



Dronfield Infant School

Assessment in the National Curriculum

Introduction

We believe that effective assessment provides information to improve teaching and learning. We give learners regular feedback on their learning so that they understand what it is that they need to do better. This allows us to base our lesson plans on a detailed knowledge of each pupil. We give parents regular written and verbal reports on their child's progress so that teachers, children and parents are all working together to raise standards for all our children.

Since the removal of National Curriculum Levels descriptors and the implementation of the New Curriculum we have worked partnership with the local authority and other local schools to design a new assessment tool.

Aims and objectives

The aims and 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 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 that enables them to support their child's learning;
- to provide school leaders and governors with information that allows them to make judgements about the effectiveness of the school.

Assessment is not a singular activity; it is about measurement of performance at a given point in time and a way of gaining information to promote future learning. Our first point of principle should be to hold on to aspects of assessment that aim to measure what we value rather than simply valuing what we are able to measure.

Our principles for assessment

1. Assessment is at the heart of teaching and learning

Assessment provides evidence to guide teaching and learning.
Assessment provides the opportunity for students to demonstrate and review their progress.

2. Assessment is fair

Assessment is inclusive of all abilities.
Assessment is free from bias towards factors that are not relevant to what the assessment intends to address.

3. Assessment is honest

Assessment outcomes are used in ways that minimise undesirable effects.
Assessment outcomes are conveyed in an open, honest and transparent way to assist pupils with their learning.
Assessment judgements are moderated to ensure their accuracy.

4. Assessment is ambitious

Assessment places achievement in context against nationally standardised criteria and expected standards.
Assessment embodies, through objective criteria, a pathway of progress and development for every child.
Assessment objectives set high expectations for learners.

5. Assessment is appropriate

The purpose of any assessment process should be clearly stated.
Conclusions regarding pupil achievement are valid when the assessment method is appropriate (to age, to the task and to the desired feedback information).
Assessment should draw on a wide range of evidence to provide a complete picture of student achievement.
Assessment should demand no more procedures or records than are practically required to allow pupils, their parents and teachers to plan future learning.

6. Assessment is consistent

Judgements are formed according to common principles.
The results are readily understandable by third parties.
A school's results are capable of comparison with other schools, both locally and nationally.

7. Assessment outcomes provide meaningful and understandable information for:

Pupils in developing their learning.

Parents in supporting children with their learning.
Teachers in planning, teaching and learning.
School leaders and governors in planning and allocating resources.
Government and agents of government.

8. Assessment feedback should inspire greater effort and a belief that, through hard work and practice, more can be achieved

Our approach to assessment

- Assessment is integral to high quality teaching and learning. It helps us to ensure that our teaching is appropriate and that learners are making expected progress
- All staff are regularly trained in our approach to assessment
- We have senior leaders who are responsible for assessment and data

Our method of assessment

- Assessment serves many purposes, but the main purpose of assessment in our school is to help teachers, parents and pupils plan their next steps in learning. We also use the outcomes of assessment to check and support our teaching standards and help us improve

Assessments take two forms:

- On-going assessments happen within lessons on a regular basis.
- More formal testing takes place at the end of KS1 in May, and in Y1 in June (Phonics Screening Check). These results are collected by the teachers and feedback to the SLT (Senior Leadership Team) and analysed. The results of such tests are only to inform Teacher Assessment. Half termly pupil progress meetings are an opportunity for teachers to discuss the assessments for their children and provide evidence of teaching / intervention that supports each child

Our use of assessment

- Teachers use the outcomes of our assessments to summarise and analyse attainment and progress for their pupils.
- Teachers use this data to plan the learning for every pupil to ensure they meet or exceed expectations.
- Teachers analyse the data across the school to ensure that pupils identified as vulnerable or at particular risk in this school are making appropriate progress and that all pupils are suitably challenged.
- Assessment results are collected by members of the SLT and analysed. The analysis informs the SLT of an overall picture of achievement and progress and helps with the provision of support for children and training for staff
- Half-termly pupil progress meetings are an opportunity for teachers to discuss the assessments for their children and provide evidence of weekly teaching that supports each child's learning and the progress that they are making.

- The information from assessment is communicated to parents and pupils through progress meetings and reports to parents. We celebrate achievements including attitude to work.