

Bushfield Road Infant School



Assessment Policy

Updated Autumn 2021

This policy will be reviewed annually, each autumn term, or earlier in the event of any updates.

Updates will be brought to the attention of all staff and governors at the earliest opportunity.

BUSHFIELD ROAD INFANT SCHOOL
ASSESSMENT/RECORDING, MONITORING,
AND REPORTING POLICY.

"Assessment for learning is the process of seeking and interpreting evidence for use by learners and their teachers to decide where learners are in their learning, where they need to go next and how to best get there." (Assessment Reform Group)

At Bushfield Infants, effective assessment provides opportunities for every child to be the best they can. Agreed procedures provide information to improve teaching and learning and to raise standards of achievement in all areas of the curriculum. We give our children regular feedback on their learning so that they know what they are doing well and understand what they need to do to improve. Lesson plans are based on a detailed knowledge of each pupil including their strengths and weaknesses. We feedback to parents regularly through informal discussion, parents evenings, SEND and additional support reviews and an end of year final report. This enables and encourages teachers, children and parents to all work together to raise standards for all our children.

Assessment systems in school encourage all pupils to be active partners, taking responsibility for their own learning, and with support, they are encouraged to reflect upon their work and identify targets for improvement. Children are taught to listen to oral feedback and to read written feedback and consequently to work on identified targets.

The Governing Body ensures that the school's statutory assessment results, national averages and national comparative data is provided for similar schools and that this data is reported annually to parents/carers.

AIMS & OBJECTIVES

The aims and objectives of assessment in our school are:

- to enable our children to demonstrate what they know, understand and can do in their work;
- to help our children understand what they need to do next to improve their work;
- to encourage children to assess their own work and recognise ways to improve.
- to allow teachers to plan work that accurately reflects the needs of each child;
- to provide regular information for parents that enables them to support their child's learning;
- to provide the head teacher and governors with information that allows them to make judgements about the effectiveness of the school.
- To track individual progress of pupils within cohorts and within different groups.
- To narrow and close gaps in learning.

PLANNING FOR ASSESSMENT

Teachers use assessment as part of everyday teaching to identify pupil's needs, to set realistic and challenging targets for improvement and to inform future teaching and learning.

We use long and medium term plans to guide teaching and we set out the aims, objectives and values of our school and give details of what is to be taught to each year group. We also identify opportunities for assessment within each broad unit of work.

In 2014, a new National Curriculum was introduced by the government and in 2016, new Statutory Tests were administered. The new Assessment framework assesses against set criteria related to the National Curriculum and refers to meeting or working towards age related expectations and working at a greater depth of understanding. The school has adopted its own assessment processes to fulfil this duty.

Lessons are planned with clear learning objectives. We base these upon the teacher's detailed knowledge of each child and ensure that all tasks set are appropriate to each child's level of ability. Lesson plans make clear, the expected outcomes for each lesson.

Outcome columns and planned assessments identify children who do not achieve at the expected level for the lesson, and this information is used to inform future plans and as a record of the progress made by the class.

Specific learning objectives are shared with pupils throughout each lesson, as is the criteria against which the work will be judged. This is shared with pupils through the use of 'WALT' and 'WILF.'

(What am I learning today? What am I looking for?)

Well phrased open ended questions are also used to analyse what pupils know, understand and can do. Children are taught to look back at their work, to read any feedback in marking and to think about what they are doing well and what they need to get better at. Self and peer assessment forms part of all assessment processes within school.

TARGET SETTING

Target setting involves dialogue between staff, pupils and parents, relating to objectives, the pupils style of learning, their strengths and weaknesses and ways to make improvements.

Consistent marking and feedback ensure that staff and pupils are active partners in learning and this enables them to identify appropriate, yet challenging targets for the future. Analysis of termly test results and attainment in the reading and spelling of keywords also contributes to target setting. Children's self-assessment plays a valuable part in target setting and pupils become active partners in their own learning. By completing a target face at the end of each piece of work, the pupils are able to assess their own understanding of the objective. A downturned face for example, demonstrates that the pupil knows he/she has not been successful in achieving the objective for the lesson and this is used by the teacher to provide the relevant support and to inform the next steps. A straight mouth shows the child's awareness that they have needed help during the lesson and have now begun to understand the task and a smiley face clearly shows that the child knows and understands what he/she is doing and that they have reached the objective set. The pupils take responsibility for self-assessment willingly and successfully and they are generally very accurate.

RECORDING AND USING ASSESSMENT

All staff demonstrate professional in-sight into the effects of their teaching and assessment approaches and are pro-active in working with other people, including parents and outside agencies to secure pupil progress and deepen pupil understanding.

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We recognise various methods of assessing a child's learning and the type of assessment that we make varies from subject to subject. We believe that it is unnecessary to keep a formal record of all these assessments; we record only information that affects future learning.

Recording of assessment information should be manageable and useful as well as being sufficient for legal reporting arrangements and accountability purposes.

Assessment frameworks are inserted in the front of each child's Maths and Writing books so that when objectives have been met, the class teacher can highlight the corresponding statements. Reading Assessment Frameworks are also kept with reading records together with termly key words and phonics testing. A piece of unaided writing is completed each half term and each piece of writing is assessed using a writing assessment framework.

Pupil Progress Meetings are held with the head teacher each term to review the progress of the whole class, vulnerable groups and any individuals who are causing concern. Tracking grids for Maths, Reading, Writing and Phonics are used to track individual pupil progress.

Results inform teaching for the next term: underachieving children are discussed and effectiveness of any interventions reviewed; where appropriate, additional plans are put in place, e.g. a different intervention, referral to SENDCO or Speech and Language TA. The effectiveness of Pupil Premium spending and intervention is reviewed and amended where appropriate, as is the effectiveness of interventions for children on the SEND register.

As a school, children's work, marking and assessment is moderated within year groups, within key stages and across the school. Where available, the school takes part in local authority moderation and works with other local schools to moderate in more depth.

Information is shared and discussed with the Senior Leadership Team and governors. At staff meetings, staff discuss the effectiveness of assessment procedures and any key issues in the monitoring and moderating of children's progress.

ENSURING TEACHERS ARE ABLE TO CONDUCT ASSESSMENT COMPETENTLY AND CONFIDENTLY

Assessment is discussed regularly at staff meetings, termly tracking meetings, performance management reviews, Governors meetings and Senior Leadership meetings. Our assessment system is constantly under review and discussed at Key Stage and Pupil Progress meetings.

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Teachers work together to moderate work, with more senior staff guiding new and less experienced teachers. Staff attend local authority training and cross moderate with other schools where possible.

To support staff in making accurate, well informed assessments, we use the following systems:

Day to day formative assessment strategies, including observation and feedback. In the course of a lesson, oral feedback should focus on issues about the learning objective/learning intentions

Outcome columns in short term planning

Pupil self-assessment (target faces) recorded in books for each lesson and peer assessment (kind, specific and helpful)

Improvements or corrections ('fix its') recorded at the end of a piece of work

Assessment frameworks for reading, writing, maths, science highlighted each term

Termly pupil tracking grids for Reading, Writing, Maths and Phonics

Termly pupil progress meetings with SMT

Monitoring files for tracking the progress of each cohort of pupils

End of key stage predictions

Termly PUMA Maths test

Termly PIRA Reading test

Phonics Booklet and practice phonic screening checks

Writing assessment (2 per term)

Analysis/report of termly testing

Key word analysis ~ Reading and spelling

Foundation stage profiles

Termly self-evaluations and targets completed by pupils and pupil records of achievement

Individual pupil profiles, CPOMs

REPORTING TO PARENTS

We have a range of strategies that keep parents fully informed of their child's progress in school and we actively encourage parents to contact the school if they have concerns about any aspect of their child's work.

Reporting to parents takes place:

Informally at all times.

Homework and reading records.

During the Spring and Summer terms at parents meetings. (Pupils accompany parents to promote partners in learning.)

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Open afternoons.

Relevant curriculum meetings

Termly curriculum overviews.

Termly SEND reviews/Annual reviews for children with an EHCP

Multi-agency meetings

Additional support reviews

End of year report

End of KS1 Assessments

Phonic Screening Check Assessments

During the summer term we give all parents a written report to demonstrate their child's progress and achievements during the year. In this report we also identify target areas for the next school year. We write individual comments on all subjects of the National Curriculum and on religious education. We also include a space for parental feedback.

In the end of year reports for pupils in Year 2 we provide the end of Key Stage One teacher assessment and comparative data.

In the end of year reports for pupils in Year 1 and Year 2 (if required) we provide the result of the phonic screening assessment and comparative data.

We offer parents of foundation stage pupils the opportunity to discuss the results of the Baseline Assessment, Foundation Stage Profile and data with their child's teacher.

MONITORING & REVIEW

The Senior Management Team is responsible for monitoring the implementation of this policy. Lesson observations, monitoring of weekly planning and scrutiny of work samples contribute to ensuring the policy is being implemented consistently in the classroom. This results in continuity and progression in teaching and learning for all our pupils, regardless of need or group. The governing body are kept up to date with all matters related to Assessment and monitoring through termly curriculum meetings led by the head teacher.

ROLES & RESPONSIBILITIES

Assessment Leader: K Turnbull

- Update the policy in the light of DFE advice and requirements
- Lead the development of assessment policy
- Organise staff training ensuring development of practice
- Develop and help to monitor school assessment policy and practice
- Keep up to date with current assessment thinking and practice

- Ensure that assessment priorities are addressed in the School Development plan
- Liaise with subject leaders and class teachers
- Organise access arrangements for National Assessments
- Assist Head teacher with setting challenging whole school targets

Subject Co-ordinators

- Lead whole staff moderation meetings in their subjects;
- Monitor consistency of standards across the school, through work scrutiny
- Be the contact person for their subject for the LA
- Analyse KS1 SATs results and tracking information in their subjects
- Advise staff of outcomes of assessment

Class Teachers

- Use Assessment for Learning strategies in their lessons
- Pupils are actively involved in their own learning and self-assess their progress at a level appropriate to their age and ability
- Care is taken to ensure that assessment builds up pupils' motivation, confidence and self esteem
- During all lessons clear expectations and learning objectives (WALT and WILF) are shared with pupils. These are reviewed at the end of the lesson or series of lessons
- Every pupil will receive feedback about the standards of their work but this may not always be written
- Feedback is specific, accurate and clear so that children know how to make progress
- Where work is marked it shows the children what is required for the pupil to improve and move on to the next stage of learning
- Children are given dedicated time to respond to and work on improvements/corrections 'fix its'. This will ensure they improve their learning and make accelerated progress.

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- Results of assessment are used to inform further planning and differentiation, tracking of cohorts and are used to identify and subsequently address, any underachievement
- Detailed information is provided to the Head Teacher and SLT about the progress of their cohorts at termly progress meetings.
- Moderate children's work regularly within and across year groups (at least half-termly)
- Keep a record of children's achievements in line with this policy and pass information to the next teacher
- Report to parents
- In the case of Y2, administer SATs and Y1, administer Phonic Screening

Head teacher & Senior Leadership Team

- National tests are applied in accordance with the statutory framework
- All teachers receive training on how to use formative assessment to inform lesson planning - this includes setting learning objectives, observing pupils working, discussion, questioning, engaging, analysing and giving feedback
- Marking of work complies with the school's guidelines and is used to motivate pupils and provide them with specific guidance on what further development is required
- A record of pupils' attainment is used to track individual progress
- All pupils will receive a report for each subject once per year
- Parents are informed, at least annually, about the results obtained by their children in national tests and examinations
- Any changes to this policy in the light of national changes are reported to the Governing Body
- Pupil progress meetings are held termly with each class teacher in order to discuss pupil progress and identify any areas for further development
- Moderation activity takes place regularly during staff meetings
- Monitor assessment practices, including marking and strategies used in lessons
- Analyse data

SENDCO

- Co-ordinates the identification and assessment of children with SEND
- Monitors effectiveness and impact of interventions
- Liaises with LA and stays up to date with available intervention schemes
- Co-ordinates SEND ILP reviews and Annual Reviews for children with an EHCP.

Our children are encouraged to take responsibility for their own learning through:

- Self and peer assessment. They must be kind, specific and helpful
- Correcting 'fix its' and making improvements
- Setting targets for their own learning
- Following the four B's (Ask your brain and your bits & bobs to help you; Ask a buddy or Ask the boss)
- Asking for help and advice in improving their work. At a level appropriate to the age and ability of our children.

SCHOOL SELF EVALUATION

Successful teaching and learning, effective assessment procedures and the improvement of pupil attainment are central to the continued improvement of the school. School self-evaluation is an ongoing process and we are constantly reviewing the success of our practices to ensure high quality learning and teaching. This policy will be reviewed annually or earlier if new legislation demands.

MODERATION OF POLICY

The Head teacher is responsible for monitoring the implementation of this policy. The SLT and Governors use discussions with staff, progress meetings, lesson observations and work scrutiny to monitor the implementation of this policy.

- *Written: September 2021*

To be reviewed: September 2022