



## **Brunswick House Assessment 2021**

In January the Department for Education (DfE) announced that primary statutory assessments could not continue as intended in 2021.

The statutory key stage 1 and key stage 2 tests and teacher assessments planned for summer 2021 are cancelled. This includes:

- Year 1 phonics screening check
- Year 4 multiplication tables check
- Key stage 1 teacher assessments
- Key stage 2 tests in reading and mathematics
- Key stage 2 teacher assessment of writing

There will be no new tests published for key stage 1 or key stage 2 this year.

There will be no moderation of teacher assessment by Local authorities, as these statutory assessments are not taking place. Local authorities should not request submission of any data related to these cancelled statutory assessments.

### **EYFS**

The DfE has further confirmed that in 2021, the Early Years Foundation Stage (EYFS) profile is not mandatory and that practitioners should use their best endeavours to complete it and provide the information to year 1 teachers and parents if this is possible.

Schools that complete the EYFS profile will not be subject to statutory external moderation and there is no requirement to submit data to the local authority or to confirm whether you have completed it to the DfE.

With no statutory Early Years Foundation Stage profile (EYFSP) it is essential for year 1 colleagues to receive accurate information on the end of year 'Development Matters' and learning goals. For 2021, Brunswick House will be using teacher judgement of the pupils' attainment across prime and specific areas of learning, supported by ongoing internal moderation. There will also be professional dialogue between foundation stage and year 1 practitioners.



## **Phonics**

Phonics screening checks have been used alongside the phase assessments to check the progress of pupils in years 2 to 6, who have not yet achieved the pass mark on the check. This information is then used to plan interventions for pupils to support their phonics knowledge.

## **Multiplication Check**

The Multiplication tables check is available to schools if they choose to use it in 2021, as a school we have made the decision not to use this test.

Assessing the children's needs will be a key feature of the return of pupils to school. It is important that these assessments are rigorous, teacher led and extend beyond the purely academic. Once we have identified the children who have been significantly disadvantaged, we will target resources towards supporting the children's academic, social, emotional and physical needs. This information will be used during Pupil Progress meetings and will inform teachers' planning for terms 5 and 6, this will also identify pupils at Brunswick who will be supported by the tutoring programme.

The attainment and progress details to support children's transition will be based on teacher assessment supported by the following:

- Early years foundation stage (EYFS) transition to key stage 1: early learning goals
- Year 2 transition to key stage 2: past SATs paper, NTS reading assessments, white rose maths assessments
- Progress throughout key stage 2: NTS reading assessments, White Rose maths assessments
- Year 6 transition to key stage 3: past SATs papers, NTS reading assessments, White Rose maths assessment, in addition to transition documents about each pupil.

To achieve standardisation of the teacher assessments, we will be moderating each year group within school in term 6 to ensure judgements are consistent.

In Year 6 we will be using past papers to inform teacher assessments but not let it over rule them.

Our school will continue to provide information to parents in their child's annual report, this will also support transitions. When reporting to parents we will report on progress in the key



skills of the curriculum. We will alter our end of year reporting format to reflect aspects of pupils wellbeing, such as whether they are showing resilience building positive relationships, speaking about feelings and displaying positive learning behaviours. Skills that are essential for life.

At Brunswick, each teacher will sit and discuss each child individually and pass on information, social and academic to the child's next class teacher.

To support the development of valid and reliable assessment at Brunswick a senior leadership team is a county moderator and oversees all internal asses:

### **Brunswick House Assessment 2020 - 2021**

We have a suite of tools that we use to cross reference where pupils are up to in their learning. These complement our internal formative teacher assessment judgements, they include standardised assessments in English, Maths and reading.

We make consistent judgements, which are moderated within our school though a number of actions and triangulation is key:

- Subject leaders compare examples of pupils work with a range of exemplification materials
- Class teachers use the national and local exemplification materials to make judgments about the quality of their pupils' work
- Teachers attend in school moderation each term
- Maths and English subject leaders' moderate pupils work within school
- In addition, for pupils with SEND, a qualitative judgement is made with regard to their individual learning and education, health care plan
- Class teachers and support staff also assess the pupils' wellbeing, social skills, involvement and speech and language.

This year we will continue to use an agreed common transfer form for all year 6 pupils which includes providing information about pupils' needs, personal qualities and behaviour as well as levels of attainment.

