**Assessment in English (Reading) at Tavistock Primary and Nursery School**

This overview should be read alongside our School Assessment Policy.

At Tavistock Primary and Nursery School our practice aligns with the expectations of the National Curriculum which is designed to, *‘promote high standards of language and literacy by equipping pupils with a strong command of the spoken and written language, and to develop their love of literature through widespread reading for enjoyment.’*(English National Curriculum).

In line with the National Curriculum, progress in reading is assessed according to end of Key Stage statements and the EYFS (Early Years Foundation Stage) profile. We have a separate Phonics and early Reading assessment statement and a phonics progression (Teaching Phonics at TPNS) document which details the phonics taught and assessed at each point. To ensure close monitoring of yearly progress, teachers use Tavistock Primary’s reading curriculum and can use the assessment statements from [Devon English Team’s Reading Assessment sheets.](https://www.devon.gov.uk/support-schools-settings/school-effectiveness/teaching-and-learning/curriculum/english/assessment/reading-assessment-sheets/)

These documents, combined with moderation of reading judgements within and across teams with reference to the Government’s [KS1](https://www.gov.uk/guidance/teacher-assessment-exemplification-ks1-english-reading) and [KS2](https://www.gov.uk/government/collections/key-stage-2-teacher-assessment) standardisation materials, attending training and working in partnership with other schools when the opportunity arises, secures the accuracy of teacher judgements.

There are two main strands for the Programmes of Study in Reading - word reading and comprehension (both listening and reading). At TPNS we recognise that these are composites and that different components of reading need to be taught to be able to assess them. The assessment of reading encompasses:

* decoding
* reading for pleasure
* inference
* prediction
* clarifying
* questioning
* summarising
* language for effect
* themes and convention.

**Formative Assessment**

Teachers use their knowledge of the National Curriculum and the progression points of the TPNS Reading Curriculum to continuously assess children’s progress in reading.

When hearing children read, teachers make judgements about the appropriateness of the text alongside the child’s progress.

Children deemed to be ready to progress on from phonically controlled texts use a school devised 100-word reading assessment which measures decoding speed and accuracy and comprehension.

Children’s book choice together with their fluency and comprehension are constantly monitored by teachers and teaching support staff.

**Summative Assessment**

**Each Term**

There is an expectation that all forms of assessment, both formative and summative, are used to inform the next steps for learners either as individuals, a group or class. All children on our school’s SEND (Special Educational Needs and Disabilities) register of need (RON) have a pupil target plan (PTP) which details specific, personalised targets. For some children these may have a writing focus. These targets are formally reviewed at each half term (3x per year).

**End of Term**

Information gathered from ongoing formative assessments, together with moderation and standardisation exercises, are used to support termly teacher judgements of reading standards. These assessments and any resulting necessary actions are discussed in termly pupil progress meetings with senior leaders (CPMs).

**End of Year**

At the end of Reception, teachers complete the statutory EYFS Profile for each child which involves making judgements by using their knowledge and understanding of what a child knows, understands, and can do in reading. Attainment of children at the end of Reception will be described as ‘emerging’ or ‘working at the expected standard’.

At the end of each year, the attainment of children in Years 1-6 will be described as ‘working towards the expected standard’, ‘working at the expected standard’ or ‘working at greater depth within the expected standard’. Teachers make their assessments against the statutory requirements of the programmes of study from the National Curriculum. Teachers in these year groups make use of the LA reading assessment sheets, LA visits and training, assessment training for Year 6 teachers, and STA’s exemplification of standards to assist them in making robust assessments.

Children in Year 2 will be assessed against the KS1 Teacher Assessment Framework for reading. Children who have not completed the KS1 reading programme of study will be assessed using the pre-key stage standards.

Children in Year 6 who have not completed the KS2 reading programme of study will be assessed using the pre-key stage standards.