

# Mayflower Academy Assessment Overview for Year 5



YEAR 5	Autumn 1	Autumn 2	Spring 3	Spring 4	Summer 5	Summer 6	
<b>Subject</b>							
<b>Reading</b>	<p><b>End of Term Aut 1 Paper A and B Rising Stars Assessment</b>  <i>(Pupils significantly below expected levels will take age appropriate Rising Stars test). Results shared with Reading Leader at pupil progress which will be used to monitor progress and inform interventions.</i></p>	<p><b>End of Term Aut 2 Paper A and B Rising Stars Assessment</b>  <i>(Pupils significantly below expected levels will take age appropriate Rising Stars test). Results shared with Reading Leader at pupil progress which will be used to monitor progress and inform interventions.</i></p>	<p><b>End of Term Spring 3 Paper A and B Rising Stars Assessment</b>  <i>(Pupils significantly below expected levels will take age appropriate Rising Stars test). Results shared with Reading Leader at pupil progress which will be used to monitor progress and inform interventions.</i></p>	<p><b>End of Term Spring 4 Paper A and B Rising Stars Assessment</b>  <i>(Pupils significantly below expected levels will take age appropriate Rising Stars test). Results shared with Reading Leader at pupil progress which will be used to monitor progress and inform interventions.</i></p>	<p><b>End of Term Sum 5 Paper A and B Rising Stars Assessment</b>  <i>(Pupils significantly below expected levels will take age appropriate Rising Stars test). Results shared with Reading Leader at pupil progress which will be used to monitor progress and inform interventions.</i></p>	<p><b>End of Term Sum 5 Paper A and B Rising Stars Assessment</b>  <i>(Pupils significantly below expected levels will take age appropriate Rising Stars test). Results shared with Reading Leader at pupil progress which will be used to monitor progress and inform interventions.</i></p>	
	<p><b>All pupils- Bench Marking Assessment (reading age recorded on Pupil Tracker)</b>  <i>Results shared with Reading Leader at pupil progress- inform interventions for targeted pupils.</i></p>	<p><b>Bench Marking Assessment Targeted Pupils- To monitor progress/ impact of intervention (e.g. Reading Recovery)</b></p>	<p><b>Bench Marking Assessment Targeted Pupils- To monitor progress/ impact of intervention (e.g. Reading Recovery)</b></p>	<p><b>Bench Marking Assessment Targeted Pupils- To monitor progress/ impact of intervention (e.g. Reading Recovery)</b></p>	<p><b>Bench Marking Assessment Targeted Pupils- To monitor progress/ impact of intervention (e.g. Reading Recovery)</b></p>	<p><b>All pupils- Bench Marking Assessment (reading age recorded on Pupil Tracker)</b>  <i>Results shared with Reading Leader at pupil progress- inform interventions for targeted pupils.</i></p>	
	<p><b>A.R.R.O.W (Assessment) : Targeted pupils in year group (Provided by Reading Lead and HLTAs). Administered at start and end of programme (Assessment- impact on Reading Age)</b></p>						
	<p><b>Phonics assessment (PALS)-Any pupils at phase 5 or below.</b>  <i>To inform differentiated groups across year group (to ensure fluid movement, misconceptions are clear to phonics teacher and all pupils are being challenged within correct phase). Pupils' progress through phonics phases are recorded on phonics tracker sheet and placed in the front of Phonics assessment File (updated termly).</i></p>	<p><b>Phonics assessment (PALS)- for pupils who have completed phase.</b>  <i>To inform differentiated groups across year group (to ensure fluid movement, misconceptions are clear to phonics teacher and all pupils are being challenged within correct phase).</i></p>	<p><b>Phonics assessment (PALS)- for pupils who have completed phase.</b>  <i>To inform differentiated groups across year group (to ensure fluid movement, misconceptions are clear to phonics teacher and all pupils are being challenged within correct phase).</i></p>	<p><b>Phonics assessment (PALS)- for pupils who have completed phase.</b>  <i>To inform differentiated groups across year group (to ensure fluid movement, misconceptions are clear to phonics teacher and all pupils are being challenged within correct phase).</i></p>	<p><b>Phonics assessment (PALS)- for pupils who have completed phase.</b>  <i>To inform differentiated groups across year group (to ensure fluid movement, misconceptions are clear to phonics teacher and all pupils are being challenged within correct phase).</i></p>	<p><b>Phonics assessment (PALS)- Any Pupils phase 5 or below.</b>  <i>To be used by next teacher to inform groups to begin in Aut 1 2015. Phonics Files to be share/discussed and given to next teacher with updated phonics tracker.</i></p>	
	<p><b>Guided Reading</b>                      Teachers will highlight and assess against focus for guided reading sessions on planning and daily assessment records.  <i>All records will be kept in Guided Reading File. Observations during shared reading will be all be used to inform future planning and kept in Guided Reading file.</i></p>						
	<p><b>Reading Bands (Scheme)</b>                      Bench marking, guided reading assessment, phonics assessment, 1:1 reading and Rising Stars assessments will all be used to ensure pupils are reading at correct reading band colour (scheme) and are appropriately challenge.                      An overview of pupils' progress through the reading bands will be kept and monitored in purple reading files.</p>						



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<b>Writing</b>	<b>End of Aut 1 Progress Write: Independent Extended Write</b> <i>(To form art of triangulation of evidence e.g. writing across all areas of learning)</i>	<b>End of Aut 2 Progress Write: Independent Extended Write</b> <i>(To form art of triangulation of evidence e.g. writing across all areas of learning))</i>	<b>End of Spring 3 Progress Write: Independent Extended Write</b> <i>(To form art of triangulation of evidence e.g. writing across all areas of learning)</i>	<b>End of Spring 4 Progress Write: Independent Extended Write</b> <i>(To form art of triangulation of evidence e.g. writing across all areas of learning)</i>	<b>End of Sum 5 Progress Write: Independent Extended Write</b> <i>(To form art of triangulation of evidence e.g. writing across all areas of learning)</i>	<b>End of Sum 6 Progress Write: Independent Extended Write</b> <i>(To form art of triangulation of evidence e.g. writing across all areas of learning)</i>
<b>Spelling and Grammar</b>	<b>Aut 1 Test Grammar and Punctuation Rising Stars Assessment</b> <i>Aut 1 Spelling List Progress Test (Pupils significantly below expected levels will take age appropriate Rising Stars test). Results shared with Reading Leader at pupil progress which will be used to monitor progress and inform interventions.</i>	<b>Aut 2 Test Grammar and Punctuation Rising Stars Assessment</b> <i>Aut 2 Spelling List Progress Test (Pupils significantly below expected levels will take age appropriate Rising Stars test). Results shared with Reading Leader at pupil progress which will be used to monitor progress and inform interventions.</i>	<b>Spring 3 Test Grammar and Punctuation Rising Stars Assessment</b> <i>Spring 3 Spelling List Progress Test (Pupils significantly below expected levels will take age appropriate Rising Stars test). Results shared with Reading Leader at pupil progress which will be used to monitor progress and inform interventions.</i>	<b>Spring 4 Test Grammar and Punctuation Rising Stars Assessment</b> <i>Spring 4 Spelling List Progress Test (Pupils significantly below expected levels will take age appropriate Rising Stars test). Results shared with Reading Leader at pupil progress which will be used to monitor progress and inform interventions.</i>	<b>Sum 5 Test Grammar and Punctuation Rising Stars Assessment</b> <i>Sum 5 Spelling List Progress Test (Pupils significantly below expected levels will take age appropriate Rising Stars test). Results shared with Reading Leader at pupil progress which will be used to monitor progress and inform interventions.</i>	<b>Sum 6 Test Grammar and Punctuation Rising Stars Assessment</b> <i>Sum 6 Spelling List Progress Test (Pupils significantly below expected levels will take age appropriate Rising Stars test). Results shared with Reading Leader at pupil progress which will be used to monitor progress and inform interventions.</i>
	<b>Schonell Spelling Test – All Pupils.</b>				<b>Schonell Spelling Test – All Pupils.</b>	
<b>s&amp;l</b>	<b>BVPS: British Picture Vocabulary Scale (pupils with S and Language delay)</b>					
<b>Maths</b>	<b>End of Term Test 1 (Low)</b> 1. Number and place value 2. Addition +Subtraction 3. Multiplication and Division.	<b>Beg of term Test 1 (Low)</b> 1. Fractions <b>End of term Test 2 (Medium)</b> 1. Number and place value 2. Addition + Subtraction 3. Multiplication and Division 4. Fractions	<b>Beg of term Test 1(Low)</b> 1. Measurement 2. Geometry <b>End of term Test 2(Medium)</b> 1. Measurement 2. Geometry	<b>Beg of term Test 1 (Low)</b> 1. Statistics <b>End of term Test 3 (Medium)</b> 1. Number and place value 2. Addition + Subtraction 3. Multiplication and Division <b>Test 2 (Medium)</b> 4. Statistics	<b>End of Term Test 4 (High)</b> 1. Number and place value 2. Addition + Subtraction 3. Multiplication and Division	<b>Test 3 (Medium) or Test 4 (High) for rest of the papers.</b> Depending on ability and results throughout the year.

*Class teachers will be responsible for ensuring all new pupils joining the Academy have the following initial assessments on entry:*

- 1. Maths: Sandwell*
- 2. Reading: Bench Marking and Phonics Tracker*
- 3. BVPS (for pupils with possible Speech and Language delay)*
- 4. Writing- Block book scrutiny (week 2-3)*