

Assessment Policy

2018

We believe assessment to be fundamental to teaching and learning. It is used to drive learning and standards forward and recognise the individual qualities of all children and encourage progress in a positive environment.



BANKS ROAD INFANT AND NURSERY SCHOOL
“A Home for Learning, Laughing, Caring and Trying”

Aims:

- To gather information about the performance of individual children, groups and cohorts, which is used to set specific targets and identify strengths and areas for development in learning at different levels
- To give reliable information to parents about how their child and their child's school is performing and suggest next steps
- To provide information for planning, teaching, curriculum and whole school development
- To identify the gaps in learning and plan to meet the learning needs of each child, monitoring SEND and interventions
- To ensure that children progress in lessons, knowing what they have done well and what they need to do to improve
- To track the progress and attainment of children each year, keeping up with best practice to inform our methods and systems

Methods of Assessment:

There are many purposes to assessment, the main purpose being to help teachers, parents and children plan their next steps in learning. We assess through both summative and formative ways, Assessment for Learning being our key method enabling children to make good progress.

- We assess children against learning objectives and success criteria, which clearly demonstrate what a child is expected to learn, know and be able to do.
- Assessment criteria are derived from the new National Curriculum 2014 and the Early Years Development Matters
- The achievement of each child is assessed formally against the relevant criteria for a subject at the end of each term and at the beginning of the year as a baseline assessment
- Formative assessment is continual and evidence collected using observations and records of work
- Assessment judgements are moderated by colleagues in school and in other schools to make sure our assessments are reliable, valid and consistent
- Assessment for Learning is continual, along with observation and marking
- Marking (teacher, peer and self) enables strengths and next steps to be identified and time is given for children to reflect on their work (see marking policy)

Statutory Assessment of EYFS:

Children in EYFS are assessed against the Foundation Stage Profile and the 17 Early Learning Goals (ELG). At the end of the year, children are reported as to whether they are

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‘emerging’, ‘expected’ or ‘exceeding’ for each of the ELG. It is also determined whether they have reached a ‘Good Level of Development’ (GLD): This is when a child reaches the ELG in the three Prime areas (Communication and Language, Physical Development and Personal, Social and Emotional Development), and two of the Specific areas (Literacy and Mathematics).

Statutory Assessment at the end of Key Stage 1 (Year 2):

Year 2 children are assessed against the end of key stage performance descriptors for the 2014 National Curriculum. Children in Year 2 will sit SATs test papers and tasks which will be used to inform teacher assessment.

Statutory Phonics Screening Check:

In June, all children in Year 1 sit a phonics screening check. Children who do not achieve the required threshold at the end of Year 1 repeat the check at the end of Year 2.

Assessment in Key Stage 1:

Children in Key Stage 1 are assessed against the 2014 National Curriculum for Reading, Writing, Speaking and Listening, and Mathematics. For each year group there is a set of Age Related Expectations (AREs). In order to make a judgement on the percentage of AREs met each term, we use a range of evidence – work in books, mini assessments, tests, observations, annotated planning. Over the year, the percentage of AREs a child has met will be tracked on EAZMAG, our online tracking system.

Moderation:

Moderation is an essential part of our school assessment system. Time is set aside each term for moderation to take place to ensure that our judgements and data are accurate and consistent across cohorts, key stages and local schools. Staff are involved in the moderation process to ensure agreement on the criteria for AREs in both key stages in the following ways;

- With colleagues in school – key stage meetings, staff meetings, subject leaders
- With colleagues from other schools through local networks, cluster meetings, joint staff meetings
- By attending LA sessions to ensure our judgements are in line with other schools
- By using national exemplification materials (where available)
- Through external moderation of Foundation Stage and Key Stage 1

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Tracking Pupil Progress:

As a school we use SIMs and EAZMAG to record data and track progress. We formally record information on children's attainment three times a year for reading, writing and maths in Key Stage 1, and all 17 areas from Development Matters in Foundation Stage. Phonics progress is recorded half-termly.

Data is reviewed at Pupil Progress meetings and used to target children who are not working at ARE or making sufficient progress. Senior leaders and subject leaders produce an analysis of the data to review progress for their specific area of responsibility.

Interventions are then planned and evaluated. Teachers and teaching assistants plan for and carry out intervention groups and keep records on children's progress. These are then passed to the SENCO who monitors and evaluates progress of individuals and the effectiveness/impact of the intervention. This is reported back to staff.

Reporting:

- Each term, the governors receive a data report from EAZMAG.
- Parents' consultations are held twice a year where teachers share progress data with parents.
- Parents receive termly progress reports and one detailed annual report. These highlight progress towards AREs and areas for further development.

SEND:

Children identified on the SEND register are assessed in line with other children using the P scale and PIVAT information. Progress is tracked and reviewed at pupil progress meetings and targets are set and reviewed termly.

Pupil Progress Meetings:

Each term, each teacher will complete a Pupil Progress Meeting Record pro forma. This will inform the discussion between class teacher and Head/Assistant Head at the Pupil Progress Meeting. Progress and attainment is discussed about the class as a whole and about groups such as SEND. Discussions and results will be considered when deciding on intervention programmes and staffing, and progress towards achieving Performance Management objectives.

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Roles and Responsibilities:

Responsibility for assessment lies with the class teachers, although overall responsibility lies with the Head Teacher and Assessment Coordinator, overseen by the Governing Body.

- **The Governing Body** monitor the progress data with support from the Head/Assistant Head
- **The Assistant Head/Assessment Coordinator** moderate assessments and provide data analysis reports to staff and governors. They hold teachers to account for pupil progress using pupil progress meetings and performance management to set targets.
- **Subject Leaders**, particularly Literacy and Numeracy monitor and moderate assessments within their curriculum area. They provide support and guidance to other members of staff.
- **Teachers** regularly assess children and provide feedback and marking. They adapt planning in line with assessments to ensure good progress for all. They provide assessment information for parents and children. They update EAZMAG regularly and complete pupil progress data for pupil progress meetings.
- **Teaching Assistants** provide feedback to teachers on the progress and attainment of children they work with and mark work.
- **Parents and Carers** support children at home with homework (reading and Learning Logs) and comment on their children's work.
- **Children** to complete their work to a high standard in order to further their learning. For children to self-assess to promote independent learning, helping them to take increasing responsibility for their own progress.

<u>THE POLICY WILL BE REVIEWED ANNUALLY.</u>
DATE OF REVIEW BY GOVERNING BODY: Dec 2019
This policy was reviewed and ratified by the Full Governing Board in Dec 2018.
Signed: Chair of Governors _____
Date: _____