

## Tests and assessments

There are two types of assessment used at Epping Upland; formative and summative.

**Formative assessment** is the most frequent type of assessment used; teachers and teaching assistants use opportunities to understand what children know about a subject. Teachers will use class discussions, group work, evidence in children's books, and observations to assess the progress that children are making over time.

**Summative assessment** is less frequent - this is the use of tests or more formal assessments to find out what children have learnt. At Epping Upland, we use a variety of assessments each term to give a summative judgement used for tracking children's progress. The tests that we have favoured recently are from educational assessment publishers such as Rising Stars or Twinkl.

Teachers use a range of other assessments, both formative and summative to make a judgement about a child's attainment at the end of a term. This information is then stored in our tracking software and used to monitor attainment and progress across the school.

### Assessment Materials

Teachers use key objectives in reading, writing, mathematics, science and the wider curriculum to make judgements about your child's strengths and areas for development across the curriculum. We aim for all children to achieve year group expectations by the end of the year.

At the end of the year your child's teacher will make an overall judgement in each area of the curriculum:

**Working below the expected standard (below ARE - Age Related Expectation).** Some content from the year has not been achieved yet. The child will need some more support to achieve these objectives the following year.

**Working at the expected standard (ARE).** All the year group content has been achieved and the child is ready to commence next year's objectives.

**Working above the expected standard (above ARE).** All the year group content has been achieved and the child independently, with no prompts demonstrates skills/ knowledge in a wide range of contexts.

### Government tests

#### Year 1 phonics screening check

The Phonics Screening Check is a test for children in Year 1 who are typically aged 6.

Children take it during June in a one-to-one setting with their class teacher. This check comprises alien and real words and is a test of each child's phonic knowledge. It takes place in June when your child will be asked to read 40 words out loud to their teacher. You will be notified as to how your child did, and their teacher will assess whether he or she needs extra help with phonics and/or their reading. If your child does not pass the check, they are required to have to take it again in Year 2.

### SATs

These are standardised assessment tests administered by primary schools in England to children in **Year 2** and **Year 6** to check their educational progress.

### **Key stage 1 SATs**

Key stage 1 tasks and tests cover:

- reading
- writing
- speaking and listening
- maths
- science

The tasks and tests can be taken when the school chooses, but at Epping Upland we administer them in May.

Your child's teacher will use the child's work to assess whether your child has reached the expected standard in each area.

At Epping Upland, we notify parents of the results of these tests and of Teacher Assessment, as part of your child's annual report.

### **Key stage 2 SATs**

Key stage 2 tests cover:

- English reading
- English grammar, punctuation and spelling
- maths (arithmetic and reasoning)
- progress in writing is also evaluated through Teacher Assessment

The tests are taken in mid-May and last under 5.5 hours in total. These papers are externally marked (apart from writing which is currently Teacher Assessed). Results are sent through to schools in July and you and your child will be notified of how your child has performed soon after this.

As part of our school reporting procedures, all children receive an individualised annual report in July of each year, notifying parents of how their child is progressing in school.