



TUTSHILL C OF E SCHOOL

'Love One Another, Know Ourselves, Believe and Grow'

Early Years Foundation Stage, Year Reception.

Early Years Foundation Stage, EYFS.

The primary purpose of the EYFS profile is to provide a reliable, valid and accurate assessment of individual children at the end of the EYFS. It is based on ongoing observation and assessment in three prime and four specific areas of learning and the three characteristics of effective learning.

Prime areas: Communication and language, physical development and personal, social and emotional development.

Specific areas: Literacy, mathematics, understanding the world and expressive arts and design.

Characteristics of effective learning: Playing and exploring, active learning and creating and thinking critically.

A good level of development measure is defined as a child achieving at least the expected level in the early learning goals in the Prime areas of learning (personal, social and emotional development; physical development and communication and language) and the early learning goals in the two specific areas of literacy and mathematics.

Good level of development	2014	2015	2016	2017
School	70	76	71.9	76
National	60.4	66.3	66.9	70? Not released



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Phonics

The phonics screening check is designed to confirm whether pupils have learnt phonic decoding to an appropriate standard. It will identify pupils who need extra help to improve their decoding skills.

The check consists of 20 real words and 20 pseudo words that a pupil reads aloud to the teacher.

Phonics

- 28/31 children passed.

Key Stage 1

From 2016, KS1 national curriculum test outcomes will no longer be reported using levels. [Scaled scores](#) will be used instead.

A new set of KS1 national curriculum tests replaces the previous tests and tasks. The new tests consist of

- English reading Paper 1: combined reading prompt and answer booklet
- English reading Paper 2: reading booklet and reading answer booklet
- mathematics Paper 1: arithmetic
- mathematics Paper 2: reasoning

There is no longer a test for English writing. It is teacher assessed.

Following the removal of teacher assessment levels, interim teacher assessment frameworks have been provided to support teachers in making robust and accurate judgements for pupils at the end of KS1 in 2016.

Children are now assessed against end of key stage objectives stating whether they are working towards, working at or working at greater depth within the expected standard.



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Key Stage 1

Below is this year's data and last years, underneath in the box. It allows for year on year tracking and the identification of trends.

KS1 tests are taken throughout May. Children will sit the test in groups or even as a whole class. Children may not even know they are taking the tests. They are marked internally and teacher assessment is recorded and submitted to the Department for Education, DfE.

Reading

Working at or above the expected standard: 74% **Tutshill School 90%**

Reading %	Pre Key Stage	Working towards, WTS	Working at expected standard, EXS	Exceeding the expected standard, EXS +
2017	3	7	37	53
		13	40	47

Writing

Working at or above the expected standard:65% **Tutshill School 70%**

Writing %	Pre Key Stage	Working towards, WTS	Working at expected standard, EXS	Exceeding the expected standard, EXS +
2017	3	27	50	20
2016		43	46	10

Maths

Working at or above the expected standard 73% **Tutshill School 83%**



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Maths	Pre Key Stage	Working towards, WTS	Working at expected standard, EXS	Working within Greater Depth of the Expected standard, GDS
2017	3	13	60	23
2016		27	36	37

Key Stage 2

KS2 tests are administered in May. Every school in the country will administer at the same time. Maths, reading, spelling, punctuation and grammar are marked externally.

There are 31 children in Year 6. 3 Children have been dissaplied from the external SATs paper. This makes 28 children sitting papers. The data in the (%) shows with all children added.

READING

Test outcome.

Working at or above expected standard: 71% Tutshill School 93 %

Working at 110+: 10 children

Reading %	Working towards, WTS	Working at expected standard, EXS
2017	7 (16)	93 (84)
2016	27.6	72.4

Writing Teachers Assessment (TA)



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(Teachers are required to assess the children's writing taking into consideration a range of writing in a range of subjects. The school reports this to the DfE.)

Working at or above the expected outcome: **76% Tutshill School 89%**

As this is teacher assessed there is a judgement of greater depth

Writing %	Pre key stage	Working towards, WTS	Working at expected standard, EXS	Working within Greater Depth of the Expected standard, GDS
2017	10	10 (10)	67 (61)	21 (19)
2016	6.9	27.6	55.1	17.2

Maths TEST OUTCOME

Working at or above the expected outcome: **75% Tutshill School 84%**

Working at 110+: 8

Maths %	Working towards, WTS	Working at expected standard, EXS
2017	16 (23.6)	84 (76.8)
2016	24.1	75.9

Spelling, Punctuation and Grammar TEST OUTCOME

Working at or above the expected outcome: **77% Tutshill School 84%**



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Working at 110+: 11

SPAG %	Working towards, WTS	Working at expected standard, EXS
2017	16 (23.6)	84 (76.8)