Assessment

Information Booklet

Curriculum 2023-2026

Introduction to Assessment at Two Rivers

We ensure that regular feedback is given to children on their learning; this helps them to understand how to be successful, what they have achieved and what they need to do to improve further.

Good assessment practice ensures lesson planning is relevant and is based on a sound knowledge of the pupils' learning styles, attainment, progress and the next steps in their learning.

Reporting to parents through annual review meetings, at termly learning conversations and with a full written report at the end of the year ensures that we are working together to raise the standards of our children.

Assessment for Learning
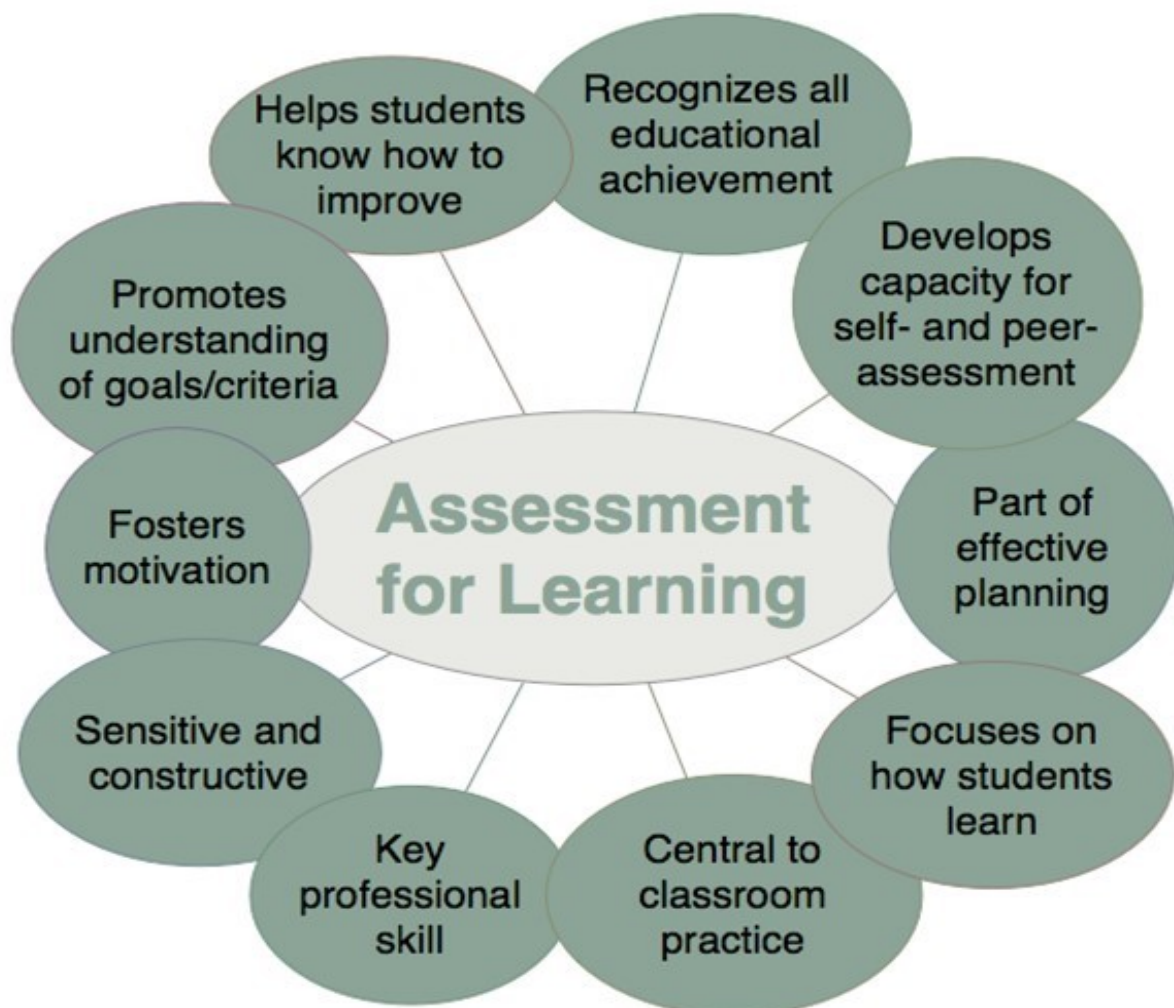
The P Steps Continuum

At Two Rivers we are focussing our whole school assessment on using **Endeavour Steps.** This is the new way we are assessing the education of a child from Key Stage 1 (Year 1) to Key Stage 2 (Year 6).

Our Endeavour steps are on one continuum and incorporate the original P levels as well as the new mainstream National Curriculum. This ensures we challenge every child regardless of ability.

The continuum measure is from P1i to 18.

We are one of many special schools using this continuum so comparisons can be made when we moderate with other schools.

Cognition level and age appropriated learning is also mapped into the scale. We have included this as the Government wants parents to know the cognition age a child is working at.

Our system utilises a software company SOLAR to record the assessment data online. We also record lesson evidence to ensure our staff are correct with their judgements.

Pupils assessments levels are taken three times each year at the end of term and then our pupils personal learning targets are set in our termly learning conversations with parents.
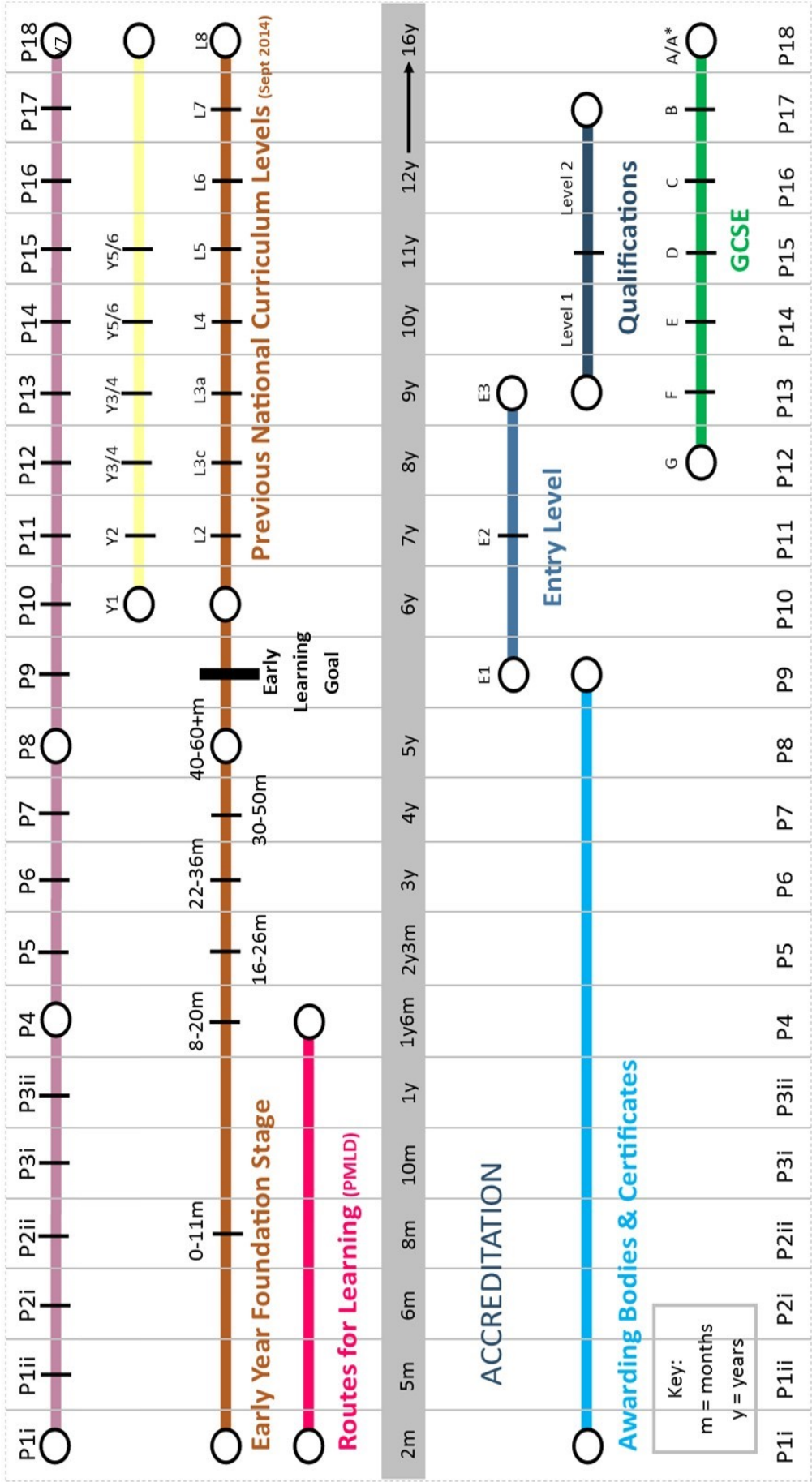
Two Rivers Assessment Levels

EO KS1			EO KS2		
Sp	GD	WT	Exp	GD	

S1	S2		S3	S4	S5	S6	

P1i	P1ii	P2i	P2ii	P3i	P3ii	P4	P5	P6	P7	P8	P9	P10	P11	P12	P13	P14	P15	P16	P17	P18

Previous National Curriculum Levels (Sept 2014)

Y7 · L8 · L7 · L6 · L5 · L4 · L3a · L3c · L2 · Y1 · Y2 · Y3/4 · Y3/4 · Y5/6 · Y5/6

Early Year Foundation Stage

0-11m · 8-20m · 16-26m · 22-36m · 30-50m · 40-60+m

Early Learning Goal

Routes for Learning (PMLD)

2m	5m	6m	8m	10m	1y	1y6m	2y3m	3y	4y	5y	6y	7y	8y	9y	10y	11y	12y → 16y

ACCREDITATION

Awarding Bodies & Certificates

Entry Level — E1 · E2 · E3

Qualifications — Level 1 · Level 2

GCSE — G · F · E · D · C · B · A/A*

Key:
m = months
y = years

Marking Symbols

**We use the following symbols to show the level of support and achievement of the pupils in their learning:**

I —- I can independently do things on my own

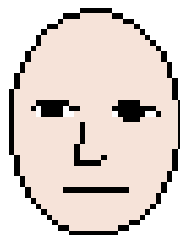**AP—**Adult prompt - I am helped by someone speaking or signing suggestions to me.

GP—Gestural prompt - I am helped by someone using gestural prompts.

PP—Physical prompt- I am helped by someone holding me or helping me to move.

Pupil Self Assessment
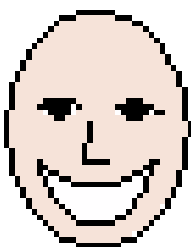
happy   ok   sad

Across the school the children coloured faces to self reflect and assess their own understanding.

In the EYFS statutory assessment opportunities.

- **The EYFS Profile:** The EYFS Profile summarises and describes children's attainment at the end of the EYFS. It is based on ongoing observation and assessment in the three prime and four specific areas of learning, and the three characteristics of effective learning:

Baseline

Is completed within the first six weeks of a child entering the school and recorded on Tapestry. The child's individual targets are then set and reviewed the following term.

The prime areas of learning:

- communication and language

- physical development

- personal, social and emotional development

The specific areas of learning:

- literacy

- mathematics

- understanding the world

- expressive arts and design

Characteristics of effective learning: playing and exploring, active learning and creating and thinking logically.

Assessments will be based primarily on observation of daily activities and events. Teachers will note in particular the learning which a child demonstrates spontaneously, independently and consistently in a range of contexts. Accurate assessment will take account of a range of perspectives including those of the child, parents and other adults who have significant interactions with the child.

For each Early Learning Goal, teachers will decide whether a child is meeting the level of development expected at the end of the   Reception year (expected), exceeding this level (exceeding), or not yet reaching this level (emerging).

Key Stage 1 assessments:

The Phonics Screening Test: The phonics screening check is designed to confirm whether pupils have learnt phonic decoding to an appropriate standard. It will identify pupils who need extra help to improve their decoding skills.

The check consists of 20 real words and 20 pseudo-words that a pupil reads aloud to the teacher. This takes place in year 1.

End of Key Stage 1 Assessments:

Key Stage 1 national curriculum tests are now optional to the school.

The tests consist of:

English reading Paper 1 and 2

English grammar, punctuation and spelling Paper 1 and

Mathematics Paper 1 and 2.

Teachers can use their discretion to decide if pupils require a break during any of the tests or whether, if appropriate, to stop the test early.

End of Key Stage 2 Assessment:

Key Stage 2 national curriculum tests are:

English reading : reading booklet and associated answer booklet

English grammar, punctuation and spelling Paper 1: short answer questions **English grammar, punctuation and spelling Paper 2:** spelling mathematics Paper 1: arithmetic mathematics Paper 2: reasoning **mathematics Paper 3**: reasoning

These assessments take place in May each year and are marked externally. The pupils will be assessed as not yet reaching minimum standards, minimum standards, expected standard or exceeding expected standards.

Multiplication Tests These take place in June for Year 4 pupils.

Not for everyone...

End of Key Stage Primary Assessments are statutory.

However, if pupils are not able to tackle them they will not have to. We are able to dis-apply pupils from the tests and continue with our own teacher assessments. This can give a much clearer picture of the progress the pupils have made whilst attending Two Rivers.

Moderation

As a school we moderate internally for all subjects throughout the year. We have an annual cycle to ensure quality and standards are consistent. This moderated work is collected by Subject coordinators.

This work is sometimes moderated by external moderators, who ensure our work meets the criteria set nationally.

This system is reviewed annually and a new cycle of moderation is created for the following year.

Engagement Scales

At Two Rivers we use the engagement scales to record the levels of engagement of our pupils working within the pre formal curriculum. It focuses on engagement in learning and demonstrates a broad range of development.

Exploration

- Can the pupil build on their initial reaction to a new stimulus or activity?
- Does the pupil show interest and curiosity in a stimulus or activity?
- What exploratory behaviours does the pupil use to investigate it? This shows whether a pupil can build on their initial reaction to a new stimulus or activity; for example, whether they display more than an involuntary or startled reaction to the activity.
- Additionally, the pupil may be interested in and curious about the stimulus or activity; for example, they may notice it or reach out to it.
- Exploration becomes more established when the pupil is still responsive to the same stimulus or activity when it is presented in different contexts or environments, for example, a different time of day, a different place or with different people.
- Exploration is important in identifying which stimuli or activities interest the pupil and motivate them to pay attention and investigate them further, so that they can develop new knowledge and skills.

endeavour
multi academy trust

5 Engagement Areas: Definitions

Initiation: 'Spontaneous'

- Does the pupil spontaneously and independently initiate an action with the stimulus or activity to bring about a desired outcome?
- Are they able to prompt another person to do an action? This shows how much, and the different ways, a pupil investigates a stimulus or activity in order to bring about a desired outcome.
- The pupil will act spontaneously and independently during a familiar activity without waiting for direction.
- Initiation becomes more established when the pupil shows they understand how to create an impact on their environment in order to achieve a desired outcome.
- Initiation is important to establish how well the pupil is developing independence, which is required for more advanced progression.

Anticipation: 'Predict'

- Is the pupil able to anticipate familiar activities are about to start or finish?
- Do they need cues or prompts to support their awareness?
- Is their interpretation of prediction because of their previous knowledge, experience or skill? This shows how much the pupil predicts, expects or associates a stimulus or activity with an event.
- They may anticipate that a familiar activity is about to start or finish by interpreting cues or prompts such as auditory (what they hear), tactile (what they feel) and visual (what they see).
- Anticipation becomes more established when the pupil shows awareness that a familiar activity is about to start or finish, even when cues and prompts are reduced. Anticipation is important in measuring the pupil's understanding of cause and effect; for example if they do this, then something will happen.
- This prepares the brain and helps with the pupil's memory and sequencing.

Persistence: 'Continued effort'

- Does the pupil show perseverance or determination in actively trying to find out more about the activity or stimulus?
- Do they sustain their attention in the activity?
- This shows whether the pupil can sustain their attention in a stimulus or activity for long enough that they can actively try to find out more and interact with it.
- Persistence becomes more established when the pupil shows a determined effort to interact with the stimulus or activity.
- They will do this by showing intentional changes such as changes in their gaze, posture and hand movement.
- Persistence is important so that the pupil maintains an activity long enough to develop, reinforce, and apply their skills or knowledge so they can achieve their desired outcome.

Realisation: 'Light bulb moment'

- How does the pupil interact with a new stimulus or activity?
- Do they show realisation, surprise, delight, amazement or fear at a new application of their previous understanding? This shows how the pupil interacts with a new stimulus or activity or discovers a new aspect of a familiar stimulus or activity.
- They will display behaviours that show they want more control of the stimulus or activity, for example by stopping it or trying to make changes to it.
- The pupil will often show what familiar adults consider to be 'surprise', 'excitement', 'delight', 'amazement' or 'fear'.
- Realisation becomes more established when the pupil uses the newly developed skills or knowledge in new ways and in different contexts or environments.
- This is important as it can keep the pupil excited in their education and prevents an activity from becoming routine.