstrate the knowledge that have they have learnt. The teacher assesses pupils writing against the NC statements and the evaluated whether they have learnt the knowledge taught during the unit. Pupils complete a GPS assessment at the end of each term. CEW checks take place 3 times a year. Year 2 & Year 6 are assessed in GPS and writing in line with the national SATs assessments at the end of the year.	Pupils have the opportunity to write in a range of subjects and through the comparative judgement process. Evidence is reviewed to assess whether learning has been transferred to long term memory. This includes looking at transference of writing components across units of work in English as well as into wider curriculum areas.
Reading	• Key vocabulary is shared through homework tasks prior to the start of a class text. • Pre-teaching takes place if necessary.	• Retrieval practise at the start of every lesson . An important purpose of this is to ensure pupils retain key knowledge long-term. • Regular use of targeted questioning/responses. • Exit tickets are used when appropriate and feed into reteaching sessions. Exit tickets assess the lessons core knowledge and are used to evaluate pupils learning. They support staff to plan subsequent reteach actions if needed.	Pupils complete a Pira assessment at the end of each term. Phonics is assessed in line with the L&S programme. Year 1 complete the national phonics screening check in June.	National Y1 phonics check is completed in June. Year 2 & Year 6 are assessed in line with the national SATs assessments at the end of the year.

		• Pupil voice is gathered around curriculum and assessment. • Curriculum effectiveness conversation outcomes contribute to the assessment cycle.		
Maths	• Knowledge organisers distributed as homework 1 week before the unit starts. • Cold task to assess pre-requisites completed 1 week before the unit starts. An important purpose of this is to ensure pupils retain key knowledge long-term. • Pre-teaching takes place to ensure all pupils are ready to start the unit.	• Retrieval practise at the start of every lesson. An important purpose of this is to ensure pupils retain key knowledge long-term. • Regular use of targeted questioning/responses. • Pupils only complete the last 2 questions of the 'do it' part of the lesson if they have demonstrated a secure understanding in the 'teach it' part. • Exit tickets are used when appropriate and feed into reteaching sessions. Exit tickets assess the lessons core knowledge and are used to evaluate pupils learning. They support staff to plan subsequent reteach actions if needed. • Pupil voice is gathered around curriculum and assessment. • Curriculum effectiveness conversation outcomes contribute to the assessment cycle.	Remember-it assessments are completed at the end of every unit of work. An important purpose of this is to ensure pupils retain key knowledge long-term. QLA findings feed into maths meeting interventions. Identified pupils are reassessed on the 'fluency' style questions post intervention.	A Puma assessment is completed at the end of each academic year. (Year 2/Year 6 complete the maths SATs paper in May).
Humanities Science Computing Art D&T MFL Music PE PSHE RE	• Knowledge organisers be distributed as homework 1 week before the unit starts. • Cold tasks are completed in advance to check if pupils have remembered pre-requisite knowledge – gaps are filled pre-unit if necessary. An important purpose of this is to ensure pupils retain key knowledge long-term. • Pre- teaching sessions to take place with identified	• Retrieval practise at the start of every lesson. . An important purpose of this is to ensure pupils retain key knowledge long-term. • Regular use of targeted questioning/responses. • Exit tickets are used when appropriate and feed into reteaching sessions. Exit tickets assess the lessons core knowledge and are used to evaluate pupils learning. They support staff to plan subsequent reteach actions if needed. • Pupil voice is gathered around curriculum and assessment. • Curriculum effectiveness conversation outcomes contribute to the assessment cycle. • Knowledge organiser self - quizzing. An example of LTM where pupils are recalling and applying what they remember.	**Humanities:** 1: End of unit essay. 2: Knowledge assessment. **Science:** 1: End of unit essay. 2: Knowledge assessment. **Computing:** 1: End of unit product evaluation/E-safety essay. 2: Knowledge assessment. **Art:** 1.Knowledge assessment. 2. Unit presentation/outcome (includes work with Mr Timms). **D&T:** 1: Evaluation of the end product. 2: Knowledge assessment. **MFL:** 1: Assessment task; speaking, listening, reading & writing.	Gather evidence where knowledge has been applied in different context, in a different discipline, at a distance from the original learning. Pupils add their own opinions or comparisons linked to their current knowledge or prior knowledge.

pupils (C&L needs/EAL level A/B).		**Music:** 1: End of unit performance. 2: Knowledge assessment. **PE:** 1. End of unit summative judgement of acquired knowledge and skills transferred into tasks and games. **RE:** 1.Knowledge assessment.	

EYFS

EYFS	Pre-unit	Formative assessment	Summative assessment	Long term memory
English T4W	• Key vocabulary and T4W text are shared prior to the new unit.	• Baseline assessment for writing. • Retrieval practise at the start of every lesson. • Regular use of targeted questioning/responses. • Post it notes, long observations ½ termly. • Pupil voice is gathered around curriculum and assessment. • Curriculum effectiveness conversation outcomes contribute to the assessment cycle.	Each unit ends with a 'hot' tell or write allowing each pupil the opportunity to demonstrate the knowledge that have they have learnt. The teacher assesses pupils writing against the development matters statements and evaluate whether they have learnt the knowledge taught during the unit.	Pupils have the opportunity to write in a range of subjects.
Reading/ Phonics	• Key vocabulary is shared through homework tasks prior to the start of a class text. • Pre-teaching takes place if necessary.	• Baseline assessment for reading – phonics. • Retrieval practise at the start of every lesson. • Regular use of targeted questioning/responses. • Pupil voice is gathered around curriculum and assessment. • Curriculum effectiveness conversation outcomes contribute to the assessment cycle. • Post it notes, long term observations ½ termly.	Phonics is assessed in line with the L&S programme.	Making links between stories. Transference of phonics skills used in guided reading.
Maths (Number and Shape, Space and Measure)	• Key vocabulary is shared prior to new unit of work. • Pre-teaching takes place to ensure all pupils are ready to start the unit.	• Maths baseline for number and shape, space and measure. • Retrieval practise at the start of every lesson. • Regular use of targeted questioning/responses. • Pupil voice is gathered around curriculum and assessment. • Curriculum effectiveness conversation outcomes contribute to the assessment cycle.	Prerequisite knowledge from previous units is assessed at the start of a new unit.	Puma assessment Summer 2.
PSED CL PD	• Topic overview with key vocabulary to	• Retrieval practise at the start of every lesson. • Regular use of targeted questioning/responses.	Prerequisite knowledge from previous units is assessed at the start of a new unit.	Gather evidence where knowledge has

| UW EAD | be sent home prior to unit.
• Pre- teaching sessions to take place with identified pupils (C&L needs/EAL level A/B).
• Key vocabulary shared with all children prior to new unit. | • Pupil voice is gathered around curriculum and assessment.
• Curriculum effectiveness conversation outcomes contribute to the assessment cycle.
• Post it notes and long observations ½ termly. | | been applied in different context, in a different discipline, at a distance from the original learning. |

Assessing in EYFS (against the development matters bands and ELG)	
22-36/30-50/40-60 – Development matters bands	ELG – Early learning goal – emerging, expected, exceeding
Abbreviations	

PSED – Personal, Social, Emotional Development • SCSC – Self-confidence and self-awareness • MFB – Managing feelings and behaviour • MR – Making relationships	CL – Communication and Language • LA – Listening and attention • U – Understanding • S – Speaking	PD – Physical development • MH – Moving and handling • HSC – Health and self-care
L – Literacy • R – Reading • W – Writing	M – Mathematics • N – Numbers • SSM – Shape, space and measure	EAD – Expressive Arts and Design • EUMM – Exploring and using media and materials • BI – Being imaginative
UW – Understanding the World • PC – People and communities • TW – The World • T - Technology		

Appendix C: Summary of assessment timeline at Nechells