

## **ASSESSMENT POLICY**

### **INTRODUCTION**

We believe that effective assessment provides information to improve teaching and learning. To do this in our school, we undertake two different but complementary types of assessment: assessment for learning and assessment of learning.

Assessment for learning (formative assessment) involves the use of assessment in the classroom to raise pupil achievement. It is based on the idea that most pupils will improve most if they understand the aim of their learning, where they are in relation to this aim and how they can achieve this aim. At South Wootton Infant School, assessment for learning is based on four principles;

- Making the learning objective (L.O.) clear and using success criteria (SC)
- Peer/self evaluation
- Pupil feedback
- Effective questioning

Assessment of learning (summative assessment) involves judging pupils' performance against national standards. Teachers may make these judgements at the end of a unit of work, of a year, or of a key stage. Test results, too, describe pupil performance in terms of age related expectations. At South Wootton Infant School, we have a termly summative assessment system, so that we can track an individual's progress and facilitate interventions when necessary. This summative assessment should confirm the on-going formative teacher assessments.

We give our children regular feedback on their learning so that they understand what it is that they need to do better. Research has shown that their involvement in the review process raises standards, and that it empowers pupils to take action towards improving their performance.

### **OBJECTIVES**

The 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 recognise standards to aim for and to understand what they need to do next to improve their work
- to allow teachers to plan work that accurately reflects the needs of each child;
- to provide regular information for parents and carers that enables them to support their child's learning;
- to provide the headteacher and governors with information that allows them to make judgements about the effectiveness of the school.

### **PLANNING FOR ASSESSMENT**

Lessons are planned with clear learning objectives. We base these upon the teacher's detailed knowledge of each child. We strive to ensure that all tasks set are

appropriate to each child's ability. Our lesson plans make clear the expected outcomes for each lesson.

Teachers always share the lesson's learning objective with the children as the lesson begins. They also indicate the way in which the activity is linked to the learning objective and the success criteria against which the work will be judged.

Teachers use well-phrased questions and analyse pupil responses to find out what they know, understand and can do. They also use questioning to reveal any misconceptions.

Note is made of those individual children who do not achieve expectations for the lesson and we use this information when planning future lessons.

### **ASSESSMENT IN THE EYFS**

On entry to Reception, our children are assessed using Reception Baseline Assessment and this is reported to the Local Authority and the DfE. As this only assesses Literacy and maths, we also complete our own assessments with the summative assessment being entered onto Pupil Asset for the Prime Areas of Learning, as well as Literacy and Maths. Results are used to inform planning, set targets and aid early identification of special needs.

During the Reception year, children will be monitored based on the teacher's on-going observations and assessments in the three prime and four specific areas. Each term, every child's learning progress is tracked and recorded on Pupil Asset.

Termly pupil progress meetings give the opportunity for teachers to identify any children who are not meeting age related expectations.

Learning Journeys on Tapestry capture the key moments in every child's learning.

### **ASSESSMENT IN KEY STAGE 1**

Children are assessed against the objectives for their year group. The aim is that they will all reach "expected" for their year group. Some children will not be on track to reach this and interventions will be put in place in order to close the attainment gap. More able children may exceed age-related expectations and will be given further challenges to deepen their understanding.

### **REPORTING TO PARENTS AND CARERS**

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

Each term, we offer parents and carers the opportunity to meet their child's teacher. These meetings will be virtual and opportunities will be offered each half term to drop in and see the children's books. At the first meeting of the year, we discuss the targets that we have identified for their child. At the second meeting of the year, we evaluate their child's progress towards these targets. In the summer term, we offer parents and carers the opportunity to discuss their child's annual report.

During the summer term, we give all parents and carers a written report of their child's progress and achievements during the year. Children are given the opportunity to evaluate their performance during the year. We also include space for parental feedback.

In reports for pupils in Year 2, we also provide details of their achievements in the National Curriculum end of key stage assessments and in Year 1, the results of the Phonics Screening.

In EYFS children's achievement against the 17 Early Learning Goals is reported, as well as a written report on their characteristics of effective learning.

We offer parents and carers of pupils in Year R the opportunity to discuss their child's Learning Story with the teacher and use Tapestry to allow parents electronic access to this.

At the start of each topic, class teachers provide parents with an overview of the learning for the term.

### **FEEDBACK TO PUPILS**

We believe that feedback to pupils is very important, as it tells them how well they have done, and what they need to do next in order to improve their work.

For further information see the separate Marking and Feedback Policy.

### **INCLUSION**

Our school aims to an inclusive school. We actively seek to remove the barriers to learning and participation that can hinder or exclude individual pupils, or groups of pupils.

We achieve educational inclusion by continually reviewing what we do, by monitoring data and through asking questions about the performance of individual and groups of pupils. In this way, we make judgements about how successful we are being at promoting racial and gender equality, and including pupils with disabilities or special educational needs.

### **MODERATION OF STANDARDS**

All subject leaders study examples of children's work within their subject area. National materials are used to make judgements about standards where they are available. Staff have regular meetings to moderate judgements and are involved in external moderation as appropriate both with the local junior school and other LA schools.

### **MONITORING AND REVIEW**

The Senior Leadership Team will monitor pupils' overall progress through termly pupil progress meetings, regular pupil conferencing and book scrutinies so that potential underachievement can be identified and addressed as soon as possible.

Policy written by: J Davenport in consultation with staff

Date approved by Governing Body: 29/09/21

Signed: J.Cook                                      Chair of Governors

Signed: J K Davenport                      Headteacher

Review Date: Autumn Term 2022

## **APPENDIX 1**

### **From the Final Report of the Commission on Assessment Without Levels**

#### ***Schools should be clear:***

- **Why pupils are being assessed**
- **The thing which the assessment is intended to measure**
- **What the assessment is intended to achieve**
- **How the assessment information will be used.**

#### **At SWIS our assessment system is based around three fundamental questions:**

- **How successful is a child at the things taught so far?**
- **Are they on track to reach the end-of-year expectations?**
- **How much support do they need to be successful?**

#### **Summative Assessment**

At the beginning of a new academic year, all children will be taught a curriculum derived from the NC expectations for that year group except for SEN children who will be assessed against appropriate outcomes. (eg ELGs or P scales)

There will be an expectation that all children can meet age related expectations with a minimum of 85% reaching expected in the core areas of reading, writing and maths at the end of the year.

*Year 2 staff will need to consider the Interim Assessment Framework in 2016-17 to ensure sufficient evidence to show children on track to achieve end of KS1 expectations.*

In order to gain an overview of children's progress and potential, teachers will complete half termly PITA assessments. These are a teacher judgement identifying where children are working , who is on track and those that need extra support to reach age related expectations.

**Red and orange – working below national standards**

**Yellow – working towards national standards**

**Light green/dark green – working at national standards**

**Blue/purple – working above national standards**

Pupil progress meetings will take into account these assessments and SLT will expect to see evidence that children are being challenged through appropriate intervention to meet expectations. This includes children with potential of exceeding expectations. These children will demonstrate deep level of learning through using and applying their understanding independently in a range of contexts.

