

FOX CUBS ASSESSMENT

Curriculum Impact

All curriculum's at Fox Wood School are regularly reviewed, evaluated and updated.

In Early Years the curriculum is designed to be progressive, while taking into account the pupil's interests and starting points.

Progress towards outcomes is tracked by the class teams and monitored regularly by middle and senior leaders.

Areas for development are incorporated into the school development plan.



Continuous Assessment		
EYFS		
Initial Assessments	Summative Assessment	Formative Assessment
<ul style="list-style-type: none"> ○ Baseline – within the first 6 weeks ○ Annual targets set once baseline is confirmed using NWSCAP target setting documents ○ Reception baseline assessment (If appropriate) ○ IEP created (Autumn 2) ○ IEPs shared with parents 	<ul style="list-style-type: none"> ○ Prime and specific areas ○ EYFS profile ○ Annual targets – progress towards ○ Termly Assessment updates – B Squared – reported to parents in March and June 	<ul style="list-style-type: none"> ○ Daily observations ○ Evidence for learning ○ The Engagement Model principles (Lion Cubs)
Year 1		
<ul style="list-style-type: none"> ○ Baseline Summer 2 (Reception) on to Engagement Steps (B Squared) ○ Year 1 annual targets set by EYFS teacher (Summer 2) ○ Any pupils new to school baselined within the first 6 weeks ○ IEP's ○ IEP's shared with parents 	<ul style="list-style-type: none"> ○ 4 areas of assessment - <ul style="list-style-type: none"> ○ Communication ○ Cognition ○ Physical ○ Self-care and Independence ○ Termly assessment B Squared – reported to parents March and June ○ Target review meetings held in March and June ○ Annual targets – progress towards 	<ul style="list-style-type: none"> ○ Daily observations ○ Evidence for learning ○ The Engagement Model