

Assessment at The Flitch Green Academy

Children across the UK are assessed in schools in a standardised way – this gives schools, local authorities and the Department of Education data to help raise standards. Each stage of primary education is assessed and are broken down as follows:

EYFS

The Foundation Stage Profile (Reception / YR) has 17 'Early Learning Goals'. The children are assessed as being either emerging or expected for each of these goals. At the end of Reception a child is expected to achieve the Early Learning Goals. The ELGs are broken down as follows:

Prime areas of learning which are: Communication and Language - two goals Personal social and emotional development - three goals Physical development - two goals	Specific areas of learning which are: Literacy - three goals Mathematics - two goals Understanding of the world - three goals Expressive arts and design - two goals
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At the end of Reception if a child attains the expected level (or better) in all the prime areas (8 goals), literacy (2 goals) and mathematics (2 goals) they are described as being having a **'Good Level of Development' (GLD)**. This would provide a very solid platform for the next stage of their education.

Pupils are assessed on entry (giving a baseline) and continually throughout their EYFS year. Communication with parents is key and gathering evidence to prove what stage a pupil is in relation to each goal is crucial.

The end of year report will breakdown each of the ELGs for parents.

	PRIME / SPECIFIC / GLD	
Communication and Language	PRIME	First 12 ELGs qualify for GLD
Listening, Attention and Understanding ELG		
Speaking ELG		
Personal, Social and Emotional Development		
Self-Regulation ELG		
Managing Self ELG		
Building Relationships ELG		
Physical Development		
Gross Motor Skills ELG		
Fine Motor Skills ELG	SPECIFIC	Do not count towards GLD
Literacy		
Comprehension ELG		
Word Reading ELG		
Writing ELG		
Mathematics		
Number ELG		
Numerical Patterns ELG		
Understanding the World		
Past and Present ELG		
People Culture and Communities ELG		
The Natural World ELG		
Expressive Arts and Design		
Creating with Materials ELG		
Being Imaginative and Expressive ELG		

KS1

Once pupils move into KS1 they start a more formal stage of their education and are assessed in a variety of ways. Each assessment method allows teachers to give an accurate picture of the strengths and developmental needs of a child. Children spend two years in KS1 - Y1 and then Y2. In June, during a child's time in Y1 they participate in a Phonics Test to check their ability in this crucial area. Children undertake various forms of assessment to ascertain their reading, writing and mathematics abilities.

KS2

Y2 children move to KS2 where they spend four years until they make the step to secondary school.

Varied assessment continues and children are assessed in all year groups (Y3, Y4, Y5, Y6). At the end of Y6 pupils undertake SATs (statutory assessment tests), in May to assess their abilities and knowledge before leaving primary school. The tests are in reading, spelling, punctuation, grammar and maths. This information is vital for secondary schools as they aim to place pupils in appropriate sets in Y7 as children embark on the next phase of their education.

At the end of their time in primary school a key target for children is to be working at the expected level for their age in Reading / Writing and Maths. At FGA we track children's progress carefully in those three areas. Often it is writing that prevents a child from attaining all three standards. Having this combined attainment means a pupil can begin secondary school with confidence.

Pupil Attainment and Progress

Pupils at the academy are assessed as their peers are across schools in England - in a standardised way.

Attainment

Pupils' attainment is compared to the expectations for their year group based on national standards.

Attainment is graded in the following bands:

Greater Depth (GD)	Pupils working beyond the standard expected for their year group, showing greater depth of understanding.
Expected (Ex)	Pupils who are working at the standard expected for their year group.
Working Towards (WT)	Pupils working on the appropriate age curriculum, but who are not working at the standard expected for their year group.
Below (WB)	Pupils who are not yet working on the objectives linked to their year.

Progress

Progress measures attainment over time. For example a Y4 pupil who ends the year at Ex and attains that standard at the end of Y5 would have made 'expected' progress. A pupil who moved from Ex to GD in one year would have made better than expected progress. Pupils make progress at different rates and at different phases in school. SEND pupils, with learning barriers may not make expected progress on this scale but could be making excellent progress against their specific targets.

Please contact your child's class teacher if you have questions about your child's attainment and progress. It will be discussed at Parent Consultation Evenings.