

ASSESSMENT POLICY



ASSESSMENT Policy- Document Status			
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'Love, Laugh, Learn'

Respect, Resourcefulness, Resilience, Reciprocity, Reflectiveness,

INTRODUCTION

Revision of our assessment policy followed the publication of a new National Curriculum in 2014. Statutory assessment arrangements, to align with the New National Curriculum, were implemented from May 2016.

Our assessment policy reflects these National changes and initiatives.

This policy aims to:

- Provide clear guidelines on our approach to formative and summative assessment
- Establish a consistent and coherent approach to assessment

We aim for high quality teaching and learning, and at the heart of this is effective assessment, underpinned by our belief that all pupils can succeed.

We use three main forms of assessment: in-school formative assessment , in-school summative assessment , and national standardised summative assessment.

AIMS OF ASSESSMENT

At Wrockwardine Wood Infant School and Nursery our aims of assessment are to:

- Gain information about what pupils know, understand and can do
- Use the information we gain to plan future learning that meets the needs of all children.
- Identify pupils who are falling behind and plan to support their needs so that they quickly catch up.
- Identify pupils exceeding their age related expectations and plan learning at greater depth.
- Provide parents with accurate information about their child's learning so that they can support and celebrate
- Provide data for analysis, comparing the school with similar schools locally and nationally and using the analysis for future planning.
- Involve pupils in assessing their learning, identifying their strengths and areas they need to improve

OUR PRIMARY PRINCIPLE OF ASSESSMENT

Assessment is an integral part of teaching and learning and is at the heart of all lessons. It provides information that is clear, reliable and is used to inform future teaching and learning.

Assessment information is gathered from a range of evidence looking at what pupils know, understand and can do. The information is used to plan appropriate teaching and learning, including the identification of children who are at risk of falling behind in their learning or who need additional support.

Most pupils join our school in the nursery or in reception class. Once they have settled, an on-entry baseline assessment is undertaken. This is the initial starting point for measuring pupil progress.

For pupils who join our school during or after the reception year the class teacher makes an accurate baseline against which to measure future progress. Previous nursery/school records are analysed and used to contribute to a pupils' respective starting points.

ASSESSMENT APPROACHES

Within our school there are three forms of assessment each with a defined purpose:

Formative Assessment – Assessment for Learning

This form of assessment is an integral part of daily teaching and learning and enables:

- **Teachers** to identify how pupils are performing on a continuing basis and to use this information to provide appropriate support or extension, evaluate teaching and plan future lessons
- **Pupils**
 - **Self-Assessment-** Pupils are encouraged to assess their own learning in relation to the learning objective and success criteria for each lesson and identify areas in which they need to improve. Pupils are also encouraged to explain the learning power they have been building.
 - **Peer-Assessment-** Pupils are given opportunities to work with a partner/ small group to assess a piece of work against the lesson objective and success criteria.
- **Parents** to gain a broad picture of where their child's strengths and weaknesses lie, and what they need to do to improve

Formative Assessment - Early Years Foundation Stage

Formative assessment informs everyday planning and is based on on-going observational assessment of each child's achievements, interests and learning styles. These observations are recorded on I pads using a program called 2 simple. Formative assessment may take the form of planned or significant child initiated observations, targeted assessments and annotated examples of work. Photographs and information from parents are also used. An observational assessment cycle is planned during medium term planning. This information is used to plan future learning.

Children's progress is tracked termly by highlighting children's individual profiles, using the statutory early year's outcomes. Children's next steps in learning are identified for each area of development and individual target boards are completed. This information is used to plan future learning and to identify and support effectively those children who are at risk of falling behind, so that they quickly catch up. Observations are placed in children's individual '*Look what I can do*' folders which are shared with parents each term and also form the basis of our annual reports.

Formative Assessment - Key Stage One

Teachers, and other supporting adults, are assessing pupils learning daily through:

- Interactions
- questioning
- responding to pupils recoded work during and after the lesson
- on-going observations of them at work and play
- discussions between staff working with groups of pupils

Formative assessment is used by teachers, other supporting adults, and children, to measure the childrens skills, knowledge and understanding systematically and effectively. It considers how well the children have understood their learning and what the most appropriate next steps will be.

During everyday teaching the teacher communicates a clear specific lesson objective and success criteria to the children. This enables pupils to be clear about what they need to do to meet the learning objective. The use of a well-defined lesson objective, and accurate assessment for learning, allows ALL children of ALL abilities to succeed and be challenged at an appropriate level. The lessons success criteria is returned to at different times in the lesson so that the teacher, and the children, can review and assess learning. A marking ladder is used so that teachers, supporting adults and the children have an opportunity to assess learning against the success criteria.

During and following a lesson teachers use formative assessment to make necessary adaptations to their planning. Teachers make decisions on whether the children's knowledge and understanding is secure to move forward or whether further consolidation work or a different approach is necessary.

Lessons frequently begin with the children reviewing their learning from the previous lesson, responding to feedback from the teacher and other supporting adults.

Throughout lessons teachers, and supporting adults give incisive feedback, oral or written, to pupils acknowledging successes and giving advice on how they can further improve their knowledge, understanding and skills. Children may use this feedback instantly or at the beginning of a future lesson.

NB (VF, verbal feedback and Blue and yellow highlighter pens are often used to communicate feedback to the children. Refer to our school marking policy for further information on feedback to children)

Formative assessment also enables teachers to evaluate their own teaching and to plan further lessons accordingly.

Flexible groupings

Flexible grouping is used by teachers in whole class, small group and paired situations to maximise children's progress. Group sizes and their dynamics is flexible and adjusted to accommodate and reflect children's progress and the learning needs of the children. Opportunities are also offered for children to make decisions about their grouping and the level of challenge they pursue in the lesson e.g. the red group is not always the red group.

Reading assessment

Teachers complete a diagnostic assessment of a child's reading in the form of a 'Big Cat' assessment using an I-pad. This assessment enables teachers to assess children's ability to read a text, and to assess their comprehension skills. Information from this assessment is used to identify individual children's next steps and to decide if the child has the competencies to progress to the next band within our book banding system. This is a detailed assessment which is kept as evidence to show children's progress in reading and to plan for future learning. Assessments of pupils decoding words and knowledge of high frequency, tricky words are also completed and used to inform future teaching and learning.

SUMMATIVE ASSESSMENT – Assessment of Learning

This form of assessment enables:

- **School leaders** to monitor the performance of individual classes and year groups and uses this information to plan for further school improvement.
- **Teachers** to evaluate learning at the end of a unit or period, to evaluate the impact of their own teaching and use the information to plan future learning.
- **Pupils** to understand how well they have learned and understood a topic over a period of time and is used to provide feedback on how they can improve
- **Parents** to stay informed about the achievement, progress and wider outcomes of their child across a period

Summative Assessment - Early Years Foundation Stage

Observations of children learning, and a range of other evidence, (writing, drawing, photographs, conversations, videos), are used to support the child's individual learning journey and contribute to the completion of an individual 'Early Years profile'. At given point(s) in each term, information from the child's learning journey is summarised. This summary indicates if children are Beginning, Developing or Secure within an age and stage band from the Early Years Foundation Stage Curriculum.

Summative Assessment - Key Stage One

Teachers make judgments about children's progress and attainment, towards year group objectives within a subject.

Moderation of teacher assessments within school, and clusters of schools, frequently takes place so that summative assessment is accurate. Teachers use summative assessment to plan future learning so that all children make good progress and achieve well.

Our school uses the 'STAT' Sheffield assessment approach for summative assessment within key stage 1. A range of evidence is used to assess children's knowledge, skills and understanding in Reading, Writing, Mathematics and Spelling Punctuation and Grammar, using steps, which describes and summarises the children's attainment against National curriculum Statements for each year group. Independent tasks, e.g. reading tricky words, and published tests are used to support this summative assessment.

Summative assessment information is input into the school's data tracking system so that children's progress and attainment, from their different starting points, are tracked by teachers and the school leadership team, and used to plan for further school improvement.

The information is also used to track variation in performance of different groups of children. (E.g. gender, disadvantaged children, more able children, children with special educational needs, and children with English as an additional language)

Phonics

An individual phonics grid is used to track the progress children are making with their decoding and encoding of letters and sounds.

We implement interim phonics screening checks during November, February and April for children in year 1, and for children in year 2, who did not meet the phonics screening check in year 1. The outcomes of these checks are used to accurately target future learning and interventions, to improve outcomes for children in their phonological awareness.

Science

An individual tracking grid for all KS1 children is used to summarise children's knowledge, understanding and skills against criteria from the science National Curriculum programme of study. These grids are used by teachers, and subject

leaders to monitor the attainment and progress of children in science and to plan further learning.

NATIONALLY STANDARDISED SUMMATIVE ASSESSMENT

Nationally standardised summative assessment provides information on how children are performing, at a specific point in time, in comparison to children nationally. They enable:

- **School leaders** to monitor the performance of pupil cohorts, identify where interventions may be required, and work with teachers to ensure pupils are supported to achieve sufficient progress and attainment
- **Teachers** to understand national expectations and assess their own performance in the broader national context
- **Parents** to understand how pupils are performing in comparison to pupils nationally

Nationally standardised summative assessments include:

- Early Years Foundation Stage (EYFS) profile at the end of the reception year
- Phonics screening check in year 1
- National Curriculum tests and teacher assessments at the end of Key Stage 1 (year 2)

Assessment at the end of the EYFS – Early Years Foundation Stage Profile (EYFSP)

In the final term of the year in which the child reaches age five, and no later than 30th June in that term, the EYFS Profile is completed for each child. 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:

- on-going 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

Each child's level of development is assessed against the early learning goals. Practitioners indicate whether children are meeting **expected** levels of development, or if they are **exceeding** expected levels, or not yet reaching expected levels, **emerging**.

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 inform a dialogue between Reception and Year 1 teachers about each child's stage of development and learning needs and assist with the transition between reception and year 1.

The school shares the results of the Profile with parents and/or carers through a written report. The EYFS Profile results are reported to the Local Authority who are under a duty to report this data to the Government.

The Profile is completed for all children, including those with special educational needs or disabilities. Reasonable adjustments to the assessment process for children with special educational needs and disabilities are made as appropriate. The school seeks specialist assistance to help with this if needed. Children have differing levels of skills and abilities across the Profile and it is important that there is a full assessment of all areas of their development, to inform plans for future learning.

When assessing children, with English as an additional language, staff assess their communication, language and literacy skills in English. If a child does not have a strong grasp of the English language, practitioners explore the child's skills in the home language with parents.

Year One Phonics Screening Check

Children in their final term of year 1 complete the statutory standard Phonics screening check.

Also the statutory standard Phonics screening check is completed by children in year 2 who:

- didn't take the check in year 1 because they were absent
- didn't reach the expected standard in year 1
- entered the schooling system in year 2

The results of the Phonics screening check are reported to the Department for Education and are used to compare performance with schools locally and nationally. We report the results of the Phonics screening check to parents in their child's annual report.

National Curriculum tests and teacher assessments at the end of Key Stage 1 (Year 2)

Standard assessments tests at the end of Key Stage 1 are provided by the government and are statutory assessments used to inform teacher assessment judgments at the end of key stage 1. These moderated judgments are used to compare performance with national expectations and to assess performance in the broader national context.

Children in their final term of year 2 complete statutory standard National tests in Spelling, Punctuation and Grammar, Reading and Mathematics. These standard tests contribute towards a teacher assessment in each area. Teacher assessments in writing and science are also completed. Final judgements are based on childrens individual evidence demonstrating their understanding knowledge and skills against the **Statutory interim teacher assessment frameworks**. Children will be assessed as either **working towards the expected standard**, **working at the expected standard**, or **working at greater depth within the expected standard** for reading,

writing and maths. For Science children are assessed as ***either working at the expected standard*** or not. The results of these assessments are submitted to the Department for Education.

Scaled scores are used for the standard tests at the end of Key stage 1 and are based on the children's raw scores. The raw score is the total number of marks a child achieves in a test, based on the number of questions they answered correctly. The child's raw score is translated into a scaled score using a conversion table. A child who achieves the national standard will have demonstrated sufficient knowledge in the areas assessed by the tests. This will mean that they are well placed to succeed in the next phase of their education.

National Curriculum tests and teacher assessments at the end of Key Stage 1 (Y2), for pupils with Special educational needs and/or disabilities.

The KS1 tests are intended to assess pupils' abilities in a fair and comparable way, with as many pupils as possible able to access them. They are designed so that most pupils with special educational needs and/or disabilities (SEND) can participate using the standard versions. However, a small number of pupils have additional arrangements so they can take part. Adjustments made to support specific pupils during the tests, are based on normal classroom practice.

National Curriculum tests and teacher assessments at the end of Key Stage 1 (year 2), for pupils with English as an additional language

English tests

If pupils cannot communicate in English, then they will be working below the overall standard of the English tests and do not take them.

Mathematics tests

To establish a pupil's abilities in mathematics, teachers and language-support staff work together to translate national curriculum work into the pupil's preferred language. If a pupil is working at the standard of the mathematics tests, we consider making additional arrangements, based on normal classroom practice, to enable the pupil to take the tests.

ASSESSING FOUNDATION SUBJECTS AND RELIGIOUS EDUCATION

Key Stage One

Our school plans for large amounts of cross-curricular learning. For each cross-curricular theme, there is a foundation subject(s) focus and this informs the key skills, knowledge and understanding that is assessed.

Teachers assess children's key skills in Citizenship, Art, Geography, History, Music, Physical Education, computing and Religious Education.

These assessments are completed throughout KS1 and are used by teachers and subject leaders to assess the skills, knowledge and understanding children have mastered and to plan for the next steps and progress in learning. They are also used by subject leaders to gain an overview of standards.

CHILDREN WITH ENGLISH AS AN ADDITIONAL LANGUAGE

Children are provided with opportunities to develop and use their home language in play and learning and also to develop their use of English as an additional language. Using the services of the Multicultural development team, from Telford and Wrekin Council, assessments of children's proficiency in English are made. An assessment report of the child's skills, along with recommended teaching and learning strategies is shared. These assessments note the ways bilingual children use English as a tool for learning and describes the child's communicative behaviour in class. It includes listening, understanding, speaking and beginning literacy skills. Included in the report is a framework that supports teachers to establish how far along the continuum of developing English as a learning tool, a learner has travelled, and the next steps to be planned for that child to move forward.

PARENTS/CARERS

Early Years Foundation Stage

Parents/carers of nursery children are invited to attend 'Stay and play' sessions so that they can engage and observe their child within the setting. During these sessions parents are able to contribute to, view and discuss their child's individual profile and discuss with their child's key worker future targets and how they can further support their child at home.

During the summer term parents/carers are invited to attend a parent/teacher consultation meeting to discuss their child's progress and attainment. Parents are provided with clear information on how well their child is progressing and attaining in relation to the standards expected and their readiness for the Reception year.

Reception Year and Key Stage One

Each year we invite parents/carers to information and workshop events so that they are fully aware of the National Standardised assessment procedures and reporting arrangements. Throughout their child's time in our school parents/carers are invited to meetings to discuss their child's progress with the class teacher. Parent consultation evenings are planned in the autumn and spring terms so that teachers and parents/carers can meet to discuss progress and attainment. Parents are provided with clear information on how well their child is progressing and attaining in relation to the standards expected. And are given guidance about how to support their child to improve further.

REPORTING TO PARENTS

Early Years Foundation Stage and Key Stage One

In the summer term an individual written report is completed by teachers for parents of Reception, Year 1 and Year 2 children communicating their child's progress, attainment, in relation to National Expectations, and individual targets for the next academic year.

INCLUSION

The principles of this assessment policy apply to all pupils, including those with special educational needs or disabilities.

Assessment is used diagnostically to contribute to the early and accurate identification of pupils' special educational needs and any requirements for support and intervention.

We use meaningful ways of measuring all aspects of progress, including communication, social skills, physical development, resilience and independence. We have the same high expectations of all pupils.

For pupils working below the national expected level of attainment, our assessment arrangements will consider progress relative to pupil starting points, and take this into account alongside the nature of pupils' learning difficulties.