

Learning is fun at

# Park Hill Infants' School



All different, All equal, All achieving

# ASSESSMENT POLICY

January 2019

VERSION 1.1

This policy is written in line with all subject based policies, Early Years Policy and the Marking and Feedback policy.

Assessment of pupil's attainment and progress is directly linked to our ambitious, progressive curriculum, designed by pupils and teachers of the school. Assessment provides information on individuals and groups of children which is clear, reliable and free from bias.

Our curriculum does not restrict teaching solely to the specific content in the National Curriculum, but encourages the wider exploration of subjects which results in higher levels of attainment and progress and greater enjoyment for all pupils, staff and members of our whole school community.

### Version Control

Date	Version	Status / Comments / Description
September 2017	1.0	Original Revised Policy
January 2019	1.1	Reviewed and re formatted
March 2019		Approved by FGB - 19 March 2019

### Aims

- ✓ To ensure all groups of children progress from their own starting points, recognising their own achievement and understanding what they need to do next to further improve their learning.
- ✓ To internally track individuals and groups of pupils for attainment and progress.
- ✓ To ensure effective planning meets the needs of all groups of children within the class.
- ✓ To have a consistent approach to assessing children's progress and attainment across the school.

### Principles

- ✓ There are three main forms of assessment:
  - ❖ In-school formative assessment, which is used by teachers to evaluate pupils knowledge and understanding on a day-to-day basis in order to plan future teaching and learning accordingly
  - ❖ In-school summative assessment, which enables teachers to evaluate how much a pupil has learned at the end of a teaching period
  - ❖ Nationally standardised summative assessment, which is used by the Government to hold schools to account. (EYFSP, PSC, SATs)
- ✓ Assessment of children can take different forms including observations and discussions as well as the formal assessment of written work and tests.
- ✓ Individual pupil's records are updated termly by class teachers either using Sims 'Assessment Manager', (for reading, writing and maths in KS1), Early Years Target Tracker, (for the aspects of learning across Reception), or the Foundation Subject overviews, (wider curriculum in KS1), in order that the information on individuals / groups of children can be rigorously tracked.
- ✓ Day to day formative assessment forms the most part of the assessment process for all children in our school – both in the Foundation Stage and Key Stage One. Formative assessment is intended to inform the teaching and learning in class. There is no necessity to record all formative assessment; what matters is that it is acted on and that children understand how to further improve their learning.
- ✓ Nationally standardised summative assessment takes place at the end of the Foundation Stage, (Reception), National Phonics Screening Check, (Year One/Two), and at the end of Key Stage One, (Year Two).

### **Monitoring and Evaluation**

- ✓ Teacher assessments and formal assessments, are moderated across the year groups and by members of the Headship Team and senior teachers to ensure parity every term.
- ✓ Writing moderation between year groups is essential in order to maintain consistency of judgement across subjects throughout the school. This is led by the English leader.
- ✓ Information on individuals and groups of children informs professional dialogues for our whole school community to ensure that pupil progress is at the heart of whole school improvement.
- ✓ Following input of data into our whole school tracking systems, information is analysed by the Assessment leader. Pupil progress meetings are held half termly in order to identify pupils who may require further intervention and support in order to make at least expected progress in order to meet the expected standard / higher level at the end of the year.
- ✓ A summary of the current assessment climate and information on groups of children is reported to Governors termly following a meeting with the lead governor for assessment. (*Adrian Ham*)

### **Teacher Assessment**

- ✓ On-going teacher assessment is central to all groups of pupils making at least good progress across the school from their own starting points.
- ✓ Marking of work, discussions and observations inform the on-going assessment of individual pupils and are used to plan next steps in learning.
- ✓ At the end of each academic year, teachers share detailed information on all children with the next teacher including next steps for learning.

### **Special Teacher Assessment**

- ✓ Pupils in Years one and two who are not yet working within the KS1 curriculum are assessed using Bands 1-4. New Stepping Stone Bridges are currently being developed to track children's progress towards a final Band Assessment at the end of the year.
- ✓ Children on the SEN register have their individual targets reviewed termly in association with the Inclusion Leader.
- ✓ Information on these children is tracked rigorously and intervention planned accordingly.

### **Assessment specific to the Early Years Foundation Stage**

- ✓ Evidence is collected through daily observations / discussions and these are recorded in the child's individual learning journeys.
- ✓ Photographic evidence of individual pupils' learning is also collated alongside quotations.
- ✓ All evidence is dated and initialled and contains a judgement about where the child is currently working in the detailed area of the curriculum so that next steps for learning can be easily identified and discussed with the child.
- ✓ Parents/carers and pupils contribute to the learning journeys to ensure a balance of assessment opportunities.
- ✓ Information on children is inputted, moderated and analysed termly using Early Years Target Tracker. As a result of the analysis and moderation, intervention target groups are put in place for any groups of children not on track to reach the early learning goals at the end of the year or for those that are not predicted to make the expected 6 steps of progress from their individual starting points.
- ✓ Detailed information on individual children is given to parents termly at parent consultation meetings. At the end of the Reception year parents receive a summary record of their child's profile including detailed next steps for learning for their child.

### **Assessment in Key Stage One**

- ✓ Along with on-going teacher assessment, a formal judgement is made on each child in November, March and June as to whether they have met / are on track to meet the expected standard / higher level at the end of the year.
- ✓ Achievement in all subjects is reported to parents three times a year through parent consultation meetings. A formal written report is presented to parents in July, stating their child's SATs results and/or Phonics Screening

Check score. Targets are included on the report to ensure that parents know what their child needs to do to improve their learning still further.

- ✓ Formal judgements for reading, writing and maths are inputted into our assessment system, Assessment Manager, by teachers and analysed by the Assessment Leader termly.
- ✓ Predictions are made in November for Year One Phonics testing and end of key stage SATs. These are revised in January / February.
- ✓ Data analysis informs both the School Improvement Plan and School Evaluation Form, as well as staff training and intervention within the school.

### **Assessment within Curriculum Subject Areas**

Curriculum subject leaders are responsible for the standards of teaching and learning in their own subject area. They make regular judgements of learning in their subject, by observing learning, pupil interviews and analysing work. It is the subject leaders responsibility to ensure that they are aware of standards in their subjects. Subject leaders identify groups of children across the school who are working towards, achieving or exceeding the expected standard in the key skills of the related subject. Enrichment is then planned for the more-able and supportive intervention for those who need to 'catch up'.

Maths and English subject leaders use information about individual / groups of children to identify any who are not on track to make the expected progress to meet the end of year group expectations, and signpost these children to the relevant intervention for their need.

Subject leaders observe sessions to identify strengths and areas for development for the learning taking place in that subject. Subject leaders then signpost teachers to demonstration lessons / observation lessons in order to improve the quality of learning. This then impacts positively on pupil outcomes.

### **Roles and Responsibilities**

Governors: Hold leaders to account for whole school progress and attainment data, challenging and supporting to ensure that pupil outcomes are the best that they can be.

Lead Governor for Assessment: *Adrian Ham* – to attend termly meetings with Assessment Lead and report back a summary to the full Governing Body.

Assessment Leader: Natasha Parry, (Deputy Headteacher)

Lead teachers in assessment systems and moderation in conjunction with the Headteacher. Report to Governors termly – information about the progress and attainment of groups of pupils, identification of any vulnerable groups and how the school data compares with national expectations.

Middle Leaders: (year group and subject leaders):

Lead teachers in assessment in their year groups and subject areas. Identify any groups / individuals who are not making expected progress or are at risk of not making end of year expectations and sign post to relevant intervention.

Teaching Staff: Regularly assess pupils and provide regular incisive feedback to pupils. Adapt planning in line with assessments to ensure at least good progress for all groups of pupils. Provide assessment information for pupils and parents as well as school leaders.

Teaching Assistants: Provide feedback to teaching staff on progress and attainment of individual pupils.

Parents and Carers: Support children at home – 'home-school learning', to positively impact on progress and attainment.

Pupils: Complete all work to the highest of standard in order to make at least good progress from their own starting points.

This policy was agreed by all staff in Spring 2019. This policy will be reviewed every three years or sooner if the need arises.

Headteacher: Jane Charman

Assessment Leader: Natasha Parry

Signed: \_\_\_\_\_

Date: \_\_\_\_\_