

Assessment Policy

Policy Statement:

Assessment provides a positive framework for monitoring progress, enabling all those involved in the education of the child to make realistic expectations and set recognisable and achievable goals.

Assessment is recognised as an integral part of the process of teaching and learning, offering opportunities for the children to make use of their knowledge and thought processes, applying their skills to planned tasks and activities within a range of situations appropriate to the demands of the curriculum.

Assessment provides feedback about the success or weakness of the learning and provides diagnostic comment for future task matching, with the children involved in the assessment of their own work whenever possible.

At Galley Common School we aim to ensure that our children are happy, successful, caring, courteous and confident. We agree that assessment should:

- Be fair, consistent, accurate and an integral part of the learning process;
- Involve and inform the parents and other interested parties, where appropriate, whenever possible;
- Take into account the learning styles of all of our children by, for example, using different formats for writing, encouraging oral accounts of science investigations, allowing pictures as a form of recording;
- Support the teaching and learning and improve the standards of teaching and the quality of learning;
- Be used to identify the next stages of learning;
- Be meaningful and relevant in content for the child - reflecting on the work completed and stating next steps to ensure progress.

In the light of our School Aims Statement we will:

- Teach a balanced curriculum;
- Create a stimulating environment;
- Ensure equal opportunities for all regardless of gender, race or ability;
- Involve parents in their child's teaching, learning and assessment;
- Develop the child's awareness of self-assessment, e.g. 'smiley' face on work, thumbs up, thumbs down and sharing steps to success.

The Purposes of Assessment

At Galley Common School we see the purposes of assessment as:

- Assessment for learning (formative assessment): identifying 'next steps', giving feedback to pupils, setting targets, and identifying pupils requiring further diagnostic assessments to aid their development;
- Assessment of learning (summative assessment): providing evidence of overall achievements, and what a pupil knows, understands and can do; providing information for the pupil, parents, staff, the governing body, the Local Authority, the wider community and for NC requirements;
- Assessment identifying the need for change; assessing own teaching practice (catalytic assessment): identifying resource needs, curriculum changes; evaluation of own work and access to new thinking;
- Assessment to fulfill the statutory requirements.

1. Statutory Assessments

Head teachers of maintained schools have a duty to secure the implementation of the National Curriculum in their school including the statutory assessment and reporting arrangements. Head teachers should ensure that their school complies fully with all the aspects of the statutory arrangements for assessing all children at the end of Key Stage 1 - full details can be found in the Key Stage 1 Assessment Arrangements Handbook each year.

Foundation Stage:

These assessments will be completed for each child during his/her reception year. The results will be recorded and the data will be analysed. This process will inform the teachers' planning, identify more and less able children going into Year 1 and support the Foundation Stage team in making improvements in their future provision. A child who has exceeded the Early Learning Goals (particularly in the specific areas of English and Mathematics) will be considered for the Able, Gifted and Talented Register. During Reception when these children have exceeded the Early Learning goals, the Reception teachers will plan using the Early Learning Goals exceeding statements for these children. Children who achieve exceptionally low scores on entering Reception in September will be monitored throughout the year; if scores continue to remain low the child will be recorded by the SENCo as a cause for

concern and may receive additional support in the summer term of Reception and will definitely receive support in the Autumn term of Year 1.

Tracking and class records will highlight patterns of development, which will support teachers in identifying children who require particular teaching or learning opportunities. This data will enable children to be grouped appropriately and have their learning needs met more effectively as they move into Key Stage 1.

Baseline: All Reception children complete an on entry Baseline assessment.

Foundation Stage profile: Using all formative assessments from the academic year alongside staff knowledge, teachers will make their judgements for all reception children against the 17 Early Learning Goals. The results will be submitted to County, open to audit and analysed. The results will be shared with parents.

Year 1 Phonics Screening: Year 1 pupils will all take part in a phonics screen check which will assess their knowledge of phonics up to Phase 5. This will be reported nationally and to parents in their end of Year reports.

SATs: All Year 2 children will complete the statutory tests in Mathematics, Comprehension and Grammar, Punctuation and Spelling, during the designated assessment period. The children will be judged on teacher assessments for these subjects as well as Science. Tests are used to support or inform judgments. The results will be submitted to County, open to audit and analysed. The results will be shared with parents.

2. Summative Assessments

The following assessments will be carried out during the Foundation Stage and Key Stage 1 for each child:

- Pre-School/Nursery: Children who have attended will have their EYFS Development Stages recorded on a class record;
- Reception: Baseline Assessment
- Reception: Foundation Stage Profile;
- Year 1: At the end of every half term, maths individual assessment records are updated; Reading SAT comprehension for more able at the

end of the year, Phonics screen check

- Year 2: SATs; At the end of every half term, maths individual assessment records are updated;
- Tracking: In reading, writing, phonics and Maths at the end of each term.

3. Formative Assessments

At Galley Common School these assessments are found in:

Key Stage 1 Short Term Planning Evaluations: Staff record those children who have achieved basic, advancing or deep (BAD) aspects of learning and any relevant comments (known as cube sheets). When used, these assessment sheets are kept in the red class assessment folders. Evaluations are kept in this way for foundation subjects, in particular. An end of year summative judgement is used for non core subjects and spoken language (Appendix 1) For science, an end of unit assessment is carried out and is stored in the assessment folder along with a cube sheet.

Foundation Stage Observation Records:

In the Foundation Stage, formative assessment is carried out throughout the year and always links back to the 'ages and stages' evidence. It is recorded in a variety of ways, but mainly through written and possibly photographed recording of 'wow' moments for a child and stored in the children's online Tapestry tool, highlighted on the child's individual 'age and stage' maths, writing and reading sheets and on observation grid sheets (often built up over a period of time) and kept in the class assessment file. All of the above will form evidence for the summative assessment at the end of the Foundation Stage.

Observations, discussions, questions and answers;

Foundation Stage Observation Sheets: Objective led planning is carried out by Reception staff focusing on an area of learning, an individual child, or a group of children. Observations are recorded. Kept in the class assessment files

Writing: Writing is now assessed formatively. Using the independent writing of the children and through joint moderation summative judgements are made. An example of the non-negotiable assessment sheet can be found in Appendix

8 which is completed half termly. Individual writing targets are recorded and shared with the child, in Key Stage 1 through their 'Individual Writing Target Card' at the start of each half term (see Appendix 7). Target cards are sent to the next year group for the first half of the Autumn term.

Foundation Stage Decodable High Frequency Words: Staff record a child's phonological knowledge, their ability to blend and which tricky words and decodable words the child recognises frequently throughout the year. The Galley Common Phonics Assessment is used to record this and it is kept in the child's 'Individual Assessment Record';

Reception, Years 1 & 2 Phase 2-6 Reading and Spelling Checklist: A spelling test is taken by each child at the end of each phase. Known spellings are highlighted. Real and pseudo words must be recognised and are ticked or highlighted. These are updated at the end of each term. This is kept inside each child's 'Individual Assessment Record';

Individual Reading Assessment Sheets, in the Foundation Stage and Key Stage 1 half termly group record sheets are kept with a focus on a different non-negotiable each week. These are kept in the class reading file.

Termly Individual Reading Assessment Sheets: At the end of each term each child in Foundation Stage, who has begun group reading sessions, reads and discusses a book or part of a book matched to his/her reading ability but not seen before. Comments about the child's reading are recorded. In the Foundation Stage achievements and next steps are noted and a Foundation Stage score is given at the end of the year.

In Key Stage 1 teachers carry out a running reading record page with each child. Teachers then level the reading using emerging, expected and exceeding the year group expectations for reading. Reading targets are recorded and shared with the child during guided reading sessions. All sheets are kept inside each child's 'Individual Assessment Record';

Reading Homework Diaries: Act as a working document between the teacher and the parent. After the weekly guided reading session the teacher comments on the child's reading and indicates future targets for the parent to support at home;

Key Stage 1 Half-termly Record of Achievement Sheets:

Children reflect on the half-term's topic work. They record something they have enjoyed, think they are good at and have learnt. Less able writers have their thoughts scribed for them. These are kept in each child's 'Record of Achievement'. We add English and Maths "good work" to the children's record of achievement choices each term.

4. Assessment Informing Change

The Class Teacher, Assessment Curriculum Team, other Curriculum Teams, Head Teacher and Governors analyse assessment data identifying areas of strength and weakness and subsequently any teaching or resource implications. Layered targets are created to support areas of weakness and develop them throughout the year groups in reading.

A timetable of Assessment Procedures can be found in Appendix 3.

Consistency

At Galley Common School we recognise the need to ensure an agreed understanding of standards and we are developing this by:

- Conducting termly book trawls. These are carried out by Curriculum Teams, the Foundation Stage Team Leader, the Key Stage I Team Leader and the Leadership and Management Team;
- Moderating work in the core subjects. Staff across all year groups are involved; non-negotiables are used weekly by the teaching staff to assess each child's learning and understanding, with a view to focusing on areas of need; the separate strands are highlighted and dated according to when the child has met the learning objective; the teaching staff will use three colours to identify the progress across the three terms; where appropriate evidence from the previous year group will also be used as an evidence base. The teachers will present the non-negotiables and the evidence collated in the termly moderation meetings for reading, writing, maths and science. We also moderate across local schools on a termly basis. Moderation forms are completed for in school and cross-cluster moderation. Copies of these forms are stored by the Head Teacher in a moderation file. Appendix 8 shows the non negotiables and in Key Stage 1 the expectations for each term in order to achieve expected by the end of the year.
- Monitoring planning. This is completed by Curriculum Teams and the

Leadership and Management Team in order to monitor expectations in relation to learning objectives;

- Introducing moderated portfolios of work in each subject area - these will consist of examples of work identified in the work trawls and then annotated according to the benchmark criteria;
- Using external examples of work such as the STA writing guidance examples.

The following meetings have supported the above areas:

- Moderation staff meetings: Two staff meetings per term looking at English, Science, Writing or Maths;
- Moderation Key Stage Team meetings: Two meetings English, Science, Writing or Maths termly
- Cross-cluster schools moderation meetings termly and supported by a Key Stage moderator.
- Curriculum team meetings.

Records:

Records should identify children's achievements against - and not simply coverage of - all the National key objectives that are applicable. The records will be updated at the end of each term in order to set appropriate targets for the future; provide a secure basis for reporting progress and attainment to parents and to assist continuity and progression when children move from teacher to teacher, or from school to school.

The following records will be kept by the class teacher and the school:

In both the **Foundation Stage** and **Key Stage 1**:

- Short term planning evaluations/lesson assessment sheets;
- Children's work books and folders;
- Reading Assessment Sheets and Reading Homework Diaries;
- Writing Assessment Sheets;

In **Foundation Stage** only:

- Baseline results
- Tapestry online information
- Observation Sheets.

In **Key Stage 1** only:

- Individual Writing Target Cards

- Science and Foundation Subject cube Sheets;
- **Individual Assessment Records** containing:
 - Assessment summary sheets
 - Fluency check
 - Writing non negotiables
 - Maths non negotiables
 - Parent/Teacher consultation forms
 - Annual reports

Master copies of all record sheets are kept in the Red Assessment Folder in the Head Teacher's office. All records are the property of the school and are transferred to the receiving school to aid continuity and progression. Parents are entitled to see any of these records. The child's Record of Achievement is given to him/her on transfer to the next school.

Transfer between classes:

The following records will be passed on to the next class teacher during the last two weeks of the academic year:

- Foundation Profile scores;
- Reading Assessment Sheets;
- Writing Assessment Sheets;
- Individual Assessment Records;
- Target Setting information;
- Record of Achievements;
- Year 1 Mathematics non negotiable sheets
- Year 1 Writing non negotiable sheets
- Year 1 Science & Foundation Subject Assessment Sheets (cube sheets);
- Non Core summative assessment sheets
- Person Centred Plans;
- Exceptional Education Plans

Transfer between schools:

We will fulfill the statutory requirements and will pass on for each child:

- Baseline Individual Data Sheet; Foundation Stage Profile;
- Target Setting information;
- Progress Book;
- Last parental report;

- Individual Assessment Record;
- Person Centred Plans, where applicable;
- SAT Results, where applicable.
- Layered target tracking sheets;
- Person Centred Plans and Exceptional Education Plans

Reporting to Parents:

An annual report for parents is written by the class teacher during the months of June and July. These reports are sent to parents as soon as the SATs results for the Year 2 children are available.

The Key Stage 1 report comments on each of the core subjects. For English and Maths the teacher also writes two or three targets for the child to concentrate on in order to improve his or her work. There are key objectives for foundation subject demonstrating some of the main objectives taught over the year and it is indicated whether a child is emerging, exceeding or expected. The class teacher writes a brief comment stating how the individual has progressed and what he/she has enjoyed. The last section of the report refers to the child's personal and social development and general progress. Here the class teacher will state how the child is progressing in relation to National expectations (age related) and whether or not he/she is on the Special Needs Register or Gifted and Talented register and receiving additional support. The child completes a page entitled "My Page" where he/she is able to self-evaluate progress.

The Foundation Stage report addresses and comments upon the characteristics of effective learning, Literacy, Maths and Communication and Language. The class teacher writes comments on the individual child's progress in each area. For 'Literacy' and 'Mathematics' the teacher also states how the child is progressing in relation to the rest of the class. For these two areas of learning next step targets are also given. At the end of the report the class teacher writes a short comment summarising the success of the child's first year in school. The child has the opportunity to record something they have learnt or enjoyed learning.

The Head Teacher writes a comment which is usually personal to the child at the end of each report.

Parental Consultation Evenings are held three times a year following an

agreed format (see Appendix 4).

At the first Reception Parent Evening teachers discuss Baseline Assessments, how the children have settled and targets for English and Mathematics and other areas, if necessary. At the first Year 1 Parent Evening transfer from the Foundation Stage to Key Stage 1 is discussed. At the first Year 2 Parent Evening end of Year 1 results are discussed.

At the second Parent Evening the class teacher and parents review the child's progress and set targets for the next key steps in learning. In Year 2 parents are advised as to the child's probable teacher assessment levels for the end of the year. This parent evening is optional for Reception parents.

The third Parent Evening is optional for Foundation Stage and Key Stage 1 parents but provides a platform for the discussion of annual reports and future targets.

Keeping parents well informed establishes the idea of a parent-professional partnership based on mutual respect and shared purpose.

Marking

We have a Marking Policy at Galley Common School which has been developed in line with our principles of assessment.

Target Setting

Targets are set at the child's level and at a whole school level. Assessment data is analysed to inform the target setting process. Teachers record attainment at the end of each term on a mapping sheet for writing, reading and Maths.

Roles and Responsibilities:

The Head Teacher will:

- Ensure that the school meets the statutory requirements;
- Agree statutory targets with the staff, Governors and Link Inspector or School Improvement Partner;
- Ensure that all test materials are kept securely and treated as confidential and that the test opening and administrative procedures are followed;
- Disseminate information to the assessment team;
- Review the implementation of assessment;
- Monitor and analyse data for trends;
- Determine priorities in the Single Integrated Development Plan;
- Monitor the quality of procedures;
- Report to parents and Governors on standards and quality.

The class teacher will:

- Ensure clear planning and learning objectives which are shared with the children;
- Use assessment information to inform planning;
- Organise on-going assessment;
- Feedback to children orally or through written comments;
- Report to parents on pupil progress, attainment and next steps;
- Set individual or group targets for improvement;
- Carry out school based and/or national statutory tests/tasks;
- Use the agreed range of assessment methods and techniques to gather and use information in line with the school' s policies;
- Ensure information is transferred to the next teacher/school;
- Identify pupils in need of support including the more able and liaise with the SENCO;

The SENCO will:

- Liaise with the class teacher and assessment team;
- Monitor progress against Individual Education Plans;
- Maintain the Special Needs Register;
- Carry out specific assessment tasks;
- Liaise with external agencies;
- Implement formal assessment for statementing.

The Curriculum Teams will:

- Ensure that curricular schemes of work and learning objectives are clear;
- Ensure that methods and procedures are implemented effectively;
- Monitor plans to ensure that assessment informs planning;
- Monitor levels of attainment/standards;

- Use data to make changes to the curriculum - interpret, analyse to set targets;
- Report to the Leadership Team on standards;
- Generate portfolios of standards.

Curriculum Teams will:

- Ensure that policies are up to date and regularly reviewed, used and complement other policies;
- Disseminate information and inform staff of new developments;
- Support and train colleagues;
- Link with other curriculum teams to ensure coherence;
- Ensure that the statutory resources are in place and that the methods and procedures are clear to all curriculum teams, and are followed and used consistently;
- Set a timetable which clearly describes the range of events associated with the assessment cycle;
- Liaise with curriculum teams to determine a means of agreeing standards throughout the school;
- Support staff in identifying assessment opportunities and in using assessment information/data;
- Collate assessment data: Baseline, NFER, SATs;
- Ensure that portfolios are generated and standards agreed;
- Rationalise assessment systems to ensure manageability.

All of the above procedures are to be monitored and evaluated by the Key Stage Coordinators and the Head Teacher through book trawls, close scrutiny of planning, discussions with staff, analysis of results and associated data.

The Assessment Team Leader at Galley Common School is Mrs K. Middleton.

Updated November 2019

Reference to other related policies:

- Teaching and Learning Policy
- Marking Policy
- SEN Policy
- Reporting to Parents Policy
- Able, Gifted and Talented Policy





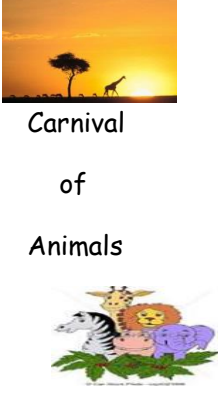

Appendices

Appendix 1	Non Core summative judgement sheet
Appendix 2	Key Stage 1 Two Year Rolling Programme of Assessment
Appendix 3	Timetable of Assessment Procedures
Appendix 4	Parent Consultation Sheets
Appendix 5	Science Assessment
Appendix 6	Writing Progress themes
Appendix 7	Non Negotiables with expectations for Reception and Key Stage 1
Appendix 8	Running Reading Record Sample

Appendix 2

Key Stage 1 Programme of Assessment

This is the Key Stage One Curriculum Map for Galley Common Infant School. The objectives within each half term will be covered in that half term. However, the broad topics will be made more specific each time that they are visited, eg Carnival of Animals could be African Safari animals one year and English farm animals another. This ensures that children receive a different learning experience from Year One to Year Two.

<p>AUTUMN 1ST</p>	 <p>A Ticket to Anywhere</p>	<p>SPRING 1ST</p>	 <p>To Infinity and Beyond</p>	<p>SUMMER 1ST</p>	 <p>Step Back in Time</p>
<p>AUTUMN 2nd</p>	 <p>Merry Christmas Christmas</p>	<p>SPRING 2ND</p>	 <p>Carnival of Animals</p>	<p>SUMMER 2ND</p>	 <p>Once Upon A Time... A Twist in the Tale</p>



AUTUMN
1ST




A Ticket to Anywhere



RE	Y1 Who is a Christian and what do they believe? Y2 Who is a Muslim and how do they live? How and why do we celebrate special and sacred times? Muslim part.
PE	*Master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities *Perform dances using simple movement patterns. Gymnastics Dance
Food For Life	Vegetable Chips
No Outsiders Here	Session 1
PATHS	2 weekly sessions
ICT fortnightly	Digital Literacy- Use technology purposefully to create, organise store, manipulate and retrieve digital content E-safety- Use technology safely and respectfully keeping personal information private.
Music fortnightly	Listen with concentration and understanding to a range of high-quality live and recorded music Experiment with, create, select and combine sounds using the inter-related dimensions of music.
Science	Working Scientifically *Observing changes over time *Noticing patterns *Grouping and classifying things *Carrying out simple comparative tests *Finding things out using secondary sources Y1 Weather Autumn Observe changes across the four seasons. Observe and describe weather associated with the seasons and how day length varies. Identify, draw, name and label the basic parts of human and say which part of the body is associated with each sense. Y2 Working Scientifically Asking simple questions and recognising that they can be answered in different ways. Observing closely, using simple equipment and observing changes over time Performing simple, comparative tests. Identifying, grouping and classifying. Using their observations and ideas to suggest answers to questions Gathering and recording data to help in answering questions and noticing patterns. PLUS describe the importance for humans to exercise, eating the right amount of different types of food and hygiene -DT
Geography/History	Use basic geographical vocabulary to refer to: -key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather -key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a non-contrasting non-European country. Name, Locate and identify characteristics of the four countries and capital cities of the UK and it's surrounding areas Use simple fieldwork and observational skills to study the geography of their school and the key human and physical features of its surrounding areas. Devise a simple map
DT/Art	* Use the basic principles of a healthy and varied diet to prepare dishes *Understand where food comes from.

<p>AUTUMN 2nd</p>	 <p>Christmas</p> 
<p>R.E.</p>	<p>Y1 Who is a Christian and what do they believe? Y2 Who is a Muslim and how do they live? How and why do we celebrate special and sacred times? Muslim part. Y1/Y2 CHRISTMAS</p>
<p>P.E.</p>	<p>*Master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities *Perform dances using simple movement patterns. Gymnastics and Key Stage Competition Dance (Christmas hall timetable)</p>
<p>Celebration Days</p>	<p>Diwali Celebration day- November Christmas Celebration day</p>
<p>Food For Life</p>	<p>Christmas cake</p>
<p>No Outsiders Here</p>	<p>Session 2</p>
<p>Protective Behaviours</p>	<p>4 sessions</p>
<p>PATHS</p>	<p>2 x weekly sessions</p>
<p>Cultural capital</p>	<p>Tolerance Supporting charities Chn in need day . Invite in visitors. Rev Barnes to talk about church at Christmas time. Liberty Show and tell personal interests</p>
<p>ICT fortnightly</p>	<p>E-safety- Use technology safely and respectfully keeping personal information private. Programming- Understand what an algorithm is.</p>
<p>Music fortnightly</p>	<p>Use their voices expressively and creatively by singing songs and speaking chants and rhymes Play tuned and untuned instruments musically</p>
<p>Science</p>	<p>Working Scientifically *Observing changes over time *Noticing patterns *Grouping and classifying things *Carrying out simple comparative tests *Finding things out using secondary sources Y1 Weather Winter Observe changes across the four seasons. Observe and describe weather associated with the seasons and how day length varies. Y2: Living things and their habitats Explore and compare the differences between things that are living, dead and things that have never been alive</p>
<p>Geography/History</p>	<p>Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a map and use and construct basic symbols in a key Identify seasonal and daily weather patterns in the UK and the location of hot and cold areas of the world in relation to the equator and the North and South Poles</p>
<p>DT/Art</p>	<p>To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space To use a range of materials creatively to design and make products To use drawing, painting and sculpture to develop and share their ideas, experiences and imagination To know about the work of a range of artists, craft makers and designers describing the similarities and differences between different practises and disciplines and making links to their own work.</p>

<p>SPRING 1ST</p>	 <p>To Infinity and Beyond</p>
<p>R.E.</p>	<p>Y1 What does it mean to belong to a faith community? Plus Sikh mini focus Y2 Who is Jewish and how do they live? How and why do we celebrate special and sacred times? Jewish part.</p>
<p>P.E.</p>	<p>*Master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities *Perform dances using simple movement patterns. Gymnastics Dance</p>
<p>Celebration Days</p>	<p>Chinese New Year</p>
<p>Food For Life</p>	<p>Farm Visit</p>
<p>No Outsiders here</p>	<p>Session 3</p>
<p>PATHS</p>	<p>2 weekly sessions</p>
<p>ICT fortnightly</p>	<p>E-safety- Use technology safely and respectfully keeping personal information private.</p>
<p>Music fortnightly</p>	<p>Play tuned and untuned instruments musically Experiment with, create, select and combine sounds using the inter-related dimensions of music.</p>
<p>Science</p>	<p>Working Scientifically *Observing changes over time *Noticing patterns *Grouping and classifying things *Carrying out simple comparative tests *Finding things out using secondary sources*Observe changes across the four seasons. Y1 Year 1- Everyday Materials Distinguish between an object and the material from which it is made Identify and name a variety of everyday materials, including wood, plastic, glass, metal, water and rock Describe the simple physical properties of a variety of everyday materials Compare and group together a variety of everyday materials on the basis of their simple physical properties Year 2- Everyday Materials Identify and compare the uses of a variety of everyday materials including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses Find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching</p>
<p>Geography/History</p>	<p>Know about the lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods [for example, Elizabeth I and Queen Victoria, Christopher Columbus and Neil Armstrong, William Caxton and Tim Berners-Lee, Pieter Bruegel the Elder and LS Lowry, Rosa Parks and Emily Davison, Mary Seacole and/or Florence Nightingale and Edith Cavell]</p>
<p>DT/Art</p>	<p>DESIGN * Design purposeful, functional, appealing products for themselves and other users based on design criteria *Generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology MAKE *Select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing] *Select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics EVALUATE *Explore and evaluate a range of existing products *Evaluate their ideas and products against design criteria TECHNICAL KNOWLEDGE *Build structures, exploring how they can be made stronger, stiffer and more stable *Explore and use mechanisms [for example, levers, sliders, wheels and axles], in their products.</p>

SPRING 2ND



Carnival of Animals



R.E.	Y1 What does it mean to belong to a faith community? Plus Sikh mini focus Y2 Who is Jewish and how do they live? How and why do we celebrate special and sacred times? Jewish part. Y1/Y2 EASTER
P.E.	*Master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities *Participate in team games, developing simple tactics for attacking and defending *Perform dances using simple movement patterns. Gym/Dance Games and Key Stage Competition
Celebration Days	Easter celebrations
Food For Life	Farm visit
No Outsiders here	Session 4
PATHS	2 weekly sessions
ICT fortnightly	E-safety- Use technology safely and respectfully keeping personal information private.
Music fortnightly	Use their voices expressively and creatively by singing songs and speaking chants and rhymes Listen with concentration and understanding to a range of high-quality live and recorded music
Science	Working Scientifically *Observing changes over time *Noticing patterns *Grouping and classifying things *Carrying out simple comparative tests *Finding things out using secondary sources*Observe changes across the four seasons. Y1 Weather Spring Observe changes across the four seasons. Observe and describe weather associated with the seasons and how day length varies. Identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals Identify and name a variety of common animals that are carnivores, herbivores and omnivores Describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals) Year 2 Animals including humans/Living things and their habitats Find out about and describe the basic needs of animals, including humans, for survival. Notice that animals including humans have offspring which grow into adults Describe how animals obtain their food from plants and other animals using the idea of a food chain.
Geography/History	Use world maps, atlases and globes to identify countries, continents and oceans Name and locate the world's seven continents and 5 oceans
DT/Art	To use a range of materials creatively to design and make products To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space. To use drawing, painting and sculpture to develop and share their ideas, experiences and imagination To know about the work of a range of artists, craft makers and designers describing the similarities and differences between different practises and disciplines and making links to their own work.


SUMMER



1ST

Step Back in Time

R.E.	Y1 What makes some places sacred? Christian church VISIT Y2 What can we learn from Christian Sacred Books? Plus Sikh mini focus
P.E.	*Master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities *Participate in team games, developing simple tactics for attacking and defending 2 Games units
Food For Life	Growing own produce
No Outsiders here	Session 5
PATHS	2 weekly sessions
ICT fortnightly	Programming - beebots
Music fortnightly	Use their voices expressively and creatively by singing songs and speaking chants and rhymes Listen with concentration and understanding to a range of high-quality live and recorded music
Science	Working Scientifically *Observing changes over time *Noticing patterns *Grouping and classifying things *Carrying out simple comparative tests *Finding things out using secondary sources*Observe changes across the four seasons. Y1 Weather Summer Observe changes across the four seasons. Observe and describe weather associated with the seasons and how day length varies. Y2 Living things and their habitats/animals including humans Identify that most living things live in habitats to which they are suited and describe how different habitats provide for the basic needs of different kinds of animals and plants and how they depend on each other.
Geography	Use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment. Understand geographical similarities and differences through studying the human and physical geography of a small area of the UK and of a small area in a contrasting non-European country Use simple compass directions Significant historical events, people and places in their own locality
History	
DT/Art	DESIGN * Design purposeful, functional, appealing products for themselves and other users based on design criteria *Generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology MAKE *Select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing] *Select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics EVALUATE *Explore and evaluate a range of existing products *Evaluate their ideas and products against design criteria *TECHNICAL KNOWLEDGE *Build structures, exploring how they can be made stronger, stiffer and more stable *Explore and use mechanisms [for example, levers, sliders, wheels and axles], in their products.

<p>SUMMER 2ND</p>	<p>Once Upon A Time... A Twist in the Tale</p> 
<p>R.E.</p>	<p>Y1 What makes some places sacred? Muslim mosque VISIT Plus Hindu mini focus Y2 How should we care for others and the world and why does it matter? Muslim Plus Buddhist mini focus</p>
<p>P.E.</p>	<p>*Master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities *Participate in team games, developing simple tactics for attacking and defending Infant Agility Change 4 Life (weekly competitions during Fit and Healthy Fridays) Key stage competition - Sports Day</p>
<p>Celebration Days</p>	<p>Eid</p>
<p>Food For Life</p>	<p>Making own produce to sell</p>
<p>No Outsiders here</p>	<p>Session 6</p>
<p>All About Me</p>	<p>6 sessions</p>
<p>Protective Behaviours</p>	<p>4 sessions</p>
<p>PATHS</p>	<p>2 x weekly sessions</p>
<p>ICT fortnightly</p>	<p>Digital Literacy</p>
<p>Music fortnightly</p>	<p>Play tuned and untuned instruments musically Experiment with, create, select and combine sounds using the inter-related dimensions of music.</p>
<p>Science</p>	<p>Working Scientifically *Observing changes over time *Noticing patterns *Grouping and classifying things *Carrying out simple comparative tests *Finding things out using secondary sources*Observe changes across the four seasons. Year 1 - Plants Identify and name a variety of common wild and garden plants, including deciduous and evergreen trees Identify and describe the basic structure of a variety of common flowering plants, including trees Year 2- Plants Find out and describe how plants need water, light and a suitable temperature to grow and stay healthy Identify and name a variety of plants and animals in their habitats, including micro-habitats. Observe and describe how seeds and bulbs grow into mature plants</p>
<p>Geography/History</p>	<p>Use simple compass directions (North, South, East and West) and locational and directional language for example near and far, left and right to describe the location of features and routes on a map <i>Devise a simple map and use and construct basic symbols in a key</i></p>
<p>DT/Art</p>	<p>* To know about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work. <i>To develop a wide range of or art and design techniques in using colour, pattern, texture, line, shape, form and space.</i> <i>To use drawing, painting and sculpture to develop and share their ideas, experiences and imagination</i> <i>To use a range of materials creatively to design and make products</i></p>

Appendix 3
Timetable of Assessment Procedures 2019-20

Key Stage 1 Cycle 1

Month	Year Group	Assessment
September	Foundation All Years KS1	Foundation Baseline Person Centred Plan Exceptional Education Plans Foundation subject cube sheets (ongoing throughout the year)
October/November	All Years KS1	Target Setting – FS, Y1 and Y2 End of Year Predictions and Y1 prediction for end of Year 2 Update non negotiable assessments for maths Update non negotiable assessments for writing End of unit science assessment Foundation subject cube sheets Parent Interviews End of Topic child evaluations
December	All Years	Record of Achievement and good work choices Running reading record Reception individual read Update non negotiable assessments for maths Update non negotiable assessments for writing Review Person Centred Plans Review Exceptional Education Plans End of unit science assessment Phonics, Spelling and High frequency assessment sheets End of Topic child evaluations Pupil Progress meetings and tracking
January	All Years	Person Centred Plans Exceptional Education Plans
February	KS1	Update non negotiable assessments for maths Update non negotiable assessments for writing End of unit science assessment Foundation subject cube sheets End of Topic child evaluations
March/April	All Years	Record of Achievement and good work choices Individual Read Update non negotiable assessments for maths Update non negotiable assessments for writing End of unit science assessment Foundation subject cube sheets End of Topic child evaluations Review Person Centred Plans Review Exceptional Education Plans Phonics, Spelling and High frequency assessment sheets Parent Interviews
May	KS1 Y2 FS FS/Y2	Update non negotiable assessments for maths Update non negotiable assessments for writing End of unit science assessment Foundation subject cube sheets End of Topic child evaluations Y2 SATs FS finalise results Analysis of FS and Y2 results
June	KS1 FS/Y2 All Years	Submit FS and Y2 data to LA Reports for parents Phonics Screen Check
July	All Years	Record of Achievement and good work choices Reception Individual Read Update non negotiable assessments for maths Update non negotiable assessments for writing End of unit science assessment Foundation subject cube sheets End of Topic child evaluations Review Person Centred Plans Review Exceptional Education Plans Phonics, Spelling and High frequency assessment sheets Pupil Progress meetings and tracking Parent Interviews

**Galley Common Infant School
Parent /Teacher Consultation.
Galley Common Infant School
Autumn 2021 Pupil Progress Meeting**

Date of meeting:				
Name of child:			Class:	Attendance:
Subject	Reading	Phonics	Writing	Maths
Effort				
Attainment				
Next steps				
Summer 2019 Results: Reading Writing Number				

Comments	Effort	Code
Presentation of work		1: Exceeding expectations 2: Expected 3: Below expectations
Behaviour		
Home Reading		
Homework		
PE kit		
Uniform		

Parent Comments:

Signed

Class Teacher _____

Parent/Guardian _____

GALLEY COMMON INFANT SCHOOL

PARENT TEACHER CONSULTATION

Key Stage 1 (Autumn Term)

Appendix 5

Science Assessment

As with every subject in school, Science is assessed.

KS1 Science is assessed against National Curriculum key objectives during topic sessions normally each half term. A normal classroom activity is carried out. The children work on their own or with a scribe, depending on ability, to complete the task. Teachers observe and question the children to check on and challenge their understanding. The teacher then records on a 'Science Assessment Sheet'. If a child achieves a level above or below that of the majority of their peers a comment is made on the sheet stating why that judgment was made.

In Year 1 all of the 'Science Assessment Sheets' are kept and then passed on to the Year 2 teacher to be used towards the SATs teacher assessment.

SATs Assessments

At the end of KS1 teachers must give an assessment of met or not met the interim expected standard. This judgment is based on teacher assessment only; there are no government tests.

All judgements are made using the 'Science Assessment Sheets', the child's 'Key Objectives Sheet' and recorded work in the child's topic book.

Appendix 6 November 2019

Reading – Termly using the running reading records and planning using the Group Reading target sheets

Maths: Using the children's half termly learning (cube sheets), teachers update the non negotiable sheets

Writing: A long term plan is in place (See English policy). Using the children's half termly learning (cube sheets), teachers update the non negotiable sheets

Name	Dated evidence		
Year 1 Maths Non-Negotiables- Emerging	1	2	3
Count reliably with numbers from 0-20			
Add and subtract 2 single digit numbers			
Doubles to 5+5 in practical situations			
Year 1 Maths Non-Negotiables- Expected			
Count to and across 100, forwards and backwards from any number			
Recognise the value of each digit in a 2-digit number to 50			
Count, read and write numerals in words to 20 correctly			
Read and write numbers to 100 in digits			
Say 1 more/1 less to 100			
Know bonds to 10 by heart			
Use bonds and subtraction facts to 20			
Add and subtract 1 digit and 2 digit numbers to 20			
Add any three 1 digit numbers with a total up to 20			
Count in multiples of 1, 2, 5 and 10			
Solve simple multiplication and division with apparatus and arrays			
Tell time to o'clock and half past			
Use language of day, week, month and year			
Recognise half and quarter of an object, shape or quantity			
Sequence events in order			
Year 1 Maths Non-Negotiables- Greater Depth			
Recall doubles and halves to 20			
Know the difference in tens and ones between 2 numbers e.g. 77 and 33 has a difference of 40 for the tens and a difference of 4 for the ones			32
Use 2's, 5's and 10's knowledge to solve problems e.g. count the numbers of chairs in a diagram when the chairs are organised in 7 rows of 5 by counting in fives			

Name _____ Book box:

Layered Target:

Working towards the expected standard	Dates achieved						Comments
---------------------------------------	----------------	--	--	--	--	--	----------

The pupil can:

Read accurately by blending the sounds in words that contain the common graphemes for all 40+ phonemes*							
Read accurately some words of two or more syllables that contain the same grapheme-phoneme correspondences (GPCs)*							
Read many common exception words*.							

In a book closely matched to the GPCs as above, the pupil can:

Read aloud many words quickly and accurately without overt sounding and blending							
Sound out many unfamiliar words accurately							

In discussion with the teacher, the pupil can:

Answer questions and make simple inferences on the basis of what is being said and done in a familiar book that is read to them							
---	--	--	--	--	--	--	--

Working at the expected standard

Read accurately most words of two or more syllables							
Read most words containing common suffixes*							

Read most common exception words*.							
In age-appropriate books, the pupil can:							
Read words accurately and fluently without overt sounding and blending, e.g. at over 90 words per minute							
Sound out most unfamiliar words accurately, without undue hesitation.							
In a familiar book that they can already read accurately and fluently, the pupil can:							
Check it makes sense to them							
Answer questions and make some inferences on the basis of what is being said and done							
Explain what has happened so far in what they have read.							
Working at greater depth							
The pupil can, in a book they are reading independently:							
Make inferences							
Make a plausible prediction about what might happen on the basis of what has been read so far							
Make links between the book they are reading and other books they have read.							
1a: Draw on knowledge of vocabulary to understand texts							
1b: Identify and explain key aspects of fiction and non-fiction text, such as characters, events, titles and information.							
1c: Identify and explain the sequence of events in texts.							

1d: Make inferences from the text.			
1e: Predict what might happen on the basis of what has been read so far.			

Name	Dated evidence		
Year 1 Writing Non-Negotiables- Emerging	1	2	3
Write labels phonetically			
Spell some common exception words			
Write a simple sentence which can be read by themselves and others			
Year 1 Writing Non-Negotiables- Expected			
Write clearly demarcated sentences			
Use 'and' to join ideas			
Use conjunctions to join sentences (e.g. so, but)			
Use standard forms of verbs, e.g. go/went			
Evidence of correct punctuation (in at least 50% of writing) Capital letters, full stops			
Evidence of using question marks, exclamation marks (in at least 50% of writing)			
Use capital letters for names and personal pronoun 'I'			
Write clearly sequenced sentences			
Correct formation of lower case letters – finishing in the right place			
Correct formation of capital letters			
Correct formation of digits			
Spell some KS1 common exception words correctly			
Spell compound words correctly			
Spell some contraction words correctly			
Use spacing between words			
Year 1 Writing Non-Negotiables- Greater Depth			
Spell all common exception words			
Use question marks and exclamation marks correctly and independently			37
Use co-ordination e.g. because, so, but			

Year 2 Working towards the expected standard:	Autumn = pink green	Spring = yellow	Summer =
The pupil can, after discussion with the teacher:	1	2	3
• write sentences that are sequenced to form a short narrative (real or fictional)			
• demarcate some sentences with capital letters and full stops			
• segment spoken words into phonemes and represent these by graphemes, spelling some words correctly and making phonically-plausible attempts at others			
• spell some KS1 common exception words			
• form lower-case letters in the correct direction, starting and finishing in the right place			
• forming lower-case letters of the correct size relative to one another in some of the writing			
• using spacing between words			
Working at the expected standard			
The pupil can, after discussion with the teacher:			
• write simple, coherent narratives about personal experiences and those of others (real or fictional)			
• write about real events, recording these simply and clearly			
• demarcate most sentences in their writing with capital letters and full stops, and use question marks correctly when required			
• using present and past tense mostly correctly and consistently			
• using co-ordination (or/and/but) and some sub-ordination (when/ if/ that / because)			
• segment spoken words into phonemes and represent these by graphemes, spelling many of these words correctly and making phonically-plausible attempts at others			
• spelling many common exception words			
• writing capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters			
• using spacing between words that reflects the size of the letters			
Working at greater depth within the expected standard			
The pupil can, after discussion with the teacher:			
• write effectively and coherently for different purposes, drawing on their reading to inform the vocabulary and grammar of their writing			
• make simple additions, revisions and proof-reading corrections to their own writing			
• use the punctuation taught at key stage 1 mostly correctly			
• spell most common exception words			
• add suffixes to spell most words correctly in their writing (e.g. –ment, –ness, –ful, –less, –ly)*			

- | | | | |
|--|--|--|--|
| <ul style="list-style-type: none">• use the diagonal and horizontal strokes needed to join some letters. | | | |
|--|--|--|--|

Year 2 Working towards the expected standard:

- read and write numbers in numerals up to 100
- partition a two-digit number into tens and ones and demonstrate an understanding of place value, though they may use structured resources to support them
- add and subtract two-digit numbers and ones, and two-digit numbers and tens, where no regrouping is required, explaining their method verbally, in pictures or using apparatus
- recall at least four of the six number bonds for 10 and reason about associated facts (e.g. $6 + 4 = 10$, therefore $4 + 6 = 10$ and $10 - 6 = 4$)
- count in twos, fives and tens from 0 and use this to solve problems
- know the value of different coins
- name some common 2-D and 3-D shapes from a group of shapes or from pictures of the shapes and describe some of their properties (e.g. triangles, rectangles, squares, circles, cuboids, cubes, pyramids and spheres).

Working at the expected standard

- read scales in divisions of ones, twos, fives and tens
- partition any two-digit number into different combinations of tens and ones, explaining their thinking verbally
- add and subtract any 2 two-digit numbers using an efficient strategy, explaining their method verbally, in pictures or using apparatus (e.g. $48 + 35$; $72 - 17$)
- recall all number bonds to and within 10 and use these to reason and calculate bonds to and within 20, recognising other associated additive relationships
- recall multiplication and division facts for 2, 5 and 10 and use them to solve simple problems, demonstrating an understanding of commutativity as necessary
- identify $\frac{1}{3}$, $\frac{1}{4}$, $\frac{1}{2}$, $\frac{2}{4}$, $\frac{3}{4}$, of a number or shape, and know that all parts must be equal parts of the whole
- use different coins to make the same amount
- read the time on a clock to the nearest 15 minutes
- name and describe properties of 2-D and 3-D shapes, including number of

sides, vertices, edges, faces and lines of symmetry	
Working at greater depth within the expected standard	
<ul style="list-style-type: none"> • read scales where not all numbers on the scale are given and estimate points in between 	
recall and use multiplication and division facts for 2, 5 and 10 and make deductions outside known multiplication facts	
<ul style="list-style-type: none"> • use reasoning about numbers and relationships to solve more complex problems and explain their thinking (e.g. $29 + 17 = 15 + 4 + ?$; 'together Jack and Sam have £14. Jack has £2 more than Sam. How much money does Sam have? etc.) 	
<ul style="list-style-type: none"> • solve unfamiliar word problems that involve more than one step 	
<ul style="list-style-type: none"> • read the time on a clock to the nearest 5 minutes 	
<ul style="list-style-type: none"> • describe similarities and differences of 2-D and 3-D shapes, using their properties 	

Galley Common Infant School End of Year Expectations for Reception

This booklet provides information for parents and carers on the end of year expectations for children in our school. The staff have identified these expectations as being the minimum requirements your child must meet in order to ensure continued progress throughout the following year.

All the objectives will be worked on throughout the year and will be the focus of direct teaching. Any extra support you can provide in helping your children to achieve these is greatly valued.

If you have any queries regarding the content of this booklet or want support in knowing how best to help your child please talk to your child's teacher.

Reading

Read some common irregular words

Use knowledge of phonics to decide on regular words

Identify rhymes and alliteration

Join in with rhyming patterns

Read and understand simple sentences

Demonstrate understanding when talking with others about what they have read

Make basic predictions

Identify start and end of a sentence

Writing

Write simple sentences which can be read by themselves and by others

Write name (correct upper and lower case letters)

Use capital letters and full stops to demarcate sentences

Write clearly demarcated sentences

Correct pencil grip

Correct letter formation for familiar words

Mathematics

Count reliably to 20

Order numbers 1-20

Say 1 more/1 less to 20

Add and subtract two single digit numbers

Galley Common Infant School End of Year Expectations for Year 2

This booklet provides information for parents and carers on the end of year expectations for children in our school. The staff have identified these expectations as being the minimum requirements your child must meet in order to ensure continued progress throughout the following year.

All the objectives will be worked on throughout the year and will be the focus of direct teaching. Any extra support you can provide in helping your children to achieve these is greatly valued.

If you have any queries regarding the content of this booklet or want support in knowing how best to help your child please talk to your child's teacher.

Reading

Read ahead to help with fluency and expression

Comment on plot, setting and characters in familiar and unfamiliar stories

Recount main themes and events

Comment on the structure of the text

Use commas, question marks and exclamation marks to vary expression

Read aloud with expression and intonation

Read with fluency (90 words per minute)

Recognise speech marks and contractions

Identify past and present tense

Use contents and index pages to locate information

Writing

Write different kinds of sentences: statement, question, exclamation, command

Use expanded noun phrases to add description and specification

Write using subordination (when, if, that, because)

Correct and consistent use of present tense and past tense

Correct use of verb tenses

Correct and consistent use of:

Capital letters

Full stops

Question marks

Exclamation marks

Commas in a list

Apostrophe for singular possession

Introduction of speech marks

Write under headings

Evidence of diagonal and horizontal strokes to join handwriting

Spellings

Spell most KS1 common exception words correctly

Spell most contraction words correctly

Spell most words with suffixes correctly (-ly, -ness, -ment, -less, -ful)

Spell many homophones and near homophones

Mathematics

Compare and order numbers up to 100

Read and write all numbers to 100 in digits and words

Say 10 more/less than any number to 100

Count in multiples of 2, 3, 5 & 10 from any number up to 100

Recall and use multiplication and division facts for 2, 5 & 10 tables

Recall and use +/- facts to 20

Derive and use related facts to 100

Recognise place value of any 2 digit number

Add and subtract:

2-digit number and ones

2-digit numbers and tens

Two 2-digit numbers

Three 1-digit numbers

Recognise and use inverse (+/-)

Calculate and write multiplication and division calculations using multiplication tables

Recognise and use inverse (\times/\div)

Recognise, find, name and write $\frac{1}{3}$; $\frac{1}{4}$; $\frac{2}{4}$; $\frac{3}{4}$

Recognise simple equivalent fractions

Tell time to the nearest quarter hour

Red Assessment Folder Contents

- Class information on free school meals, SEN stage, EAL etc
- Core assessment list – Writing Progress, Science assessment and Maths test scores overview
- Non-core subject assessments – levelled
- Previous Statutory Assessment test score overviews – FSP / Phonics / SATs
- Previous non statutory test score – core and non-core
- Current assessment data
- Interventions other than SEN
- Pupil Progress Meeting information
- Tracking
- Targets
- Previous school assessments

