



Mayflower Academy Assessment Overview for EYFS

EYFS	Autumn 1	Autumn 2	Spring 3	Spring 4	Summer 5	Summer 6	
Subject							
	<p>All pupils- Bench Marking Assessment (reading age recorded on Pupil Tracker) Results shared with Reading Leader at pupil progress- inform interventions for targeted pupils.</p>	<p>Bench Marking Assessment Targeted Pupils- To monitor progress/ impact of intervention (e.g. Reading Recovery)</p>	<p>Bench Marking Assessment Targeted Pupils- To monitor progress/ impact of intervention (e.g. Reading Recovery)</p>	<p>Bench Marking Assessment Targeted Pupils- To monitor progress/ impact of intervention (e.g. Reading Recovery)</p>	<p>Bench Marking Assessment Targeted Pupils- To monitor progress/ impact of intervention (e.g. Reading Recovery)</p>	<p>All pupils- Bench Marking Assessment (reading age recorded on Pupil Tracker) Results shared with Reading Leader at pupil progress- inform interventions for targeted pupils.</p>	
	<p>Phonics assessment (PALS)-All pupils 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).</p>	<p>Phonics assessment (PALS)- for pupils who have completed phase. 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).</p>	<p>Phonics assessment (PALS)- for pupils who have completed phase. 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).</p>	<p>Phonics assessment (PALS)- for pupils who have completed phase. 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).</p>	<p>Phonics assessment (PALS)- for pupils who have completed phase. 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).</p>	<p>Phonics assessment (PALS)-All pupils 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.</p>	
	<p>Guided Reading Teachers will highlight and assess against focus for guided reading sessions on planning and daily assessment records. 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.</p>						
	<p>Reading Bands (Scheme) 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>						
					SATs Reading Test (2009 paper)		
Writing	<p>End of Aut 1 Progress Write: Independent Extended Write (To form art of triangulation of evidence e.g. writing across all areas of learning)</p>	<p>End of Aut 2 Progress Write: Independent Extended Write (To form art of triangulation of evidence e.g. writing across all areas of learning))</p>	<p>End of Spring 3 Progress Write: Independent Extended Write (To form art of triangulation of evidence e.g. writing across all areas of learning)</p>	<p>End of Spring 4 Progress Write: Independent Extended Write (To form art of triangulation of evidence e.g. writing across all areas of learning)</p>	<p>End of Sum 5 Progress Write: Independent Extended Write (To form art of triangulation of evidence e.g. writing across all areas of learning)</p>	<p>End of Sum 6 Progress Write: Independent Extended Write (To form art of triangulation of evidence e.g. writing across all areas of learning)</p>	
S&L	<p>BVPS: British Picture Vocabulary Scale (pupils with S and Language delay) BLAST: Every 6 weeks for targeted groups of pupils.</p>						
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Class teachers will be responsible for ensuring all new pupils joining the Academy have the following initial assessments on entry:

1. Maths:
2. Reading: Bench Marking and Phonics Tracker



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3. BVPS (for pupils with possible Speech and Language delay)
4. Writing- Block book scrutiny (week 2-3)