

Bedgrove Infant School



Believe Inspire Shine

ASSESSMENT POLICY

Last reviewed and approved: Autumn 2021

Next review date: Autumn 2024

Principles

The primary principle of assessment is that it is an integral part of teaching and lies at the heart of promoting children's education. The principles that underpin an effective Assessment Policy in Bedgrove Infant School are as outlined below.

1. To give reliable information to parents about how their child and the school is performing:
 - Allow meaningful tracking of children's age related expectations in the Foundation Stage and Key Stage curriculums, with at least termly feedback to parents;
 - Provide information which is transferable and easily understood and covers both qualitative and quantitative data;
 - Differentiate attainment between children of all abilities, giving early recognition of children who are falling behind and those who are excelling;
 - Ensure information is reliable and inclusive of all abilities including Special Educational Needs and Disabilities (SEND), without bias.

2. To help drive improvement for children and teachers:
 - Closely linked to improving the quality of teaching;
 - Ensure feedback to children contributes to improved learning and is focused on specific and measurable objectives;
 - Support and impact on children's achievement;
 - Build and consolidate learning before moving a child on to the next phase of learning;
 - Focus on depth and breadth to deepen and secure learning rather than acceleration.

3. To ensure that the school is keeping up with external best practice and innovation:
 - Created in consultation with the whole school community, the Junior School and those locally who are exemplifying best practice;
 - Considered any new research and national/international best practice.

Purpose

The purpose of this policy is to make explicit how the school manages the assessment process.

All members of staff are expected to be familiar with the policy and to apply it consistently. Every child's assessment will follow the same timescales and achieve expected outcomes, detailed in the table on page 2.

Approach

There are three main forms of assessment, each of which has a very clear purpose.

- Formative assessment – day to day;
- Summative 'in-school' assessment – termly;
- Summative 'Nationally Standardised' assessment – end of Phase/ Key Stage (EYs/F2 and KS1/Y2).

The table below sets out when to record assessment, for what purpose assessment information is collated, how and when this will happen, with whom the information is shared and for what purpose. Careful consideration has been taken of the workload implications for teachers.

Practice	Formative Assessment Day to Day	In-School Summative Assessment	Nationally Standardised Summative Assessment
PURPOSE	To evaluate children's knowledge and understanding. To inform teaching and learning so that teaching is tailored accordingly.	To evaluate how much a child has learned at the end of a teaching period. To identify gaps and target objectives. To track progress of groups within cohorts.	To compare and benchmark with other schools so the Government can hold schools accountable.
EXAMPLES of HOW	<ul style="list-style-type: none"> - Question / answer during class - Observational assessment - Oral feedback responses - Regular short re-cap quizzes/plenaries - Scanning work for pupil attainment and development - Marking of pupils' work - Use of Purple Polishing Pens 	<ul style="list-style-type: none"> - Short end of topic assessments - Reviews for SEN and disabilities - Pupil progress meetings - Analysis of data - Moderation with other schools 	<ul style="list-style-type: none"> - Early Years Foundation Stage Profile - Phonics Screening test - National Curriculum tests at the end of Key Stage 1 - Attending local / County / National moderation meetings
WHEN	Day to day, in school Half termly for YG moderation	Termly	Annually, and attendance of moderation meetings throughout the year
TOOLS	Development Matters Statement tracking – EYFS Use of Teacher Assessment Frameworks – KS1 Pre-key Stage Frameworks – KS1	SIMS Mark Sheets E-Profile	SIMS and E-profile, Phonics screening scores and SATs to County Benchmarked County data
FOR WHOM	Child, parents, teachers	Class Teachers, Year Group Leaders, SLT, Governors	Parents, Teachers, SLT for Performance Management and input into SLP, Governors, Ofsted
OUTCOMES	<ul style="list-style-type: none"> - The depth and breadth of understanding can be measured - Mapping of progress to highlight groups and individuals who need support or additional challenge - Gaps in teaching and learning will be identified to address in future plans - 'Next steps' in learning are identified - Quality of support is assessed and training needs identified e.g. in subject knowledge 	<ul style="list-style-type: none"> - Progress within a year group can be compared across classes and pupil 'groups' - Moderation of results will identify gaps for the more able or ways of teaching differently for those children less secure with concepts - Pupil progress meetings inform school improvement e.g. curriculum development, teaching standards. - Evidence for Governors 	<ul style="list-style-type: none"> - Test data submitted to County for School, Bucks and National comparative reports - Data used for Performance Management - ISDR - A well-informed School Learning Plan and Pupil Progress targets

Formative Assessment

Early Years Teachers and Practitioners

On-going Formative Assessment is at the heart of effective early years practice. Within their daily routines teachers and practitioners working in Foundation 1 and 2, observe children within planned activities and child initiated learning. Some of these observations are formally recorded and included in the child's Learning Journal. Other observations are recorded in note form and kept in teacher's/practitioner's assessment folders. All of these observations contribute towards teachers' and practitioners' understanding of each child; considering appropriate next steps in learning, based on the Development Matters Statements. Observations made on individuals are discussed in weekly PPA/team meetings and planning is based on the needs and interests of children. Where appropriate, groups of children working at similar levels are introduced in e.g. Phonics and Funky Fingers as a result of these observations, to best meet the current stages of development. These groups are reviewed at least half termly to ensure all children access appropriate provision. Parents have the opportunity to share children's current interests at home via the cameras sent home on rotation in Foundation 2 and via home learning sheets distributed in Foundation 1.

Key Stage 1 Teachers may group children in lessons by ability which will be determined by the objectives they are taught and where they are in terms of their confidence within an objective. The teacher will use a range of means to assess the child, as listed above, and then make an informed judgement related to the proficiency of the child in a given objective.

Teachers will record a child's achievement when the objective is taught, which may be daily, weekly or at the end of a unit of work, noting whether the child is emerging, developing or secure in their learning for each given objective. A child's performance against each objective is tracked through their pieces of work, and pupil voice and 'quizzes' etc. are used, so that by the end of a half term there is a clear picture of where the child is for any given curriculum objective. The data is used by the teachers in Planning, Preparation and Assessment (PPA), as relevant, to identify gaps and misconceptions to inform planning. The data is also used to highlight children who are falling behind or excelling and therefore need intervention for additional support or challenge. At the end of each half term, the Year Group Lead Teacher involves teachers in moderating judgements by looking at a summative record of the formative data, to ensure 'gaps are plugged' in the next half term's medium term planning and there is a review of the intervention groups that are happening to monitor the impact. For children with SEN and disabilities, tracking is monitored and Teaching Assistant records contribute towards evidence of progress. It may be applicable for a child with a Special Educational Need to present work in a learning journey format to show very small steps of progress that may be evidenced in a photograph or annotation by the teacher.

Children have targets and next steps to work on and these are articulated verbally or by means of group or individual targets.

Parents will have formative assessment shared termly so they can see where their child's strengths and areas for development are, in relation to the Development Matter Statements (EYFS) or National Curriculum (KS1) objectives. The parent will be able to see a child's progress over time as denoted by the level of understanding within each objective.

Internal intervention groups will be organised and delivered for any child making slow progress with such things as reading, phonics, handwriting and mathematics as standard practice within the school day. SEND pupils will progress at a rate in accordance with their specific SEND need.

When applicable in the interim, a parent of a child with specific learning needs may have additional feedback with work sent home. At this stage a child may be attending intervention groups for particular needs such as Language Link or Lexia of which a parent will be made aware. Children with SEN and Disabilities resulting in speech and language difficulties are supported by Teachers and Teaching Assistants who work with external speech therapists to address targets that are detailed on the SEN Support Plans (SSPs).

Children who are working above age related expectations in Early Years or Key Stage 1 will have challenging work set in their ability group in class to develop the breadth and depth of learning. There may also be challenge group interventions as appropriate as well as opportunities for the most able child to be used to model their skills e.g. in Physical Education (PE) or to support others with the expectation that the concept, skill or knowledge the child has is sufficiently, confidently embedded to successfully instruct others.

In-School Summative Assessment

This information is collected at the end of each term when formative assessment results are collated and entered into SIMS, where summative data is stored. The information is moderated by the Year Group Lead Teachers and their teams to ensure consistency. The Strategic Leadership Team (SLT) analyse the data to identify areas of strength within the school and to identify any concerns regarding specific groups of children or individuals, teacher performance or particular areas of the curriculum that are showing results below expectations.

Each year group hold pupil progress meetings using the summative data to discuss progress of all ability learners and to question the reasons why any child is falling behind expectations for the relevant term. Alongside the data, the different groups the child may fall into, their term of birth and any changes to home circumstances are considered and teachers will work with parents if there is support that the child would benefit from at home.

Test and quizzes may be administered and practice standardised tests used to support the consistency of teacher assessment. Practice National tests and Phonics Screening checks will be used by the teachers during the year to familiarise all children with the format of the tests so they are comfortable with the conditions in which the tests are organised. It is important that children are aware that tests inform teachers how and where to aim their teaching and are not designed to catch children out. The school refers to all tests as 'quizzes' to avoid unnecessary anxieties.

Children will complete tests and topic quizzes that are wholly relevant to the subject matter taught and the result of which confirm a level of understanding. The children will be made aware of their next steps so that they understand how and why they may need more practice. Children might be regrouped to support this, or they may attend intervention groups to consolidate or encourage greater depth of understanding.

Nationally Standardised Summative Assessment

All teachers in Foundation 2 complete the Early Years Foundation Stage Profile at the end of the school year to assess children against the Early Learning Goals and to assess the Good Level of Development which is measured by achieving all the Early Learning Goals in the Prime Areas: Physical, Social and Emotional Development (PSED) Communication and Language (C and L) and Physical Development (PD) and Literacy and Mathematics. This information is collated in SIMS and reported to County in June.

In Year 1 children will sit the Phonics Screening test in the second week of June and any Year 2 child who do not achieve the pass score in Year 1 will re-visit the test at the same time.

In May, all Year 2 children sit national tests that consist of the following: Writing, Reading and Mathematics.

Children are aware of the test expectations and have plenty of opportunities to apply their knowledge and skills to answer questions similar to those posed in the national tests, whilst not compromising learning and progress by 'teaching to the test'. Banks of questions given to children will give meaning to the assessment criteria and allow them to take ownership of their learning by seeing their strengths and weaknesses and improvement over time.

Parents will be aware of the test procedures and the Year 1 Phonics Screening check. At the end of the year parents will receive the results of this test with their child's annual report.

This Assessment Policy is accessible on the website, thus ensuring parents understand the way children are assessed, and the purpose for which they will be assessed.

Monitoring and Evaluating

The role of the Deputy Headteacher and Head of EYFS is to:

- Keep this policy under review;
- Support teachers with formative and summative assessment data collection;
- Arrange data schedules in line with reporting data for Governing Body meetings
- Ensure that Lead teachers organise moderation meetings;
- Organise or deliver necessary or relevant training;
- Ensure that staff attend external Assessment Briefings provided by County
- Liaise with Turn It On re SIMS, County and the Junior School if required;
- Prepare and analyse assessment data;
- Draft prose and compile data headlines for the termly Headteacher's report to Governors;

The role of the Strategic Leadership Team is to:

- Monitor the effectiveness of assessment practices through work and planning scrutiny, lesson observations, learning walks and pupil voice alongside analysis of formative and summative assessment records;
- Analyse data internally and externally (e.g. IDSR: Inspection Date Summary Report);
- Ensure that termly pupil progress meetings take place in PPA;
- Analyse pupil progress and attainment during performance management meetings;
- Work in collaboration to maintain a current whole school progress profile;
- Provide support and organise training for teachers as the need arises.

The role of the Governing Body is to:

- Monitor implementation of this policy.
- Annually review and approve adoption of this policy.
Monitor termly in school summative data provided by SLT, including in the Headteacher's termly report to Governors, and provide appropriate support or challenge as necessary in relation to the progress which groups of children are making within the school year. Monitor annual nationally standardised summative assessment data, including ISDR and other data dashboards considered relevant by the Governing Body, in order to hold the Headteacher to account for the educational performance of the school and its pupils over time.

Communication

Teachers will:

- Mark work and feedback to children at an appropriate level so they take ownership of their learning, in accordance with the Feedback and Marking policy;
- Enable children to know their next steps for learning;
- Share termly accurate feedback to parents on their child's progress with more regular communication with parents of children with SEN and disabilities;
- Effectively and regularly record and analyse data within the Development Matters Statements and SIMS and use this to inform teaching;
- Provide valid well informed reasons why a child is not making progress;
- Pass assessment information to the next teacher or school to ensure a smooth transition.

Children will:

- Understand the learning intentions in lessons;
- Respond to feedback and marking as appropriate for their age group, as per the Feedback and Marking Policy;
- Know where they are and how they need to improve.
- Know how to use the Purple Polishing Pens effectively.

Parents will:

- Be made aware of their child's progress in relation to the relevant curriculum objectives;
- Know their child's strengths and areas for development;
- Be aware of the relevant Key Stage expectations;
- Be aware of the assessment procedures.

Governors will:

- Review the Assessment Policy annually;
- Receive data and reports to show progress for different groups of pupils and year groups;
- Compare summative data, term to term;
- Provide appropriate support or challenge assessment information in the termly Headteacher's report;
- Monitor the implementation of the Feedback and Marking and Assessment policies.

This policy has been re-written in light of the recent COVID pandemic where national assessments did not take place during 2020 and 2021.

This policy reflects the in-school assessment that continued to take place via remote learning, using teachers' individual knowledge of children and assessment of children on their return to school.

This policy also reflects the assessment procedures if the STA Assessment and Reporting arrangements are able to go ahead in the academic year 2021-22.