

BASELINE ASSESSMENT POLICY

Introduction

Initial Testing

Initial testing will be administered on one day with a half an hour slot per child.

The ABCs Reading Readiness Test will be administered to students aged 4-5; the pass mark is 80%.

If the student passes they will be enrolled in ABCs.

If the student does not pass they will be enrolled in Pre-School.

If the student is new to ACE and/or if the 6-month class has already started, the student will be enrolled in one term of Pre-School. That student would then join the next ABCs class.

Co-ordination Development Tests (CDT) 1-11 will be administered to all students.

Further Testing

In weeks 1-2, tests 12-13 of the CDT will be administered as a group activity and tests 14-15 in weeks 3-4.

Students aged 5 who do not pass the ABCs Reading Readiness Test on the initial testing day should repeat the test at the end of each term during the next year. Some children are not ready to learn to read until they are 5.5, others are ready at 4.

All students will have the following **Reception Baseline Assessment** test run on them in the first half of the Autumn term (by week 7), and repeated at the end of the school year for all students aged 4-5.

The assessment will take into account the skills achieved by the student, as given in their Profile Books and Co-ordination Development Tests, focusing on Maths and Communication (Word Building).

It will be completed in the first half of the Autumn term of each year and progress will be reviewed against this at the end of the academic year.

Co-ordination Development Prescription should be filled out at the end of the first half term from the result of the initial testing and a scheme of work prescribed,

following the remediation programme at back of the testing booklet. Supervisors need to plan group activities each term to complete the CDTs.

Repeat the test at the end of the school year for the EYFS section of the annual Report to Governors presented in July each year.

Reception Baseline Assessment

Maths

Can say number names in familiar contexts such as nursery rhymes

Counts reliably up to three objects

Counts reliably up to six objects

Says number names in order to 10

Says number names in order to 20

Says number names in order to 100

Recognises numerals 1-9

Orders numbers up to 10

Writes numbers up to 10

Uses Maths to solve practical problems

Recognises, counts, orders, writes and uses numbers up to 20

Understands the ideas of addition and subtraction in rhymes and games

Recognises differences in quantity when comparing sets of objects

Finds one more or one less from a group of up to five objects

Relates addition to combining two groups

Relates subtraction to taking away

Begins to use addition and subtraction vocabulary

Finds one more or one less from a number from 1-10

Knows some number bonds

Sorts or matches objects in various ways (e.g. by colour, by size, by shape)

Describes shapes in simple models, pictures and patterns

Talks about, recognises and recreates simple patterns

Uses position words

Uses words such as circle or bigger to describe the shape and size of 2D and 3D shapes

Uses maths terms to describe 2D and 3D shapes

Uses words such as greater, smaller, heavier, and lighter to compare quantities

Communication, Language and Literacy

Talk

Listens and responds

Initiates communication with others

Talks activities through, reflecting on and modifying actions

Listens with enjoyment to stories, songs, rhymes and poems, sustains attentive listening and responds with relevant comments, questions or actions

Uses language to imagine and recreate roles and experiences

Interacts with others in a variety of contexts, negotiating plans and activities

Takes turns in conversation

Uses talk to organise, sequence and clarify thinking, ideas, feelings and events

Explores meaning and sounds of new words

Speaks clearly with confidence and control, showing awareness of the listener

Talks confidently and with control, consistently showing awareness of the listener by including relevant detail

Uses language to work out and clarify ideas

Shows control of a range of appropriate vocabulary

Pre-Reading

Joins in rhyming and rhythmic activities

Shows awareness of rhyme and alliteration

Links some sounds to letters

Links sounds to letters, naming and sounding letters of the alphabet

Hears and says sounds of words

Reading

Note: Students entering ABCs are not expected to have progressed beyond the first four points; most students would not achieve the last two points by the end of the ABCs year (up to PACE 6).

Has passed ACE Reading Readiness Test with a score above 80%

Is developing an interest in books

Knows that print conveys meaning

Recognises a few familiar words

Knows that print is read from left to right and top to bottom

Blends sounds in words

Uses phonic knowledge to read simple regular words

Attempts to read more complex words, using phonic knowledge

Uses knowledge of letters, sounds and words when reading and writing independently

Shows understanding of the elements of stories, such as main character, sequence of events and openings.

Reads a range of familiar and common words and simple sentences independently

Retells narratives in the correct sequence, drawing on language patterns of stories

Passed Post Test of ABCs with 100%, identifying letters, letter sounds, reading words and nonsense words, writing large and small letters of alphabet in correct order

Co-ordination Development Test completed each term

Shows an understanding of how information can be found in non-fiction texts to answer questions about where, who, why and how

Reads books of own choice with some fluency and clarity

Writing

Note: Students entering ABCs (R) are not expected to achieve more than the first point; most should have achieved most points by the end of the year.

Experiments with mark making, sometimes ascribing meaning to marks

Uses some clearly identifiable letters to communicate meaning

Represents some sounds correctly in writing

Writes own name and other words from memory

Holds a pencil and uses it effectively to form recognisable letters, most of which are correctly formed

Attempts writing for a variety of purposes, using features of different forms

Uses phonic knowledge to write simple regular words and make phonetically plausible attempts at more complex words

Begins to form captions and simple sentences, sometimes using punctuation

Communicates meaning through phrases and simple sentences with some consistency in punctuating sentences

PSHE

Shows an interest in classroom activities through observation or participation

- a) Dresses, undresses and manages own personal hygiene with adult support
 - i) Can put on and take off a jumper
 - ii) Can zip up
 - iii) Can tie shoelaces
 - iv) Can use popper fasteners
 - v) Can buckle a belt
- b) Dresses, undresses and manages own personal hygiene independently
- c) Folds clothes up neatly

Selects and uses activities and resources independently

Is confident to

- a) try new activities
- b) initiate ideas
- c) speak in a familiar group

Maintains attention and concentrates

Displays high levels of involvement in self-chosen activities

Continues to be interested, motivated and excited to learn

Sustains involvement and perseveres, especially when solving a problem or trying to reach a satisfactory conclusion.

Plays alongside others

Puts toys away

Builds relationships through gesture and talk

Takes turns and shares with adult support

Works as part of a group/class, taking turns and sharing fairly

Forms a good relationship with adults and peers

Understands the need for agreed values and codes of behaviour for groups of people, including adults and children, to work together harmoniously

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Understands that people have different needs, views, cultures and beliefs that need to be treated with respect

Understands that s/he can expect others to treat their needs, views, culture, and beliefs with respect

Takes into account the ideas of others

Separates from main carer with support

Communicates freely about home and community

Expresses needs and feels in appropriate ways

Responds to significant experiences, showing a range of feelings when appropriate

Has a developing awareness of own needs, views and feelings

Is sensitive to the needs, views and feelings of others

Has a developing respect for own culture and beliefs and those of other people

Considers the consequences of words and actions for self and others

Understands what is right, what is wrong and why

Displays a strong, positive sense of self-identity and is able to express a range of emotions fluently and appropriately

Physical Development

Knows own left and right hand

Knows left and right leg

Knows supervisors left and right

Moves spontaneously showing some control and confidence

Shows some awareness of space

Shows appropriate control in large and small movements

Travels around, under, over and through balancing and climbing equipment

Shows awareness of own and others' space

Demonstrates fine motor control and co-ordination

Uses small and large equipment with range of basic skills

Can jump

Can kick a ball

Can hop

Can jump forwards

Can skip without rope

Can run, avoiding things and people

Can walk in a sustained straight line on the floor and on the form

Can throw

Can catch

Can walk backwards

Can jump backwards

Can jump sideways

Can jump over

Can do jumping jacks

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Can do push-ups

Can skip in a rope held by others

Can skip in a rope held by self

Handles tools, objects, construction and malleable materials safely and with basic control

Can use scissors

Can cut along a line

Can cut around a shape

Recognises the importance of keeping healthy and understands those things that contribute to this.

Can sing

Can join in group songs

Can sing songs and rhymes from memory

Can recognise colours

Can use colours appropriately

Can make patterns

Can draw self as stick person

Can draw self with details on face

Can draw self with details on face and limbs

Can draw self with details on face and limbs, hair and clothes

Can draw self in 2D

Can draw family

Can draw house/car

Can make models with plastic, e.g. Lego, construction toys

Can make models with modelling material, e.g. cardboard and Plasticine

Uses imagination in art, craft, music, dance, role play, stories

Appendix I

Calendar for Reading Readiness Supervisor

End of July

Administer RRT and CDT 1-11 to all 4-5 year olds

For those who do not pass, enrol in Pre-School, beginning at PACE 1

For those who do pass, but are new to ACE, enrol in Reading Readiness for one term

For existing students who pass, enrol in ABCs for September

Autumn Term

Weeks 1-2: Complete CDT 12-13

Weeks 3-4: Complete CDT 14-15

Fill in Prescription

Devise and conduct a programme of remediation which will cover all the children in the class, alongside their other work.

Weeks 5-6: Complete Reception Baseline Test

Spring Term

Maintain EYFS Profile Books and Observation Files for all EYFS students throughout the year.

Weeks 1-2:

- a) retest on all CDT.

Adjust and conduct programme of remediation as necessary for rest of term

- b) retest all 4-5 year olds in Pre-School on RRT

Those who pass will join the ABCs class after Feb half term.

Summer Term

Weeks 1-2: Retest all Pre-School students on CDT

Adjust and conduct remediation as necessary

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End of Summer Term:

Run repeat Reception baseline assessment test for 4-5 year olds in Pre-School and report to EYFS, Governors Report (July)

Run New Reception baseline assessment for September for those students joining ABCs

Appendix II

Calendar for ABCs Supervisor

Autumn Term

Maintain EYFS Profile booklet and Observation file for all 4-5 year olds throughout the year.

Weeks 1-2: Conduct Tests 12-13 CDT tests

Weeks 3-4: Conduct remaining tests

Devise and conduct programme of remediation throughout the year

Spring Term

Weeks 1-2: Retest with all CDT tests

Adjust programme of remediation

Administer Post Test

Summer Term

Week 1-2: Retest with CDT until taken 3 times

Adjust remediation

Administer Post Test

Run the Reception Baseline Assessment Test for the second time and add to Governors' Report

Appendix III

Calendar for Infant Supervisor

Maintain EYFS Profile booklet and Observation file for all 4-5 year olds in Infants throughout their time with you

End of Summer Term: Run Reception Baseline Assessment Test for those ABC students who joined the infants in March, add results to EYFS section of Governors' Report

Policy Adopted by Trustees on: January 2016

Policy Last Reviewed on: January 2017

Policy Due for Review on: January 2018

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