



Alderman Pounder Infant and Nursery School

Policy for Pupil Assessment and Reporting

This policy incorporates the following former policies:

- Assessment
- Reporting to Parents
- Homework

Document Owner: Head Teacher

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Review frequency: Annual

REVISION HISTORY

Version	Revision Date	Next review due	Summary of Changes (and author)
1.0	Autumn 2013	Spring 2015	Policy incorporated (J Hemsley)
1.1	Spring 2015	Spring 2016	Updated throughout. New separate AGT policy created
1.2	Spring 2016	Spring 2017	Major changes in light of AWL (J Shelton)
1.3	Spring 2017	Spring 2018	Major changes in light of new tracking methods (J Shelton)
1.4	Spring 2018	Spring 2019	Moderation date updated (J Hemsley)

Assessment

Aims

At Alderman Pounder Infant School we believe that assessment should:

- be explicit in expectation
- support teaching and learning
- raise expectations

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 and better progress from their individual starting points. All staff are regularly trained in our approach to assessment and we have senior leaders who are responsible for assessment across the school.

The principles of effective assessment practice

Any type of assessment should give reliable information to parents about how their child and their child's school is performing through:

- allowing meaningful tracking of pupils towards end of key stage expectations in the new curriculum, including regular feedback to parents
- providing information which is transferable and easily understood and covers both qualitative and quantitative assessment and is consistent
- differentiating attainment between pupils of different abilities, giving early recognition of pupils who are falling behind and those who are excelling
- ensuring data is reliable and free from bias

It should also help drive improvement for pupils and teachers by:

- linking assessment to improving the quality of teaching and setting ambitious targets
- ensuring feedback to pupils contributes to improved learning and is focused on specific and tangible objectives
- producing recordable measures which can demonstrate comparison against expected standards and reflect progress over time
- ensuring assessment feedback should inspire greater effort and a belief that, through hard work and practice, more can be achieved

Types 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. At Alderman Pounder we assess both a child's attainment and their achievement by using three main types of assessment.

A child's **attainment** is their ability at a given point in time in relation to age related expectations. Their **achievement** is the progress they have made over a given period of time. Both are assessed using the following:

Type	Purpose	Frequency	Examples
In-school formative assessment	Used by teachers to evaluate pupils' knowledge and understanding on a day-to-day basis	Daily - Ongoing	Questioning Informal assessment of work (w/b) Marking

	and tailor teaching accordingly		Observations
	Quality assurance		
In-school summative assessment	Which enables schools to evaluate how much a pupil has learned at the end of a teaching period	Half termly or at the end of a topic or phonics phase	Work scrutiny Questioning Test Mock phonics Data entered into trackers
	Quality assurance		
Nationalised standardised summative assessments	Used by the government to hold schools to account	Summer term (May/June)	Phonics screening for Year 1 KS1 Statutory tests for Year 2

We also use the outcomes of assessment to check and support our teaching standards and help us improve. Through working with other schools and using some external tests and assessments, we will compare our performance with that of other schools both locally and nationally.

We assess pupils against assessment criteria, which are short, discrete, qualitative and concrete descriptions of what a pupil is expected to know and be able to do by a certain age.

Summative Assessment

It is assessment that takes place at the end of a unit of work, year or key stage to:

- provide information on the pupils' level of academic performance
- evaluate the pupil's present knowledge, skill and /or understanding within a subject
- evaluate the pupil's progress against a national criteria, their previous work and, where appropriate, the cohort
- support decisions about future placement in class groupings
- fulfil statutory requirements at the end of a key stage
- inform the school's target setting procedure
- inform and report on the pupil's progress and attainment to parents
- monitor and evaluate the effectiveness of the school's provision with regard to cohorts and individual pupils, including: pupils of different genders, ethnicity, abilities and age; pupils with English as an additional language; looked after pupils and other vulnerable groups.

Formative Assessment

This aspect of assessment is an essential element of effective teaching and provides one of the main foci the school has for improving the standards pupils achieve. Assessment for learning provides the teacher and pupils with a clear understanding of the goal they are to achieve, the necessary information to identify where the pupils are in relation to that goal and the next steps they should take to achieve the goal.

Assessment carried out by the teacher provides information on a pupil's strengths and weaknesses within specific tasks, activities and skills. The teacher and pupils then build on these strengths and address the weaknesses both inside and outside lessons. The essential element of formative assessment is that the teacher uses the information gained from the assessment to modify the teaching and learning in order to close the gap between the pupil's performance and the goal. Consequently the school seeks to ensure that the communication between pupils and teacher about the pupil's performance is of the highest quality. The school recognises that a key element in raising standards is the use made of good quality feedback from the assessment to inform the teaching and learning process.

Planning for Assessment

The school's starting points for using assessment as a tool for learning are the National Curriculum Programmes of Study, the Agreed Syllabus for Religious Education and the level descriptions for each subject, and the Early Learning Goals and Development Matters for the areas of learning within the Foundation Stage.

Using Assessment in the Classroom

Assessment during the lesson is a key element in enabling pupils to learn and should focus on pointing the way forward in learning. Both during and at the end of the lesson, the teacher:

- assesses pupils' performance against the learning objectives through questions, discussion looking at written work and watching performance
- provides oral and, where appropriate, written feedback to the pupil, with an indication as to how well they are performing and information on how they can improve their performance
- records, where appropriate, the individual pupils, groups, or the percentage of pupils not achieving the learning objectives and those exceeding expectations. The teacher uses the assessment information gained in the lesson to make changes to the lesson and learning objectives.

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 further improve their work. Verbal feedback is given to children on their work whenever possible, (usually during the lesson). Pupils are also provided with regular written feedback from their class teacher. Children are given time to respond to feedback, when appropriate.

When we give written feedback to a child, we relate this to the learning objective/success criteria for the lesson. By so doing we make clear whether the objective has been met and we produce evidence to support the judgement. If we consider that the objective has not been met, we make clear why this was the case. In both cases we identify what the child needs to do next in order to improve future work.

Target Setting

Assessment information provides the head teacher and governors with the information necessary to ensure that the targets set are challenging yet realistic, taking into account the previous attainment of the pupils.

Individual pupil targets

Target setting in our school involves the identification and creation of achievable, challenging and measurable targets, based on previous achievement, aiming to raise self-esteem and fulfil learning potential. Pupils are set individual targets in terms of knowledge, skills and concepts in English and Mathematics. Occasionally a child may be set targets regarding behaviour in an effort to improve their readiness to learn. Pupils are involved in setting these targets which provide a motivation for improving their work. The targets are set in early October and are recorded onto a pupil's individual tracker. They are reviewed and updated each term. Targets are shared with parents at formal meetings in October and March. Pupil progress is tracked closely and recorded on the individual trackers. This data, along with Pupil Progress meetings, serve as a means of providing information and as a basis for taking action. In particular this information is used:

- to track individual pupil's and cohort attainment and progress over time
- to project future information
- to gain information about the effectiveness of the school's provision
- to base changes within the school
- as a basis for reporting to parents and outside agencies

Baseline

Knowing the children's starting points is crucial in order to successfully measure their progress over the year. Therefore at the start of every new academic year children are assessed and a baseline score is entered onto an individual tracker. If a pupil joins us throughout the year then a baseline score is entered for them in the appropriate term.

Moderation

Moderation takes place between cross phase groups in order to analyse children's work against National Curriculum key descriptors and Foundation Profile Statements. Formal moderation of teacher assessments is carried out throughout the whole school to ensure consistent and agreed levelling of children's end of year attainment. The school is also involved in LA moderation from time to time to ensure accurate teacher judgements. (This last occurred in KS1 during the summer 2017 and for FS in summer 2015)

Transition between key stages

Early Years into Key Stage 1

Assessment in Early Years Foundation Stage tends to differ from Key Stage 1 onwards in several ways.

Summative assessment usually reflects the age and stage a pupil is working within, as opposed to that which has been attained. Although there are specific areas of learning for reading and writing in early years there are also other prime areas of learning that are relevant to both, e.g.

Communication & Language: Listening and Attention; Understanding and Speaking
Physical Development: Moving & Handling respectively

Mathematics spans two aspects: Numbers; Shape, Space & Measures. These are considered separately, not as an overall attainment in mathematics.

Reporting to Parents

Parental Consultation

Parent evenings for Foundation Stage 2 and Key Stage 1 are held three times a year:

- in October when parents have an opportunity to meet the teacher, find out how children have settled into the new year group/class, what age-related expectations are in reading, writing and maths and what support would be welcome from home at this stage
- in March to discuss children's progress and learning targets
- in July, giving parents an opportunity to discuss their child's end of year report

Each appointment is limited to approximately 5 minutes in October and 10 minutes in March. Further appointments, to suit the teacher and parent, can be made to discuss any specific concerns in more depth if necessary. Informal consultations happen as parent/teacher concerns arise.

The Head Teacher is also available throughout these evenings.

Reading Diary

This contains a dialogue of progress, areas that need practise or reinforcement, answers to questions, and a record of books/pages read in school and at home. It aims to report and support the child's reading development.

Annual Written Report to Parents

Reports are written and sent out to parents in Foundation Stage 2 and Key Stage 1 classes during the latter part of the Summer Term. There is also an opportunity for parents to discuss these. Copies of the reports are kept on file and passed on to the next class teacher / school at transfer.

Celebrating Achievement

Merit Certificates, Stickers and Stamps

A wide selection of stickers and stamps are used to reward children's achievement. At the end of each week merit GOLD BOOK certificates are awarded in a special assembly to reward specific and great achievement, not necessarily academic.

Year Two Presentation Evening

At the end of the year the Year Two children present a programme of songs and reminiscences of their time at the school to an audience of parents and staff.

School Achievements

Areas of strength / significant improvement found in the school's analysis are shared with all staff, recognising and praising the hard work, curriculum and teaching developments that have taken place.

Homework

Homework is anything that children do, outside the normal school day, which contributes to their learning in response to guidance from the school. Homework encompasses a whole variety of activities instigated by teachers and parents to support children's learning. For example, a parent who spends time reading a story to their child before bedtime is helping with homework.

Rationale for Homework

Homework is a very important part of a child's education and can add much to a child's development. We recognise that the time and resources available limit the educational experience that any school by itself can provide; children benefit greatly therefore from the mutual support of parents and teachers in encouraging them to learn both at home and at school. Indeed we see homework as an important way of establishing a successful dialogue between teachers and parents. One of the aims of our school is for children to develop as independent learners. We believe that homework is one of the main ways in which children can acquire the skill of independent learning.

Homework plays a positive role in raising a child's level of attainment. We also acknowledge the important role of play and free time in a child's growth and development. While homework is important, it should not prevent children from taking part in the wide range of out-of-school clubs and organisations that play an important part in the lives of many children. We are well aware that children spend more time at home than at school, and we believe they develop their skills, interests and talents to the full only when parents encourage them to make maximum use of the experiences and opportunities that are available outside of school.

Aims and Objectives

The aims and objectives of homework are to:

- promote a partnership between home and school in supporting each child's learning
- consolidate and reinforce learning done in school and to allow children to practice skills taught in lessons
- help children develop good work habits for the future

Types of Homework

We set a variety of homework activities. In the Foundation Stage and in Key Stage 1 we encourage the children to read by giving them books to take home to read with their parents. We give guidance information to parents to help them achieve the maximum benefit from this time spent reading with their child. We also ask children who are at phase 3 or above in phonics to learn spellings and phonics as part of their homework. Sometimes we ask children to talk about a topic at home prior to studying it in school. For example, in the history topic on toys, we ask children to find out what toys were popular when their grandparents were young and, if possible, to bring examples into school to show the other children. Sometimes we ask children to find and collect things that we then use in science lessons, and occasionally we ask children to take home work that they have started in school when we believe that they would benefit from spending further time on it. When we ask children to study a topic or to research a particular subject, we encourage them to use the school and local library and the Internet (with appropriate adult supervision).

Amount of Homework

There is no longer a government guideline on the amount of homework to set; this is left to the discretion of the school. At Alderman Pounder we believe that it is

important to get the right balance between supporting and consolidating learning in school and spending quality time as a family.

Pupils with Special Educational Needs

We set homework for all children as a normal part of school life. We ensure that all tasks set are appropriate to the ability of the child. If a child has special needs, we endeavour to adapt any task set so that all children can contribute in a positive way.

The Role of Parents

Parents have a vital role to play in their child's education, and homework is an important part of this process. We ask parents to encourage their child to complete the homework tasks that are set. We invite them to help their child as they feel necessary and provide them with the sort of environment that allows children to do their best. Parents can support their child by providing a good working space at home and by discussing the work that their child is doing.

If parents have any problems or questions about homework, they should, in the first instance, contact the child's class teacher. If their questions are of a more general nature, they should contact the Head Teacher.