



Stamfordham First School 2015 Assessment and Performance Results

Assessment is an integral part of the teaching and learning process and is the tool, which aids planning of work for the children. Alongside the continual teacher assessments the children have more formal assessments at the end of Early Years, Y1 Phonics Screening and National Tests at the end of Y2.

Early Years Foundation Stage Profile (*End of Reception Year*)

2015	School	National 2014
% achieving good level of development	94%	60%

Year 1 Phonics Screen

2015	School	National 2014
% meeting the standard	100	74%

The phonics screen is a quick check of your child's ability to 'decode' words using only his or her phonic knowledge (recognition of written sounds). It helps us to confirm whether children have met the expected government standard for a child at the end of Year 1. This check is a statutory requirement for all children in Year 1 and takes place each year, in the summer term.

Teacher Assessment – End of Year 2

This table show the percentage of Y2 children achieving each level in 2015. Figures may not total 100% because of rounding

Percentage at each level						
KS 1 2015	L2C+	L2B+	L2A+	L3+		
	Sch	Sch	Sch	Sch		
Reading	100%	100%	82%	55%		
Writing	100%	82%	82%	0%		
Mathematics	100%	100%	82%	%		

If your child has been in Year 2 during 2014-15, they have continued to study from the old National Curriculum document (which changed in Sept 2014). Children in Y2 at this time would have been half way through their learning - as Key Stage One is a two year course encapsulating learning, in both Year 1 and Year 2. We have therefore maintained levels of attainment for these children, which are outlined in the table above.

Teacher Assessment – End of Year 4				
	Significantly below	Emerging	Expected	Exceeding
Reading	9%	0%	39%	53%
Writing	9%	0%	39%	53%
Mathematics	9%	0%	50%	41%

*The descriptors given in English, Maths and Science are an indication of attainment according to National Curriculum year group criteria, and are based on teacher assessment. We have used the terms **emerging**, **expected and exceeding**, in order to provide a clear understanding of achievement, in relation to age-related expectations.*