



Heltwate School

Statutory Assessment- Information and Results

Academic Year 2021- 2022

Early Years Foundation Stage (EYFS) statutory framework

Practitioners must complete the EYFS profile for each child who will be 5 years old on, or before, 31 August of their Reception school year.

The EYFS profile summarises and describes children's attainment at the end of the EYFS. It gives:

- the child's attainment in relation to the 17 early learning goal (ELG) descriptors
- a short narrative describing the child's 3 characteristics of effective learning

Assessment rating	EYFS judgement
1	Indicates a child who is at the 'emerging' level at the end of the EYFS
2	Indicates a child who is at the 'expected' level at the end of the EYFS
3	Indicates a child who is at the 'exceeding' level at the end of the EYFS
A	Indicates a child who: <ul style="list-style-type: none">• has not been assessed due to long periods of absence, such as a prolonged illness• has attended the provision for an insufficient amount of time for the practitioner to make an adequate assessment before the profile submission deadline• has an exemption

We had 9 reception children . All completed reception year with a assessment rating '1'

Reception Baseline Assessment (RBA)

The RBA is statutory in schools from September 2021, and is an activity-based assessment of pupils' starting points in:

- language, communication and literacy
- Mathematics

Schools will be required to carry out the assessment within the first 6 weeks of pupils starting reception, and will enable school-level progress measures for primary schools to show the progress pupils make from reception until the end of key stage 2 (KS2)

None of our 9 reception children were able to complete the online assessment, the assessment content was too complex and inaccessible for our pupils.

Phonics Screening

All pupils who have reached the age of 6 by the end of the school year must take the check during that academic year (usually year 1)
If a pupil has not completed the first year of the KS1 English programme of study, or has shown no understanding of grapheme-phoneme correspondences, they should not take the check

None of our year 1 pupils had enough grapheme-phoneme understanding to complete the phonics screening

Key Stage 1 & 2 National Curriculum Assessments / The Engagement Model

Statutory National Curriculum tests and teacher assessments take place at the end of KS1 and KS2. However, the Engagement Model is statutory from September 2021, and is used to assess pupils as KS1 and KS2 who are working below the standard of national curriculum assessments and not engaged in subject-specific study. The pre-key stage standards must be used for statutory assessment at the end of KS1 and KS2 for pupils who are working below the standard of the national curriculum assessments and engaged in subject-specific study.

Special Schools are required to complete pupil registrations for these national tests even though our pupils do not meet the criteria required to complete the tests

All our year 1 and year 6 pupils were working below the standard of national curriculum assessments. Pre-key stage standards were completed for these pupils and results sent to the Local Authority as part of the reporting system.

Multiplication tables check (MTC)

The purpose of the The MTC is to determine whether pupils can recall their times tables fluently and is statutory for eligible year 4 pupils each year . It is an online , on-screen digital assessment taking each pupil less than 5 minutes to complete. Pupils may be withdrawn from taking the assessment, and there is no expected standard threshold for the MTC

One pupil met the criteria to access the MTC this year. We applied for 'Access Arrangements' meaning a staff member could press the computer 'return' button to enter the pupils' answer. The pupil answered 24/25 of the times tables questions correctly in the allocated time.