Halfway Nursery Infant School

Assessment Policy

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HALFWAY NURSERY INFANT SCHOOL

ASSESSMENT POLICY

Introduction

At Halfway Nursery Infant School we believe that assessment is a natural part of teaching and learning. We use assessment to inform us about children's learning anddevelopment and believe that the monitoring and evaluating of pupil progress is vitalin raising standards and ensuring that all pupils fulfill their potential.

Assessment is an integral part of our planning, evaluating, recording and reportingcycle. It identifies what the child knows and can do, and provides information to guide future teaching and learning in response to a child's individual and/or group needs. It is intended to be formative <u>and</u> summative, providing positive statementsabout a child's progress that is meaningful to both parents and teachers.

Aims

Assessment should:

- Ensure progression and continuity
- Meet the needs of the individual child regardless of gender, race, culture orability
- Give opportunity to extend and re-inforce teaching and develop children'slearning in a planned way
- Provide positive recognition of achievement for both children and parents
- Be set within the context of the whole school
- Indicate Attainment against the Early Years Foundation Stage, NationalCurriculum and National Standards
- Enable the child to see him/herself as a learner, and how he/she is progressingin learning.
- Provide key information to parents about how successful their child has been with what has been taught already and further information about whetherthey are on track to meet end of year expectations, in simple, accessible terms.

We believe that effective use of assessment will lead to:

Teachers who:

- Analyse pupils' oral and written responses so as to adjust the pace, content ormethods of teaching in order to ensure the highest quality teaching and learning;
- Review and track pupils' progress to inform teaching and target setting for thewhole class, groups or individuals;
- Use evidence of pupils' progress in order to modify planning;
- Use robust and accurate assessments to aid children's transition between yeargroup and key stage;
- Use assessments to plan differentiated work for all ability levels that addressesany gaps in learning;
- Are aware of vulnerable groups of children who are at risk of underachieving;
- Are aware of children who are excelling in certain subject areas and needfurther extension and enrichment opportunities.

Pupils who:

- Are able to say what they think of their work, and how this compares with theteachers'

assessments;

- Are clear about the criteria used to assess their work;
- Understand comments made about their work, any targets set for them, andhow to go about reaching them;
- Know that making mistakes is inevitable, and that they can learn fromcorrecting them;
- Understand how well they are doing, and what steps they need to take to helpthem improve.

Parents who:

- Have a clear understanding of the progress their child is making;
- Know how well their child is doing compared with others of the same age,both within school and nationally;
- Feel confident in approaching the school to discuss any concerns they mighthave about their child's learning;
- Know what they can do to support their child in his/her learning;
- Know that their child's learning and progress at home is valued in school andcontributes to the child's assessment profile.

Leaders who:

- Accurately use assessment data to inform and evaluate the school's currentimprovement priorities, and to forge future improvement priorities;
- Always ensure that no child or specific group of children ever get left behind!

Methods of achieving these aims

Assessment can involve any of the following activities:

- Teacher assessments using guidance from the National Curriculum, EYFS Statutory Framework or EYFS Development Matters Statements
- Diagnostic assessments for phonics from the phonics scheme Little Wandle;
- Guided Reading Records;
- Pupil progress tracking and pupil progress meetings (using Tracker+);
- Focused observations and snapshot observations;
- AfL strategies (targeted questioning, peer and self-assessment etc.);
- Marking and feedback, both written and oral (see separate policy attached);
- Formal tasks and tests set by the teacher;
- Baseline/ Entry assessments;
- Standardised tests (e.g. end of Key Stage tests/Y1 Phonics Screening Check);
- Work sampling and moderation of children's work;
- Interviewing children (pupil voice);
- Half termly pupil targets;
- Specific pre and post assessments for additional support and interventions e.g.Talking Partners or LEAP;
- Reporting to Parents;
- Input from all other professionals involved with the child;

Teacher Assessment

Formative (AFL – Teacher Assessment)
Formative assessment is an integral part of all lessons, and is used directly to impacton teaching, learning

and future planning. Both verbal feedback and learning dialogue through marking allow the children to have a partnership in this process, enabling the best outcomes for the pupils.

Deep marking and feedback is conducted weekly and during lessons, giving teachers time to feed back to the children about their learning, and to discuss and agree together next steps for learning. Children then have time within the lesson to act upon this feedback and move their learning on.

All staff regularly evaluate their own planning in relation to pupil achievement and learning gaps, recording evaluations and next steps on their planning, and including rationale for future teaching and learning. In F1 the 'observe-plan-teach' cycle allows ongoing dynamic assessment, so that teachers can plan based on weekly gap analysis and observations.

Summative (Data gathering from formal tests / PITA assessments / SEN reviews)
Summative assessments support children's learning by identifying gaps in understanding, and tracking progress at a specific point in time i.e. end of a unit of work or end of a term. All children are catered for and included by providing for individual's needs, but also challenging them to fulfil their potential without putting a limit on depth of understanding.

National expectations and key performance indicators are used, alongside Early Years Outcomes and the National Curriculum, to describe where children sit within the national picture of assessing without levels. We assess children using an assessment system called PITA (Point in Time Assessment). This uses a simple numerical scale and clear narration to identify how successful children have been with what has been already taught, and gives an indication of whether or not they are on track to reach end of year expectations. We promote depth of understanding and mastery of a subject within each year group curriculum.

Teachers are required to submit data onto Tracker+ each term, alongside an initial baseline in September. This system is able to create data pictures for teachers to use when pitching lessons in order to meet the needs of the children, and take into account the national picture of attainment.

All children in Key Stage 1 are assessed on a termly basis in Reading, Writing and Maths and are awarded a PITA scale point in these subjects. Foundation subjects are now clustered together into areas of learning (e.g. EAD – Expressive Art and Design) and assessed against the PITA scale using the school's skills progressions and NC requirements.

Children in F1 and F2 have a baseline/entry assessment. Children in F2 also undertake the Foundation Stage Baseline Assessment (although no reports are generated for school/parents until the child reaches Y6). F2 children also have a summative assessment at the end of the EYFS using the EYFS Profile, to assess whether they have achieved GLD (Good Level of Development).

Children in Y1 undertake the Phonics Screening Check in June of each year, and will retake this again in Y2 if they have not met the expected standard. Children in Y2 no longer undertake statutory assessments tests (SATs) in May. However, as a school we continue to use the tests to support our teacher judgements and aid transition to Y3.

Assessment Collation and Use

Formative
We strongly believe that formative assessment is key to rapid progress in learning. Our marking and feedback policy makes clear that work should be regularly marked against learning objectives using positive comments and next steps, and that children have time within a lesson to respond to this and improve their learning.

Teachers use a range of formative assessment techniques to ascertain whether a child has understood or achieved the learning. This can include verbal feedback, probing questions, observations, quizzes, peer and self-assessment. Common misconceptions are addressed during lessons so that children become confident in their learning.

Teachers are encouraged to use AfL to reshape lessons and group pupils flexible, so that learning is embedded.

Staff delivering targeted interventions work closely with teachers, the SENCO and SLT, to feedback impact regularly, and share knowledge of the child and next steps.

Evidence is collected from a number of sources to support our teacher's formative assessment: observations in lessons, written work in books, informal tests, independent writing sessions etc. Information is shared each term with parents at parents' evenings (Autumn and Spring term), and through annual written reports (Summer term).

Summative

We use summative assessment to evaluate pupils' learning and progress at the end of a period of teaching. This allows modification of teaching, and of future plans for different cohorts of children to ensure these are meeting all their needs.

We assess using PITA and the National Curriculum. We moderate judgements both in school and externally with our Family of Schools. Foundation subjects are assessed using a skills based progression which we have adapted to reflect expectations in the National Curriculum.

Assessment information is then analysed through Tracker+. This information is then shared with SLT each term. Data is shared with governors through head teacher's reports.

Children's Books as Evidence for Assessment

We acknowledge that evidence in books is a key assessment tool.

All children in KS1 have subject specific books to provide evidence of attainment, progress and significant achievements in a child's learning over time. This can take the form of written, recorded learning, photographs of practical learning or snapshots of learning (usually capturing drama, spoken language etc).

In EYFS, teachers record a child's significant achievements in learning and cross reference these examples with the Early Years Outcomes and the Early Learning Goals, as appropriate. Evidence in EYFS Special Books can be in the form of samples of children'swork, termly focused observations, 'snapshot' observations, photographs and teacher/parent comments. Children in F2 will also have significant learning in CAL/Literacy and Numeracy recorded in their literacy and maths books.

All children have an online Tapestry account, which teachers update daily to share with families the learning from school. These comments/ snapshots, show children's achievements and progress over time. Parents are encouraged to add their own comments or observations to their child's Tapestry account.

Arrangements for the Governance, Management and Evaluation of Assessments

Formative

We work collaboratively as an SLT, to ensure the policy is maintained and followed consistently within

school. We share this with teachers through CPD, focused PDMs and individual meetings. We monitor the effectiveness of our assessment practices through regular book scrutiny (undertaken by the SLT and subject leaders), lesson observations and drop-ins. Regular PDMs for moderation of each core curriculum subject help ensure the consistency and accuracy of assessment judgements. Our teachers are constantly reshaping lessons and learning activities so that they best meet the needs of all learners in all lessons.

Summative

We meet all the statutory assessment guidelines. We monitor the effectiveness of our assessment practices to ensure that our judgements are accurate and effective by termly pupil progress meetings and half termly moderation meetings with staff, which can be with colleagues from our Family of Schools. Our termly pupil progress meetings involve class teacher, support staff and SENCO, when appropriate, so that a full and holistic view of the child and his/her needs can be discussed. Any pupils / groups identified as not on track are targeted for support.

We use the National Curriculum and Development Matters as planning tools to ensure that we are teaching to the current year group expectations. It has been agreed that all staff are teaching from the appropriate year group of the National Curriculum to ensure that children are being immersed in age related expectations. This is the case for all children, apart from the few pupils whose special needs require them to work from a bespoke curriculum with the correct support. SEN reviews for these children take place three times per year, and are led by our SENCo.

It is essential that all judgements are accurate. We seek regular moderation opportunities to make sure that our judgements are in line with other schools. We do this through a range of prioritised CPD opportunities - in school and within our Family of Schools.

Pupil Progress Tracking and Pupil Progress Meetings

Tracker+ is our main analysis tool and provides a valuable breakdown of achievement data for all groups of children in school.

Staff then analyse this data and record significant (positive and negative) pupil progress and attainment, and highlight vulnerable pupils or groups of pupils who may require additional support and intervention. This information is then used at termly pupil progress meetings to inform provision and future teaching for specific children.

Pupil progress meetings for each year group focus on:

- Reviewing the progress of all pupils;
- Identifying and monitoring cohorts of pupils that are underperforming;
- Pinpointing barriers to learning that occur across classes, e.g. attendance, punctuality, behaviour, EAL and SEND factors;
- Selecting intervention strategies to implement as a team to tackle barriers to learning;
- Creating an action plan for each class – factors affecting underachievement and the steps that will be taken to combat this.
- Standardised Assessment Tests (S.A.T.s) / Phonics Screening Check/Baseline Assessments

Baseline assessments in EYFS are carried out during the first 3 weeks of a child entering either F1 or F2.

Reporting to Parents

We have a range of strategies that keep parents fully informed of their child's progress in school:

- A Parents' Evening in the autumn and spring terms to discuss children's progress and attainment.
- An annual report to parents which is a summative assessment and overview of a child's progress and attainment throughout the school year, which can then be followed up with an opportunity to meet with the class teacher in the summer term to discuss the report;
- Parent meetings each term with children on the SEN register to share targets with parents and review provision and progress;
- Targets set through Tapestry posts;
- Star of the week daily certificates;
- Learner of the week weekly certificates;

Furthermore, we always encourage parents to contact the school if they have concerns about any aspect of their child's work. Similarly, teachers will contact parents if they have any concerns about a child's progress in school.

Inclusion (Special Educational Needs, Able, Gifted & Talented, EAL)

Teachers use assessments to help them make judgments about children who fall well below expected standards (SEND) and children who achieve well above expected standards (Able, Gifted & Talented) for their age. All staff then strive to provide suitable learning experiences and activities for these children to either aid or extend learning. All children on the SEND register have individual targets which are shared with the children and their parents. These targets set relevant and appropriate targets for children. The SENCO will arrange any necessary external assessment of children with SEND. Children new to English (EAL) are assessed using Sheffield 'S' levels.

The progress of some pupils with SEN are shown through 'P' levels, as well as other assessment tools (e.g. B squared, Birmingham Toolkit) to reflect their progress and to help identify next steps. These children will often be case studied.

Confidentiality

Children's records are available to teaching staff within the school, external staff involved in supporting individual children, and parents who have access to their own child's records.

Transition

The school receives records of children who transfer from F1 as part of the transition programme. At the end of Key Stage 1, information is forwarded to the feeder Junior School that they will be attending. Each child's achievement is discussed informally with the receiving teachers, as part of the school's Transition Programme.
EYFS include the Characteristics of Effective Learning as an important tool in their transition conversations.

Responsibility for Assessment

The Headteacher and Governing Body have overall responsibility for assessment within the school.

Class teachers are responsible for recording their pupils' achievements in the National Curriculum and to use continuous assessment to inform planning and the differentiation of work.
school.

Monitoring and Review

The Headteacher and SLT will ensure this policy is implemented consistently throughout the school using strategies such as discussion with teachers, pupils and parents/carers, sampling pupils' records and reports, and sampling teachers' planning.

Subject co-coordinators are responsible for the monitoring of assessments for theircurriculum areas.

ASSESSMENT GUIDE FOR PARENTS

Point in Time Assessment (PITA) Descriptors

	PITA	Descriptor
	1	Is having to access the previous year's curriculum with individual, personalised support or is working on P-Scales.
	2	Is not accessing the year group curriculum without heavily, personalised support and scaffolding. The child may be doing different tasks to the rest of the class and may be receiving, or needing, some intervention based upon the previous year's curriculum. This may be due to children having English as an additional language or specific social, emotional, behavioural, cognitive or medical barriers to learning (SEND).
Below Success	3	Is able to access the year group curriculum but has significant gaps in their learning. They struggle to embed concepts and nearly always need some scaffolding, pre teaching or other support. Can often not apply their learning independently and require additional opportunities to consolidate learning to secure understanding.
	4	Is on track to meet some, but not all, of the end of year expectations for their year group. Is successful at learning many new concepts and is starting to apply their skills independently, but not consistently. May make errors but will usually be able to improve work following feedback and support. May have some smaller gaps in learning that can be addressed through quality first teaching or short term booster work.
Success	5	Is on track to meet end of year expectations for their year group. They are usually successful learners, showing good understanding of the overwhelming majority of objectives taught. They are usually able to learn new skills and use them accurately and independently, though they make occasional errors in applying their learning in other contexts.
	6	Is on track to exceed end of year expectations for their year group. They are almost always successful in understanding key learning and are able to apply their skills, in a range of contexts, making very few errors. Can often explain or justify their ideas.
Above Success	7	As above, but is demonstrating significant skills and knowledge beyond their year group curriculum. They can consistently apply their skills in a range of contexts and can synthesise and evaluate other's ideas and their own effectively.

Descriptors will be used based upon the year group curriculum your child is in.

Assessment of progress will not be incremental or linear as the numbers will not necessarily get higher. Progress and attainment will be measured using the following system:

Progress ← / Attainment →	Below Success	Success	Above Success
Inadequate	2 – 1, 3 – 2, 4 – 3, 5 – 4	6 – 5	7 – 6
Insufficient	1 – 1, 2 – 2, 3 – 3, 4 – 4		
Sufficient (Good)	3 – 4, 1 – 2, 2 – 3	4 – 5, 5 – 5	6 – 6, 7 – 7
More than Sufficient (Outstanding)	2 – 4, 1 – 4, 1 – 3	1 – 5, 2 – 5, 3 – 5	6 – 7, 4 – 6, 5 – 6
Individual Case Studies Needed	1 – 1	2 – 1, 2 – 2	3 – 2

Your child is on track to meet end of year expectations in this subject and is making good progress in the things we have taught so far this year.

Your child is not yet on track to meet end of year expectations in this subject, but has made good progress in the things we have taught so far this year.

Your child is not yet on track to meet end of year expectations in the things we have taught so far this year

Your child is not yet on track to meet end of year expectations is not yet making good progress in the things we have taught so far this year