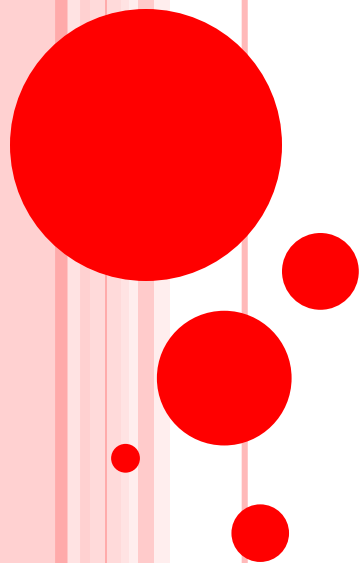
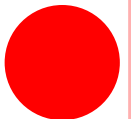


ASSESSMENT AT CROFTON HAMMOND INFANT SCHOOL



WHY IS IT IMPORTANT TO ASSESS CHILDREN?

- So that we know what they already know – and can establish a starting point
- So that we can identify what their next steps in their learning are and plan accordingly
- So that we can find out any gaps they may have and fill them before moving on
- So that the learning can be pitched at the right level – to challenge but not overwhelm
- To inform us of what the priorities need to be for us as a school

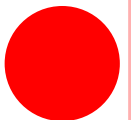


OBSERVATION, ASSESSMENT AND PLANNING IN THE EYFS



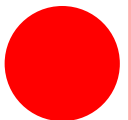
ASSESSMENT STARTS WITH OBSERVATION

- Observations are made of the ‘wow’ moments where children have demonstrated new learning in a child initiated context.
- These are recorded in a range of ways including Tapestry
- Observations are then assessed against the Early Years Foundation Stage Curriculum developmental milestones in age and stage bands
- Parents observations are used to form part of the assessment we make and are invaluable in giving the full picture of what a child can do



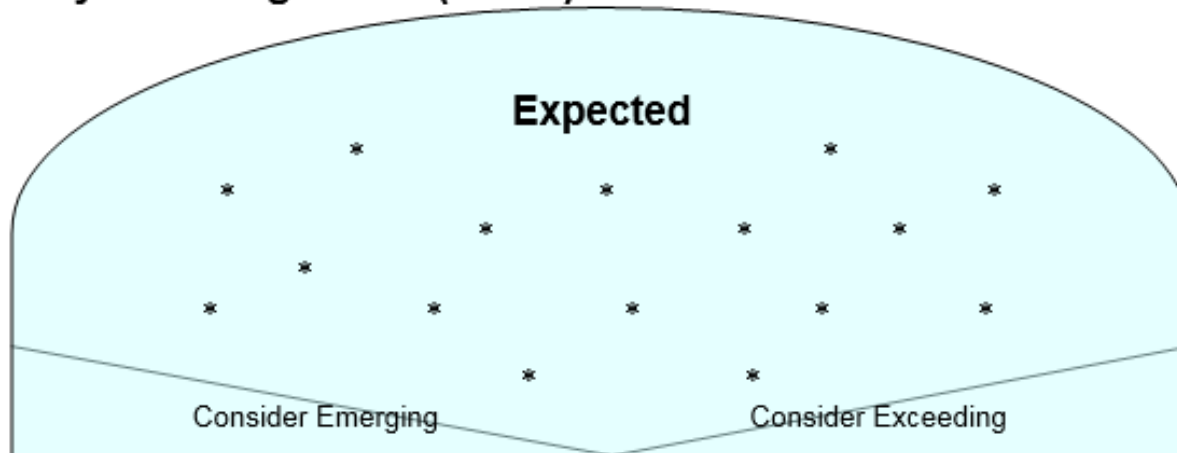
ASSESSMENT

- Statutory obligation to make a formal assessment at the end of the year against the Early Learning Goal (ELG)
- Children are assessed as 'Emerging' 'Expected' or 'Exceeding' the ELG (which is recorded as a 1, 2 or 3)
- All judgements are 'best fit' and children don't have to have equal mastery in all areas.
- In order to achieve a Good Level of Development (GLD) children must achieve a 2 or above in the prime areas of learning as well as literacy and maths.



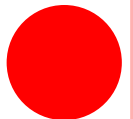
BEST FIT JUDGEMENT

Early Learning Goals (ELGs)



'Best fit' does not mean the child has equal mastery of all aspects of the ELG. Practitioners should look to the whole of each ELG description when making this summative judgement. (EYFS Profile Guidance 2015, EYFS profile purposes, principles and processes, 3.1)

* represents an individual child with different strengths and weaknesses



EYFS tracking progress 2018-2019

Name:		DOB:		Gender:			Class:												
Age in months at on entry assessment	Age in months at assessment 1	Age in months at assessment 2	Age in months at end of Rec. assessment	Development Matters Age/Stage Bands															
				22-36m			30-50m			40-60+m			ELG			ETC			
Area of Learning and development		Aspect		Entering	Developing	Secure	Entering	Developing	Secure	Entering	Developing	Secure	Emerging	Expected	Exceeding	submitted to county			
PRIME AREAS	Personal, Social & Emotional Development	Self-Confidence & Self-Awareness																	
		Managing Feelings & Behaviour																	
		Making Relationships																	
	Physical Development	Moving & Handling																	
		Health & Self-Care																	
	Communication & Language	Listening & Attention																	
Understanding																			
Speaking																			
SPECIFIC AREAS	Literacy	Reading																	
		Writing																	
	Mathematics	Numbers																	
		Shape, Space & Measures																	
	Understanding the World	People & Communities																	
		The World																	
	Expressive Arts & Design	Technology																	
		Exploring & Using Media & Materials																	
Being Imaginative																			
Additional information at on entry assessment																			
Additional information at periodic assessment 1																			
Additional information at periodic assessment 2																			
Additional information at end of Rec. assessment																			
ON ENTRY - PINK		ASSESSMENT 1 – ORANGE			ASSESSMENT 2 - GREEN			END OF YEAR - YELLOW											

Characteristics of effective learning

Playing and exploring engagement

Finding out and exploring
Playing with what they know
Being willing to 'have a go'

The thrill of learning

shows curiosity initiates acts out

represents engages pretends

risk takes **Thrill** explores

likes challenges seeks out

uses senses role plays 'can do'

Active learning motivation

Being involved and concentrating
Keeping trying
Enjoying achieving what they set out to do

Wanting to learn

shows satisfaction motivated

persistent focused proud of effort

attentive **Will** involved

concentrates energetic fascinated

perseverance enjoys the challenge

Creating and thinking critically thinking

Having their own ideas
Making links
Choosing ways to do things

Ability to learn

has ideas finds solutions plans

new thoughts predicts creates

evaluates **Skill** tests out

chooses problem solves checks

makes links sees patterns adapts

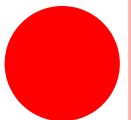
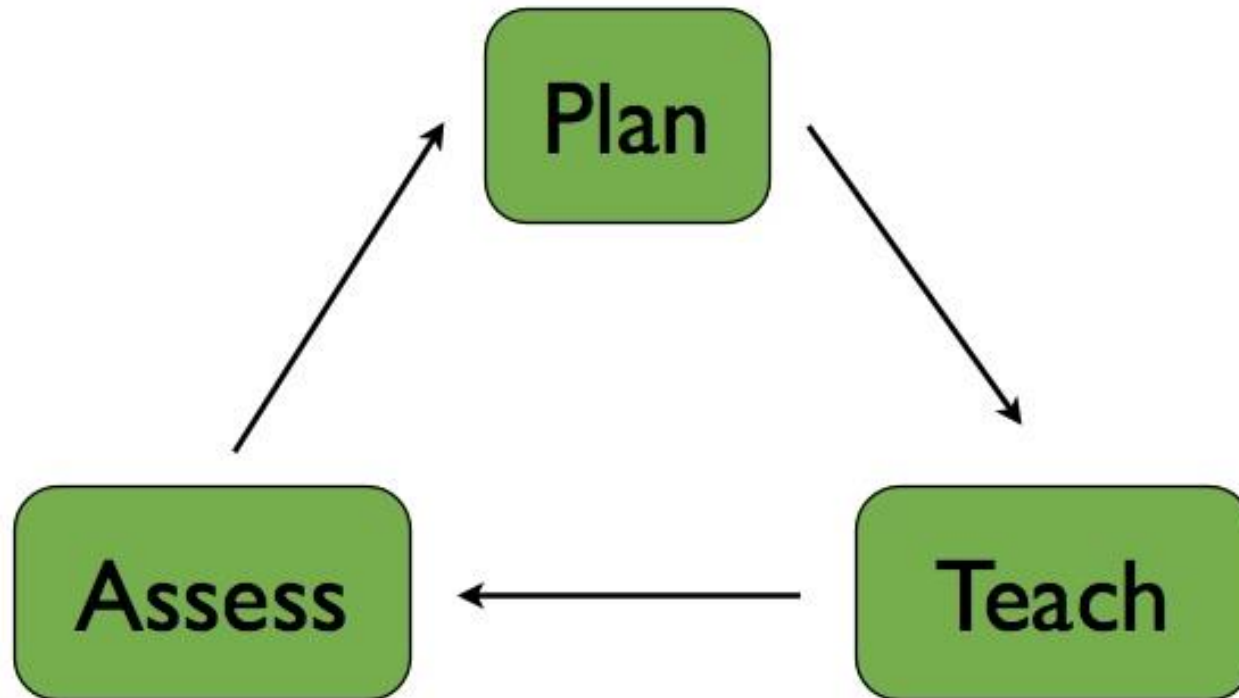
What adults can do

- Play with children
- Show you enjoy discovering new things
- Discuss how practice helps you get better at things
- Praise the process and effort
- Encourage children to learn together and from each other
- Describe processes and successes
- Use the language of thinking and learning
- Model the creative process
- Encourage and discuss possibilities
- Model the plan-do-review process

What adults can provide

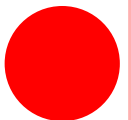
- Stimulating resources relevant to children's interests
- Arrange flexible spaces, indoors and outside
- Uninterrupted time to play and explore
- Keep significant activities available and not tidy away
- Opportunities for children to develop their own ideas
- Predictable routines with flexibility
- Linked experiences that follow the ideas of children
- Opportunities to play with materials before being used for planned tasks
- Appropriate first-hand experiences and challenges

PLANNING, TEACHING AND ASSESSMENT IN KEY STAGE 1.



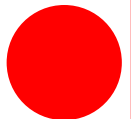
DIFFERENT TYPES OF ASSESSMENT

- Diagnostic – for example a reading age ‘test’.
- Self and peer assessment.
- Observational – watching and listening.
- Formative - Day to day assessment against learning objective during the lesson, success criteria, marking, pupil conversations and feedback.
- Summative - KS1 SATs, Annual reports to parents.



CURRICULUM EXPECTATIONS

- Expectation that all pupils will be working at age related expectations for their year group for reading, writing and maths.
- Now 'Keep up' not 'Catch up.'
- Increased challenge - **No longer 'best fit' all areas need to be met!**



ENGLISH AND MATHS ASSESSMENT

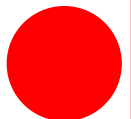
Children will be assessed at each milestone, in each 'domain', as to whether they are at age related expectations (ARE)

READING: Supporting fluency, clarity, accuracy, and coherence							
Comp: Clarify	Comp: Monitor and summarise	Comp: Select and retrieve	Comp: Reason and explain	Themes and conventions	Inference	Language for effect	NOTES FOR ACTION

WRITING: Fluency, clarity, accuracy, coherence				
Transcription	Handwriting	Composition	Vocab, Gram, Punctuation	NOTES FOR ACTION

MATHS: Solving problems & working across domains using:						
Number and Place value	Addition and subtraction	Multiplication and division	Fractions	Measurement	Geometry	NOTES FOR ACTION

They are recorded as
Beyond
Secure
Close to
Not on track



Hampshire Assessment Model Year 1 Internal Report

Name		Class: IEDG	Teacher:	Percentage Attendance: 99.2 %													
Supporting fluency, clarity, accuracy, coherence	Year 1 Reading Domains	Milestone					Notes for Action M1: M2: M3: EoY: KPI:	Subject	%Domains/On track?								
		1	2	3	Eo	KPI			M1		M2		M3	EoY		KPI	KPI Mat?
	Word reading	N	N					Reading	6	N	0	N					
	Themes and conventions	N	N					Secure+									
	Comprehension: Clarify	N	N					Writing	17	N	50	N					
	Comprehension: Monitor and summarise	N	N					Secure+									
	Comprehension: Select and retrieve	N	N					Mathematics	83	N	100	S					
	Comprehension: Respond and explain	N	N					Secure+									
	Language for effect	N	N					Overall									
Inference	N	N															
Supporting fluency, clarity, accuracy, coherence	Year 1 Writing Domains	Milestone					Notes for Action M1: M2: M3: EoY: KPI:	Intervention Programme									
		1	2	3	Eo	KPI											
	Transcription	C	N														
	Handwriting	N	N														
	Composition: Composition	N	S														
	Composition: Text structure and organisation	N	N														
	Composition: Sentence structure	N	S														
Vocabulary, grammar and punctuation	N	S															
Solving problems and working across domains using:	Year 1 Maths Domains	Milestone					Notes for Action M1: M2: M3: EoY: KPI:										
		1	2	3	Eo	KPI											
	Number and place value	S	S														
	Addition and subtraction	S	S														
	Multiplication and division	C	S														
	Fractions	C	S														
	Measurement	N	S														
Geometry	S	S															

B Beyond
 S Securely on track
 C Close to on track
 N Not on track



MILESTONE 2 ASSESSMENT USING HAMS MODEL- AGE RELATED

Milestone assessment report

FEBRUARY

YEAR 1

© HIAS

NAME: [REDACTED]	CLASS: [REDACTED]
DOB: 00/01/1900	Date Of Entry 00/01/1900

Supporting fluency, clarity, accuracy, and coherence	Reading Domains	Milestone				Notes for Action
		1	2	3	ARE	
	Word reading	Secure	Secure			0
	Comp: Clarify	Secure	Secure			
	Comp: Monitor and summarise	Secure	Secure			
	Comp: Select and retrieve	Secure	Secure			
	Reason and explain	Secure	Secure			
	Themes and conventions	Secure	Secure			
	Inference	Secure	Secure			
	Language for effect	Secure	Secure			

Subject	% Domains	On Track?
Reading	100%	Secure
Writing	100%	Secure
Mathematics	100%	Secure
Overall	100%	Secure

% Domains = % "Close to", "Secure" or "Beyond"
 On Track - Beyond = >=50% domains "Beyond", others "Secure"
 On Track - Secure = <50% domains "Beyond", others "Secure"
 On Track - Close to = 1+ domains "Close to"
 On Track - Below = 1+ domains "Below"
 On Track - Overall rating = 1+ Close to = "Close to", all Beyond = "Beyond", else "Secure"

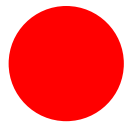
Fluency, clarity, accuracy, coherence	Writing Domains	Milestone				Notes for Action
		1	2	3	ARE	
	Transcription	Secure	Secure			edit work/spelling
	Handwriting	Secure	Secure			
	Comp - Comp & Effect	Secure	Secure			
	Comp - Text structure & org	Secure	Secure			
	Comp - Sentence structure	Secure	Secure			
	Vocab, Gram, Punctuation	Secure	Secure			

INTERVENTION PROGRAMME

0

Solving problems & working across domains using:	Mathematics Domains	Milestone				Notes for Action
		1	2	3	ARE	
	Number and Place value	Secure	Secure			50-0
	Addition and subtraction	Secure	Secure			
	Multiplication and division	Secure	Secure			
	Fractions	Secure	Secure			
	Measurement	Secure	Secure			
	Geometry	Secure	Secure			

ASSESSMENT OPTIONS: Pupil has securely reached **Milestone 1** ("Secure" - Green), is close to securing ("Close to" - Amber) or needs to make significant progress to catch up ("Below" - Blue). It is possible to achieve exceptional performance ("Beyond" - Purple) e.g. reached **Milestone 2** by November (instead of February). At **Milestone 4** a pupil who has not reached a secure or beyond grading



MILESTONE 2 ASSESSMENT USING HAMS MODEL- AGE RELATED

Milestone assessment report

FEBRUARY

YEAR 1

© HIAS

NAME: [REDACTED]	CLASS [REDACTED]
DOB: [REDACTED] #####	Date Of Entry [REDACTED]

Supporting fluency, clarity, accuracy, and coherence	Reading Domains	Milestone				Notes for Action
		1	2	3	ARE	
	Word reading	Beyond	Beyond			0
	Comp: Clarify	Beyond	Beyond			
	Comp: Monitor and summarise	Beyond	Beyond			
	Comp: Select and retrieve	Beyond	Beyond			
	Reason and explain	Secure	Beyond			
	Themes and conventions	Secure	Beyond			
	Inference	Secure	Beyond			
	Language for effect	Secure	Beyond			

Subject	% Domains	On Track?
Reading	100%	Beyond
Writing	100%	Secure
Mathematics	100%	Secure
Overall	100%	Secure

% Domains = % "Close to", "Secure" or "Beyond"

On Track - Beyond = >=50% domains "Beyond", others "Secure"

On Track - Secure = <50% domains "Beyond", others "Secure"

On Track - Close to = 1+ domains "Close to"

On Track - Below = 1+ domains "Below"

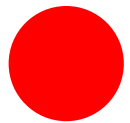
On Track - Overall rating = 1+ Close to = "Close to", all Beyond = "Beyond", else "Secure"

Fluency, clarity, accuracy, coherence	Writing Domains	Milestone				Notes for Action
		1	2	3	ARE	
	Transcription	Secure	Secure			0
	Handwriting	Secure	Secure			
	Comp - Comp & Effect	Secure	Secure			
	Comp - Text structure & org	Secure	Secure			
	Comp - Sentence structure	Secure	Beyond			
	Vocab, Gram, Punctuation	Secure	Secure			

INTERVENTION PROGRAMME
0

Solving problems & working across domains using:	Mathematics Domains	Milestone				Notes for Action
		1	2	3	ARE	
	Number and Place value	Beyond	Beyond			0
	Addition and subtraction	Secure	Secure			
	Multiplication and division	Secure	Secure			
	Fractions	Secure	Secure			
	Measurement	Secure	Secure			
	Geometry	Secure	Secure			

ASSESSMENT OPTIONS: Pupil has securely reached **Milestone 1** ("Secure" - Green), is close to securing ("Close to" - Amber) or needs to make significant progress to catch up ("Below" - Blue). It is possible to achieve exceptional performance ("Beyond" - Purple) e.g. reached **Milestone 2** by November (instead of February). At Milestone 4 a pupil who has not reached a secure or beyond grading



GROWTH MINDSET

Summary of Dweck's *Mindset*

Fixed vs Growth

ability is static

avoids challenges

gives up easily

sees effort as fruitless

ignores useful criticism

threatened by others



ability is developed

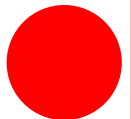
embraces challenges

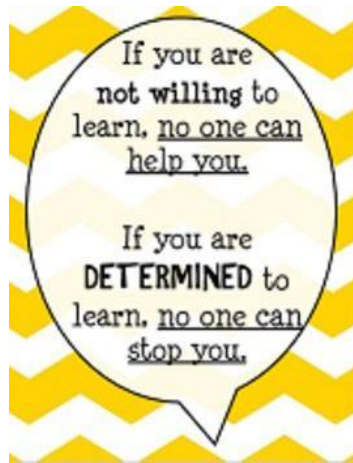
persists in obstacles

sees effort as necessary

learns from criticism

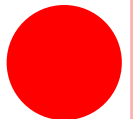
inspired by others' success





There is a difference
between **NOT KNOWING**
and
NOT KNOWING YET

-Sheila Tobias



ANY QUESTIONS?

