



Assessment

Policy

## Assessment (Recording and Reporting) Policy 2015

This policy was approved by Governors in 2000 and reviewed in 2006, 2009, 2013 and 2015.

It will be reviewed again in 2016.

This document is a statement of the aims, principles and strategies of Assessment for Learning at May Bank Infants' School. This policy was developed by the Senior Leadership Team in consultation with the staff.

### **Our Mission statement:**

At May Bank Infants School we work towards:

"The whole and wholesome development of each child in a happy and caring learning environment."

*Together we grow and learn.*

### **Aims**

This policy supports the school's aims regarding Assessment in KS1 and in the Early Years Foundation Stage. It has the School's Mission Statement and Aims at its heart. It also embraces the Every Child Matters Agenda, the right of every child to:

- Stay safe
- Be healthy
- Enjoy and achieve
- Make a positive contribution
- Achieve economic well-being

Assessment is a process of gathering information. It is integral to the process of effective curriculum planning, teaching and learning, monitoring and evaluation. It enables achievement (progress) and attainment (standards) to be demonstrated, recognised and celebrated.

Assessment plays an important part in helping parents, carers and practitioners to recognise children's progress, understand their needs, and to plan activities and support. Ongoing assessment (also known as formative assessment) is an integral part of the learning and development process. It involves practitioners observing children to understand their level of achievement, interests and learning styles, and to then shape learning experiences for each child reflecting those observations.

Assessment enables us to ascertain children's knowledge, skills and understanding and to plan for their future needs.

### **Purpose**

- to improve the quality of teaching and learning

- to clarify the links between curriculum planning and assessment
- to ensure consistency of approach in assessment, record keeping and reporting procedures.

### **Policy Development**

At May Bank Infants School we are continually evaluating our assessment procedures and plans to provide an effective method of assessing the learners' progress in skills, knowledge and understanding in relation to planned learning objectives of the whole curriculum. Assessment is an integral part of our teaching and learning, developing accuracy, consistency and comparability.

### **Objectives**

- to provide information to support progression in learning through planning
- to diagnose difficulties in learning in order to provide intervention strategies
- to identify more able and talented children
- to give positive feedback to the learner with clear ways forward
- to encourage increasing skills of self assessment
- to keep records of attainment that will inform the reporting process
- to use validated assessment data to inform target setting and to raise expectations and standards
- to ensure consistency and the standardised agreement of levels of work collated by teachers
- to make predictions and set targets to work towards
- to provide information for target setting for individuals, groups and cohorts
- to analyse performance of different genders and any vulnerable groups of pupils and ensure appropriate intervention is taken.
- to share learning goals with children
- to involve children with self assessment
- to help pupils know and recognise the standards they are aiming for
- to raise rates of progress and standards of learning
- to identify children for intervention
- to inform parents and other interested parties of children's progress
- to support a critical self evaluation of the school

### **Assessment Organisation**

Assessment is closely linked to the school's curriculum policies, schemes of work and planning.

In Year 2 assessment is currently against the National Curriculum 2000 in English, Maths and Science. Staffordshire skills grids and APP (Assessing Pupil Progress) grids are used in Literacy together with assessment against key objectives. APP grids are used in Numeracy to track pupil attainment. National Curriculum Level Descriptors are used to assess attainment in Science. Standardised tests are used in Reading together with assessments in phonics against Letters & Sounds.

The school has a system for assessing spelling and mental recall of number facts.

The Foundation Subjects are assessed against the New National Curriculum (2014).

In Year one assessment is made against the New National Curriculum (2014) in core and foundation subjects. Children are assessed against the New Curriculum and assessments inform staff as to whether children are beginning, developing, secure or exceeding stage 1 of the curriculum. Classroom Monitor (Rising Stars/NAHT Key Performance Indicators) is used to collate assessments and used for analysis purposes. The school has a system for assessing spelling and mental recall of number facts. Standardised tests are made in Reading, together with assessments in phonics against Letters & Sounds.

In the Early Years Foundation Stage assessments are made against the Early Learning Goals using age-related expectations. This information, together with on-going formative assessments made during the units of work, enables children's learning outcomes to be monitored which, in turn, informs future planning and teaching.

Attainment is recorded to inform reports to parents. Some assessments are shared with pupils to enable them to set targets and goals, and to identify personal achievement against these.

### **Assessment**

### **Approach**

We recognise that assessment falls into four main categories:

- **Formative:** ongoing teacher assessment, so that next steps may be planned
- **Diagnostic:** ongoing / specific where difficulties are clarified so that help can be provided
- **Summative:** end of unit, half term, term, year, Key Stage where the overall achievements of the pupils are recorded
- **Evaluative:** when the work of the teacher, the school, and the LEA is judged by the achievements of the pupils in their charge.

### **Formative / Diagnostic Assessment**

At May Bank Infants School we assess children's every day learning outcomes within the planned curriculum. We teach learning objectives through a range of activities to enable children to acquire skills, knowledge and understanding. It is the outcome of these activities that supports teachers' understanding of what children have acquired. Therefore assessment is continuous and ongoing.

Teachers use a variety of approaches to facilitate their understanding of the learners' progress. They make observations, listen formally and informally, discuss outcomes and understanding with children and use a child's recording of their task as evidence. Assessment needs to be appropriate (for the purpose and the child), fair, valid and reliable. It should be tailored to individual needs to offer every child the best opportunity of demonstrating achievement.

Data is collected through:

written outcomes; reading; using appropriate language, oral responses, children talking about their own work, group or class discussion; self assessment; construction, diagrams, models, graphical representation; photographs; specific tasks/tests; results of tests using published material, Y2 SAT materials; assessment against the New National Curriculum and Key Performance Indicators; assessment against the Early Learning Goals; assessment against level descriptors and skills grids; APP grids for Literacy and Numeracy.

Each half term Teacher Assessments are made in Phonics, Literacy and Numeracy; they are recorded on a pupil tracking sheet which in turn is collated on Assessment Manager (Y2) and Classroom Monitor (Y1 & YR) which profiles the childrens' progress over time. This information is also used to set pupil level targets. Formative assessment also informs Teacher Assessment concerning the child's physical, emotional, spiritual and social development.

### **Comparative Data**

The school uses Government generated reports (RAISEONLINE), Fisher Family Trust Data (County Data) to provide comparative data that informs analysis and target setting. Baseline Assessment is used to provide evidence of value added scores in order to measure progress using APS in Y2 (average point scores) and progression through stage 1 of learning (Y1); this is also used when monitoring the school's performance over time and against other schools.

### **Target Setting**

On entry to Reception, children, coming from many different pre-school settings, are assessed in terms of their progress towards the Early Learning Goals (which summarise the knowledge, skills and understanding that all young children should have gained by the end of the Reception year) using age-related expectations (Development Matters).

On entry to Year 1, Year 1 teachers, Reception teachers and the Assessment Leader review the children's achievements during EYFS to develop a preliminary baseline on entry to KS1 based on the National Curriculum.

These baseline assessments help to set pupil targets, predict achievement and track progress of the individual pupil. They also help to inform future planning in areas of learning and subjects. The school uses this data to inform parents about the progress their child is making and to set targets for attainment at the end of Year 1 and Year 2.

The school is involved in target setting at the following levels:

**GROUP TARGETS:** identified as appropriate for groups in Literacy and Numeracy where children have identified similar learning needs.

**PUPIL TARGETS:** individual learning intentions negotiated one to one.

**CURRICULUM TARGETS:** whole-school or year group targets identified to improve overall levels of attainment.

**SCHOOL TARGETS:** To maintain and improve on current high standards of achievement and attainment

### **Recording**

Records of attainment are necessary to map children's progress for teachers, parents, other schools, learning support services and governors. They include:

- In Reception, Teacher Assessment of progress towards the Early Learning goals and completion of the Foundation Stage Profile;
- Reading Records, phonic and spelling records;
- Number certificates achieved (mental recall of number bonds);
- Maths and Literacy objectives achieved using skills grids and APP grids (Y2);
- Maths and Literacy objectives achieved against key performance indicators (Y1);
- Science objectives achieved using objectives sheets and level descriptors;
- Level descriptor sheets or Classroom Monitor for non-core subjects;
- Special Needs Reviews;
- Achievement against individual programmes of work provided.

### **Assessment for Learning**

Planning indicates teaching activities and learning outcomes that focus assessment opportunities. We have developed several ideas to involve children in self assessment and to review their own learning. During selected activities children may self evaluate their learning. We also provide opportunities for children to discuss the outcome of their tasks in pairs, groups, class presentation or to teacher. We use moving on statements which enable children to have ownership of their targets. Assessments are used to provide feedback on progress and to identify new targets.

### **Assessment of Learning**

Staff use on-going Teacher Assessment, annotated marked pieces of work and observations to collate evidence and award a level of attainment using P level descriptors, skills grids, APP grids, or KS1 level descriptors (Y2) and Key Performance Indicators (Y2). The results are used to update Assessment Manager (Y2) and Classroom Monitor (Y1) which profiles the children's progress from entry. Progress is monitored to identify pupils at risk of not making expected progress who may need additional support. Attainment is collated to compare to whole school targets as set. These records are used for monitoring the attainment and progress of pupils by Senior Management and co-ordinators.

At the end of Year 1 all pupils complete the statutory DfE Phonics Screening which is reported to Parents. Children not meeting the required standard will receive appropriate support in Year 2 and be checked again at the end of Year 2.

Children in Year 2 complete statutory SAT tasks and tests to complement summative Teacher Assessments in the core subjects.

In the Early Years Foundation Stage evidence is collected throughout the year in individual Learning Journals for the seven areas of learning. The evidence is used to inform future planning and is collated in order to complete the Foundation Stage Profile. Year 1 teachers are given a copy of the Profile report together with a short commentary on each child's skills and abilities in relation to the three key characteristics of effective learning. These will inform a dialogue between Reception and Year 1 teachers about each child's stage of development and learning needs and assist with the planning of activities in Year 1.

### **Reporting**

Teaching staff report to parents each term through termly Parent Consultation evenings. Progress and achievements are discussed and targets reviewed and new targets set.

In Reception, each child's level of development is assessed against the early learning goals indicating whether children are meeting expected levels of development, or if they are exceeding expected levels, or not yet reaching expected levels ('emerging'). Schools must share the results of the Profile with parents and/or carers, and explain to them when and how they can discuss the Profile with the teacher who completed it. The Profile provides parents and carers, practitioners and teachers with a well-rounded picture of a child's knowledge, understanding and abilities, their progress against expected levels, and their readiness for Year 1. The Profile reflects: ongoing observation; all relevant records held by the setting; discussions with parents and carers, and any other adults whom the teacher, parent or carer judges can offer a useful contribution.

In Key Stage 1, an annual written report is produced which includes comments on all National Curriculum subjects, PSHCEe and R.E., a general comment about the child and new targets. Parents of Year 1 pupils also receive a report detailing their results as part of the DfE Phonics Screening Check and parents of Year 2 pupils receive individual, school and National results in the core subjects using National Curriculum levels. Any parents with concerns about their child's progress are welcome to discuss this with the class teacher at a mutually convenient time.

### **Moderation and Consistency**

Year group teachers have PPA time together which is used to discuss evidence and moderate children's work. They also consider their short term planning in the light of these learning outcomes. They discuss and compare standards across a particular cohort of children. This is a valued planning time where teachers can share ideas and compare successes with their year group and supports consistency of assessment.

Regular Staff Meeting time is allocated to moderate samples of work, with a particular focus on writing and mathematics. Additionally, staff work across year groups to confirm judgements made and to ensure consistency.

All year groups also moderate with other schools and are moderated externally.

As members of the Curriculum Team, each member of staff attends Networking Meetings when appropriate; information regarding assessment and expectations is disseminated by the LA through these. This information is shared with the whole staff through Staff Meetings. Following the subject review plan, which is part of the School Development Plan, co-ordinators also have the opportunity to moderate assessments made in their subject.

Year 1 and Reception staff meet during the Summer Term to discuss the achievement and attainment of the Reception pupils and to moderate samples of work.

Year 1 and Year 2 teachers meet during the Summer Term to discuss the achievement and attainment of the Year 1 pupils and to moderate samples of work.

Year 2 teachers from May Bank Infants and Year 3 teachers from our affiliated Junior School, St. Margaret's, meet during the Summer Term to aid the transition process. This includes Year 3 teachers observing pupils, discussing their work with them and moderating samples of work with the Year 2 teachers. KS2 colleagues are invited to attend Staff Meetings and INSET where moderation of core subjects is on the agenda.

### **Consultation with Parents**

At May Bank Infants we have an open door policy and Staff are always available from 8.45 - 8.55 a.m. in the morning and immediately after school for parents to air any concerns. Appointments are made if the query requires greater discussion. Parent consultations are held early each term to discuss progress and set targets and look at samples of the children's work.

At the end of the year, parents are offered interviews to discuss their child's attainment in the teacher's summative assessments.

### **Monitoring and Evaluating: Staff Roles and Responsibilities**

#### **Headteacher**

The Headteacher has overall responsibility for monitoring Assessment to ensure that progress is tracked and necessary interventions are made to ensure that each pupil reaches his/ her academic potential.

#### **Assessment for Learning Co-ordinator**

The Assessment for Learning Co-ordinator is part of the Senior Leadership Team and works closely with the Deputy Headteacher and Early Years Leader to discuss the progress of assessment, recording, reporting and achievement of children's work.

The Assessment Co-ordinator will monitor staff collation of assessment data and ensure that it is current, up to date and relevant.

The Assessment Co-ordinator will oversee the input of Assessment data the pupil tracking system.

The Assessment co-ordinator will order relevant publications from QCA and ensure that the school has submitted data required by the DfE concerning the annual KS1 SATS .

The Assessment Co-ordinator will, in close consultation with the Deputy and Early Years Leader, analyse and compare assessment data and make suggestions as to what interventions / strategies may need to be implemented.

### **Curriculum Team**

All teaching staff are members of the Curriculum Team. Each member of staff leads one or more subject areas and attends Networking Meetings, when appropriate, held by the LA through which information regarding assessment and expectations is disseminated. Additional training opportunities are also made available where appropriate. Information is shared with the whole staff through Staff Meetings. All staff receive subject related information from the County through regular e-updates.

Staff leading the Core Subjects should be familiar with performance results for end of Key Stage 1 assessment and complete an analysis which will be discussed with the Assessment Co-ordinator, who will use the data reported to her/ him to complete comparative data charts and suggest interventions / strategies which may need to be implemented. A rolling programme of Curriculum Development has been established identifying which curriculum areas are under review during the academic year. Leaders will be given the opportunity during the year to monitor learning outcomes / teaching skills through classroom observations, discussion with pupils and bookscans, as well as reviewing policy and resources.

### **Class teachers**

Individual class teachers are responsible for the implementation of assessment procedures. Teachers should ensure that any assessment informs future planning and is relevant to the learning objectives covered. Targets should be set with children on an individual basis and marking should inform children on how far they have achieved these targets. The class teacher should liaise closely with the Teaching Assistants allocated to the class and give guidance as to the nature of any assessments that take place. The Class teacher will complete the Pupil Tracking sheet for review by the Assessment co-ordinator along with predictions for progress for the children in their care. It is the duty of the class teacher to report any concerns that arise from assessments they make to the SENCO/ Assessment co-ordinator / Head teacher / Subject Leader as appropriate. Class teachers will be available from 8.45 a.m. to discuss children's progress with any parent. If extended discussions are necessary an appointment will be made.

### **Teaching Assistants**

Teaching Assistants will keep assessment records under the direction of the class teacher and/or SENCO for the children with whom she/he is working. The Teaching Assistant should be aware of individual children's targets, particularly those with special educational needs, and discuss regularly with the child the progress that they are making towards reaching these targets and ways forward in which the child might achieve them.

### **Equal Opportunities/ Disability Equality Scheme**

May Bank Infants School is committed to working toward the equality of opportunity for all children in all aspects of school life. Teachers must be sensitive to individual pupil's circumstances at all times.

All resources and methods have been checked to ensure that they will enable all children, regardless of gender, age or special educational needs, to access the scheme of work as provided for their year group, while avoiding racism, sexism and other forms of stereotyping. Work will be developmental and appropriate to the age and stage of the child. Children identified as having a special educational need will have resources and activities differentiated appropriately.

### **Special Educational Needs**

May Bank Infants School is a dyslexia friendly school. We endeavour to meet the needs of children with a specific learning disability through good practice on a day to day basis. All classrooms are equipped with the necessary prompts and resources to support the children. Children are involved in the assessment and evaluation of their learning. Groupings are flexible and staff consider a range of teaching and learning styles to meet the need of dyslexic children in their lessons.

### **Inclusion**

In school we aim to meet the needs of all our children by differentiation in our planning and in providing a variety of approaches and tasks appropriate to ability levels. This will enable children with learning and/or physical difficulties to take an active part in learning and practical activities and investigations and to achieve the goals they have been set; IEPs are considered. Some children will require closer supervision and more adult support to allow them to progress whilst more able children will be challenged through extension activities. By being given enhancing and enriching activities, more able children will be able to progress to a higher level of knowledge and understanding, appropriate to their abilities.

**Signed (Chair of Governors)** \_\_\_\_\_ **Date:** \_\_\_\_\_

**Signed (Headteacher)** \_\_\_\_\_ **Date:** \_\_\_\_\_