



Assessment Policy

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Rationale

At Wirksworth Federation of Infant Schools we believe that in order for all our children to be successful individual learners then assessment for learning must be at the heart of everything we do.

The primary purpose of assessment is to inform next steps in teaching and learning. By doing this we aim to develop the right skills for all our children to reach their maximum potential.

At our schools we have a robust assessment system. It is a carefully planned mix of both formative and summative assessment, together with an effective tracking system.

Assessment principles

The following principles of effective assessment underpin our Federation policy.

- Assessment provides clear and accurate information on children's attainment and progress across year groups.
- Assessment is at the heart of teaching and learning and provides evidence to guide opportunities for children to demonstrate and review their attainment and progress.
- Assessment is fair, inclusive of all abilities, purposeful and appropriate to the needs of the children.
- Assessment outcomes are conveyed in an open, honest and transparent way to assist children with their learning.
- Assessment judgements are moderated for accuracy by experienced professionals in our individual schools, across the Federation and within our cluster of schools.
- Assessment places achievement in context against local and national data and outlines expected targets for which schools and school leaders are accountable.
- Effective assessment supports transition for every child on to their next stage of learning.
- Assessment sets high yet appropriate expectations for all learners.
- Assessment outcomes draw on a wide range of evidence to provide a complete picture of child achievement.
- Assessment is consistent and judgements are formed according to agreed Federation policy.
- Assessment outcomes provide meaningful and understandable information for children in developing their learning and helps parents/carers in supporting children with their learning.
- Assessment supports teachers in planning future teaching and learning.

- Assessment supports school leaders and governors in strategic planning, the allocation of resources and in the tracking of groups of children.
- In order to have in place effective assessment procedures staff CPD needs to be regularly updated as appropriate.

Aims

As a result of our assessment principles we are able to:

- Give reliable information to parents/carers about how their child is performing and suggest next steps.
- Measure progress of individual children and cohorts.
- Track achievement by analysing and evaluating performance data.
- Help drive improvement for children and teachers by identifying gaps in learning and plan to meet the learning needs of each child
- Celebrate progress.
- Set ambitious targets for attainment and achievement.
- Make sure that as a Federation we keep up with external best practice and innovation through networking with other schools.

Statutory assessment of children in the Early Years Foundation Stage

Currently children in the Early Years Foundation Stage (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 'emerging', 'expected' or 'exceeding' for each ELG and whether they have achieved a GLD.

From September 2015, all children entering Reception will have to take part in a baseline assessment. This will be used to assess the progress of children who enter the Reception year. The baseline assessment will score each pupil against the typical expectations for children at the start of the Reception year. It will be linked to the learning and development requirements of the EYFS.

Phonics screening check

In June all children in Year 1 take a statutory 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.

Statutory assessment at the end of Key Stage 1

Year 2 children will be assessed against the end of Key Stage 1 performance descriptors for the 2014 National Curriculum. Children in year 2 will undertake test papers and tasks which will be used to inform teacher assessment.

Tracking pupil progress

Children in Key Stage 1 (Year 1 and 2) at Wirksworth Federation of Infant Schools are assessed against the 2014 National Curriculum.

For each year group there is a set of Age Related Expectations (ARE's) for a child to meet.

As a school we continually assess each child against the ARE's for reading, writing, spelling, punctuation and grammar and mathematics.

In order to make a judgment on the percentage of the ARE's a child has met each term we use a range of evidence including work in books, tests, mini assessments, observations, annotated planning.

As a school we use iTRACK to record pupil data and track progress linked to the percentage of ARE's a child has met. We record information on children's attainment six times a year for reading, writing, spelling, punctuation and grammar and maths in Year 1 and Year 2 and Foundation Stage report on all 17 Early Learning Goals.

Before any data is entered, a sample of children's work is moderated in year groups, across a key stage or across the whole school.

At the end of the academic year the total percentage of ARE's a child has met will then be converted into an end of year judgement. The end of year percentage will determine as to whether a child is '**emerging**', '**developing**' or '**securing**' the ARE's for their year group.

For each end of year judgement a percentage of the ARE's must be met. These percentages have been agreed across the Federation in order to ensure consistency.

Pupil data is reviewed half termly at Pupil Progress meetings with the headteacher and SENCO and used to target children who are not working at ARE's. Interventions are then planned and evaluated.

For each child ARE assessment grids for reading, writing and maths is kept. These are highlighted and dated once a child is secure against one of the ARE'S. A note is also made as to where the evidence can be found to support the highlighting.

In Years 1 and 2 pupil progress and attainment in National Curriculum subjects other than maths, reading, writing, spelling, punctuation and grammar are tracked and monitored by subject leaders.

Standardisation and moderation

The process of moderation is an essential part of our school assessment system.

As a school we ensure that time is set aside each term for moderation to take place. The purpose of this is to ensure that our data is accurate and consistent across the cohorts, school, Federation and cluster schools.

Teachers and support staff are involved in the moderation process to ensure agreement on the criteria for the ARE's.

Standardisation and moderation takes place across the Federation in the following ways:

- With colleagues in school - Key Stage meetings, staff meetings, 1-1 with subject leaders.
- With colleagues from other schools through local networks, cluster meetings and joint staff meetings
- By attending Local Authority sessions to ensure our judgements are in line with other schools.
- By using where available national exemplification materials.
- Through external moderation of the Early Years Foundation Stage and Key Stage 1.

Reports and sharing information with stakeholders

Key Stage 1 and EYFS link governors work with the Headteacher and SENCO on monitoring the 'triangulation of evidence' which includes outcomes of and being involved in moderation, pupil progress discussions, entering of iTRACK data and lesson observations. Following each monitoring visit a governor report is written.

Areas linked to the 'triangulation of evidence' are referred to termly in the Headteacher Report to the Governing Body.

Parent/carer consultations are held twice a year where teachers share progress data with parents.

Parents/carers receive one written report a year. In the reports the teacher will refer to the progress a child has made and the areas for further development.

Through consistent implementation of our Federation Marking and Feedback Policy areas of strength and areas for development are identified on children's work either written or verbally. Children in all year groups are given regular opportunities to respond to marking.

The school website is kept up to date with levels of attainment in core subject areas for both schools in the Federation.

Conclusion

Summative and formative assessment is an integral part of the teaching and learning process. It is the means by which the progress and attainment of each child is tracked.

Monitoring and review

The Headteacher monitors and reports to the Governing Body on the effectiveness of this policy on a regular basis and makes recommendations for further improvements.

This policy will be reviewed in accordance with the Federation's monitoring and review cycle. The governing body may, however, review the policy earlier than this in response to new regulations or if they receive recommendations on how the policy might be improved.