

**Elms Farm Assessment Strategy**

Assessment is valued as an essential tool to inform teaching and learning at Elms Farm. Staff use Assessment for Learning to ensure that lessons are tailored to pupils' needs. Staff are encouraged to use immediate feedback in lessons to support the learning process and support pupil progress. Half termly class consultation meetings ensure that barriers to learning are identified and appropriate support is implemented.

	Daily	Weekly	Half termly	Termly
EYFS	<ul style="list-style-type: none"> Planned and incidental observations of Characteristics of Effective Learning and seven areas of learning, indoors and out. Simple 2buildaprofile-electronic pupil assessment (Rec and Nursery) Post it notes – Journal evidence, photographs, pupil voice, observations - Nursery Verbal responses 	<ul style="list-style-type: none"> Phase meeting updates – professional discussions Highlighted learning Objectives – Maths & Literacy Evaluated planning Wellcomm – speaking and listening tool – Reception Achievement board –display evidence 	<ul style="list-style-type: none"> Teachers review progress Pupil progress meetings Flexibility, amongst differentiated groups Class Consultation meetings to discuss all pupils & barriers to learning. 	<ul style="list-style-type: none"> Moderation team discussion Moderation – LA and Cluster schools Reviewed targets for Maths/Literacy /writing/reading/PD –Fine motor control PSED/PD Yoga bugs assessments Pupil progress meetings Update and monitoring of electronic journals– Classroom monitor comparisons BASE exit data (Summer term) LA Early Learning Goals' data submitted (June) Wellcomm exit data Brushstrokes exit data
KS1/2	<ul style="list-style-type: none"> Formative assessment during lessons Immediate feedback during lessons. Marking where immediate feedback has not been given. FFM cycle 	<ul style="list-style-type: none"> Highlight and date objectives in R, W, SPAG and Ma where pupils have achieved them 	<ul style="list-style-type: none"> Teachers review progress. Arithmetic and SPAG tests completed and results analysed Writing moderated across and within year groups Review objective target sheets for all pupils Class Consultation meetings to discuss all pupils & barriers to learning. Sets reviewed 	<ul style="list-style-type: none"> Teacher assessments made in R, W, SPAG, Phonics (Y1-3+lowest sets Y4-6) and Maths Arithmetic and SPAG tests completed and results analysed Writing moderated across and within year groups Standardised Tests in R, SPAG and Maths may be completed in order to support Teacher Assessments and to give pupils practise in test technique Review objective target sheets for all pupils Assessment tracker completed Class Consultation meetings to discuss all pupils Sets reviewed

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Assessment for pupils with Additional Needs/ SEND				
SEN/ additional needs	<ul style="list-style-type: none"> • ITP targets in books for ITP children (English, Topic, Maths, SPAG) • Formative assessment during lessons • Verbal feedback during lessons in reference to ITP target • Marking of work after the lesson in reference to ITP target • FFM cycle in reference to ITP target 	<ul style="list-style-type: none"> • ITP targets included in weekly planning • Highlight and date ITP targets where pupils have achieved them • Enhanced and Targeted interventions 	<ul style="list-style-type: none"> • Update continuums • ITPs produced • ITP progress analysed • Pupil progress meetings to discuss SEN/Pupil Premium pupils • SEND register updated • Provision Maps updated • Enhanced and targeted support groups reviewed 	<ul style="list-style-type: none"> • Update continuums • New ITPs produced • ITP progress analysed • Pupil progress meetings to discuss SEN/Pupil Premium pupils • SEND register updated • Provision Maps updated • Review ITPs with parents at consultation evenings and complete review paperwork with parent views • Inclusion manager to hold reviews for children with enhanced support • Summer Term – all children on SEND register to have a review with Inclusion Manager/Teacher/Parent • Pupil progress meetings to discuss SEN/Pupil Premium pupils • Enhanced and targeted support groups reviewed

Statutory Assessment				
	September	May	May/June	June
EYFS	BASE- entry data			BASE – EYFS exit data
Year 1				Phonics Screening Check
Year 2		Tests in Reading, SPAG (Spelling, Punctuation and Grammar) and Maths	Teacher Assessments in Reading, Writing, SPAG, Maths and Science	Phonics Screening Check for those who did not pass or did not take in Year 1
Year 6		Tests in Reading, SPAG and Maths		Teacher Assessments in Reading, Writing, SPAG, Maths and Science
SEN	School local offer – updated annually			EHC Plans/ Statements – annual reviews



Ambition - Community - Equality



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