



**EMSCOTE INFANT SCHOOL**  
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### Assessment at Emscote Infant School

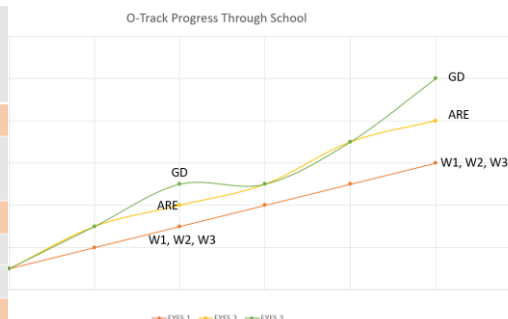
With the removal of National Curriculum Levels, we have established robust systems of assessment, in line with partner schools in our consortium. This enables the opportunity for moderation across the consortium in addition to internal moderation across year groups and across school. We also participate in moderation meetings led by the Local Authority.

Teacher assessments are completed at the end of every term and at the start of each year. We use the EY framework in Reception, Focus Assessment in year 1 and end of year expectations in year 2- these contain a set of expectations for meeting or exceeding year group standards for Reading, Writing and Maths.

Pupil progress meetings are held every half term – class teachers discuss progress and attainment of their children and intervention groups are identified and adjusted accordingly.

We track each child through their time at Emscote towards an end of year target.

EYFS Score	Year 1 Autumn End	Year 1 Spring End	Year 1 Summer End	Year 2 Autumn End	Year 2 Spring End	Year 2 Summer End
			W1	1W1	1W2	W1
<b>1</b>	S	W1	W2	S or 1W3	W1	<b>W2</b>
			W3	W1	W2	W3
<b>2</b>	W1	W3	A	W1	W3	<b>A</b>
<b>3</b>	W1	W3	M	W1	W3	<b>M</b>
			E	W2	A	E



Expected progress is defined, for example, as ‘at age related at the end of a year’ to ‘age related at the end of the next year’. Strong progress is defined as faster than expected progress, for example, age related to greater depth.

Where children are not at age related expectation, due to having a special need or English as additional language, progress is measured on an individual basis.