**Impact – How do we know what students have learnt and how well they have learnt it?**

**Assessment and Reporting**

*Formative Assessment*

Formative assessments are carried out daily to ensure children make progress. They enable the teacher to determine what each child has learned and what should be the next step in his/her learning. Types of formative assessments used in English include:

* + Assessment for Learning strategies;
  + Hearing children read;
  + Individual discussion;
  + Pupils’ own evaluation of work;
  + Target setting and evaluation;
  + Feedback during plenary sessions.

*Summative Assessment*

* + Independent writing assessments are carried out throughout the year. The National Curriculum Writing Assessment Grids are used to record children’s attainment in their pieces of writing and to track progress.
  + Key Stage 1 children and those who are still progressing through the Read, Write, Inc scheme are frequently assessed and interventions are put in place for ‘keep up’ sessions where required.
  + In Key Stage 2, teachers use evidence from VIPERS lessons to monitor the reading skills the child has mastered each half term.
  + Spelling ages and Reading ages are taken bi-annually in Years 1 to 6.
  + Reading, spelling, punctuation and grammar assessments are completed throughout the year to inform teacher assessments and track progress – see the **Assessment Overview** for full details.

Termly summative judgements are made as to whether pupils are working at age related expectations, towards age related expectations (entering) or if they are exceeding age-related expectations (working at greater depth). These are tracked on BromCom and discussed with the Head Teacher during termly Pupil Progress Meetings.

*Statutory Assessment*

* + The Early Years Foundation Stage Profile (compiled by the class teacher);
  + The Phonics Screening Check (in June of Year 1);
  + End of Key Stage 2 SATs assessments in Reading, Spelling, Punctuation and Grammar, as well as a Teacher Assessment of Writing (in May of Year 6);

**Monitoring and Progression**

## Monitoring

At least half termly, the English Subject Leaders and/or SLT will:

* + Monitor children’s Reading, English and Independent Write books to check the whole-school approach to the teaching of English (as outlined in this policy) is being followed;
  + Carry out learning walks to monitor learning environments, displays and reading areas.

Whole school writing moderation meetings will take place throughout the year to ensure all staff are confident with their assessments and that all staff share the same, correct, consistent approach to assessing writing in line with the most recent guidance.

Following on from any monitoring that is carried out, feedback is provided to staff. Any areas that require improvement are discussed with staff, with support offered (where necessary) and steps for moving forward agreed.

## Progression

To ensure that challenge is provided and skills are built upon as children progress through the year groups, the following documents are used:

* The Progression in text types document for planning writing lessons;
* The VIPERS progression document for planning reading lessons in Year 2 and Key Stage 2.

English overviews are completed half termly by each class, documenting text types and objectives taught. These are used by subject leaders to track coverage and progression.