

Levels (eg. 2B, 3C, 4B, 5A) were removed in 2015 and all schools are now expected to determine their own way of assessing progress and attainment. National 'SAT tests' still happen at the end of Year 2 (Key Stage 1) and at the end of Year 6 (Key Stage 2). These assess every child's understanding against the national curriculum. Children are given a standardised score. The expected standard for every child is '100'. This means that, for a child to be meeting their year group expectations, they have to receive a standardised score of 100 or above. In addition to this every child's progress is also tracked. How each child performs in their KS1 tests provides them with a target standardised score for their KS2 test. Their actual KS2 scores are benchmarked against other children who received the same score as them in KS1. We can then track that every child has made the expected progress from their personal starting point.

At Maple Court Academy we have decided to assess all of our children in a number of ways.

Our ongoing marking is called Active Developmental Marking. This is marking which is completed with the child and allows the child to reflect on and improve their learning and work immediately. This ongoing assessment informs teacher assessment of children's progress towards the end of year expectations.

Reading

1. Children from Years 2 – 6 complete The Renaissance Learning STAR reading test every half term. These assessments are used by over 816,000 children in UK schools and so we have a national sample group against which to compare our performance. Every 6 weeks, we generate '**Screening Reports**' which show every class teacher the scores achieved by every child in their class.

The screening reports contain information such as Reading Age (RA), Percentile Rank (PR) and what is called a Zone of Proximal Development (ZPD) for Reading – this is a number that directly links to all the reading books in our school which are part of the Accelerated Reader system. The ZPD ensures that children select from a range of books that will develop and extend their reading over time. This is monitored very closely as every child completes a quiz about each book they read and outcomes are reviewed and planning for learning adjusted as a result.

2. Children in Reception and Year 1 are benchmarked in their reading by an adult completing a 'miscue analysis' test with them. This accurately shows how each child is reading and ensures that their reading books are challenging them. It also shows class teachers the progress each child is making in their reading.

3. Every term every child from Reception to Year 6 completes a PIRA test. This is a national test which gives all children a standardised score for their reading and their reading comprehension. These scores can then be analysed to check that all children are on track to meet their expected standardised score at the end of the Key Stage.

4. Ongoing assessment occurs during guided reading sessions and individual reading time which helps the class teacher to plan targeted reading activities for every child. This is recorded on our excel spreadsheets to show each child's progress against the end of year expectations.

Maths

1. Every term every child from Reception to Year 6 completes a PUMA test. This is a national test which gives all children a standardised score for their maths knowledge, skills and understanding. These scores can then be analysed to check that all children are on track to meet their expected standardised score at the end of the Key Stage.

2. Every three weeks a 'three weekly review' takes place which assesses each child's understanding of the topics covered in the previous weeks. This informs our ongoing assessment which helps the class teacher to plan targeted maths activities for every child. This is recorded on our excel spreadsheets to show each child's progress against the end of year expectations.

3. Daily calculation sessions assess children's knowledge, skills and understanding and enables the class teacher to plan accordingly to focus on these basic skills.

Writing

1. At the start of every half term children complete a 'cold write'. This is an independent piece of writing in the genre about to be studied. This informs the class teacher's planning for that half term.

2. At the end of every half term, children complete another independent piece of writing which shows progress made. This is then used to inform teacher's assessment against the end of year expectations and recorded on our excel spreadsheets.

3. Daily grammar skills lessons are used to assess children's understanding against the year group expectations. These are recorded on our excel spreadsheets.

4. Standardised spelling ages (from GL Assessment Single word spelling test) are tested every term.

5. Spelling of 100 and 200 high frequency words are an ongoing assessment.