



## Bellfield Infant School – Assessment Policy

### Rationale

The purpose of this policy is to support school improvement and the raising of standards of achievement for all our pupils.

This policy intends to:

- make clear our vision of the role of assessment as part of teaching and learning at Bellfield Infant School
- provide clear guidelines for the implementation of the policy
- make transparent the procedures in place for monitoring and evaluating assessment practices
- define clear responsibilities in relation to assessment
- provide clear definitions and purposes for different types of assessment

### Fundamental Principles of Assessment

#### *All assessment should:*

- support individual pupils to make progress in their learning
- relate to shared learning objectives
- be underpinned by the confidence that every child can improve and every child can achieve
- help all pupils to demonstrate what they know, understand and are able to do include reliable judgements about how learners are performing, related where appropriate, to national standards
- involve both teacher and pupils reviewing and reflecting upon assessment information
- provide feedback which leads to pupils recognising the 'next steps' in their learning and how to work towards achieving these
- enable teachers to plan more effectively
- provide us with information to evaluate our work, and set appropriate targets at whole school, class and individual pupil levels
- inform and enable parents to be involved in their child's progress

### Roles and Responsibilities

Teachers and Teaching Assistants are responsible for carrying out summative and formative assessments (see Appendix 1 and 2) with individual pupils, small group and whole classes, depending on the context. Where appropriate, these outcomes will be shared with pupils as part of an ongoing dialogue with pupils about their learning progress. The outcomes of summative assessments are collated by the Assessment Leaders. These outcomes and next steps are shared with parents at Parent Consultation meetings and in each pupil's Annual Report.

- each class teacher uses pupil tracking to analyse the performance of individuals and vulnerable groups, then to set individual pupil progress targets,
- each class teacher carries out ongoing formative assessment during teaching
- summative assessment tasks are carried out and the resulting data is collated centrally
- all staff are familiar with current Assessment policy and practice.
- all staff are aware of and use Assessment for Learning strategies in their day to day practice.

### **The Headteacher**

- Monitoring standards in core foundation subjects
- Analysing pupil progress and attainment, including individual pupils and specific pupil groups
- Identifying pupil groups who are vulnerable to underachievement in relation to age expectations and prior attainment
- Prioritising key actions to address underachievement of individuals and groups
- Reporting to Governors on all key aspects of pupil progress and attainment, including current standards and trends over previous years
- Holding teachers to account for the progress individual pupils make towards their end of year targets at the end of each assessment period.

### **Subject Leaders are responsible for:**

- Ensuring all staff are familiar with the assessment policy, practice and guidance for their particular subject
- Ensuring that assessments of individual pupils are being carried out, recorded and shared with parents and Assessment Leader, where appropriate
- Monitor standards in their subject according to assessment criteria set out in the National Curriculum

### **Monitoring, Moderation and Evaluation**

Senior Leaders and the Assessment Leaders will take overall responsibility for ensuring that the Assessment Policy is put into practice in the school. The Policy and practice will be reviewed regularly with staff. EYFS assessments are moderated regularly at LA Network meetings, School Cluster Consortiums and In-house Moderation Groups. Key Stage 1 assessments are moderated regularly by School Cluster Consortiums and in-house Moderation Groups, and moderated annually using external Standardisation Testing Agencies and LA Networks. New strategies will be implemented, as appropriate, as a result of moderations and reviews and in response to statutory requirements.

Written by G Simm

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Date ratified:

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### Appendix 1 – Summative Assessment

#### **What is it?**

*This is a 'snapshot' testing which establishes what a child CAN do at a given time.*

<b>Strategy</b>	<b>Purpose</b>
<p><b>Statutory Assessment:</b> Pupils in Early Years are assessed throughout the year using the assessment strands in the guidance material for the Development Matters in the Early Years Foundation Stage. At the end of the Foundation Stage a summative assessment is made in each of the 17 strands – Emerging, Expected or Exceeding. Pupils are statutorily assessed at the end of Key Stage 1 as to whether they meet the National standard. Maths, Reading and SPAG are through formal testing and Writing is through teacher assessment. At Key Stage 1 the test should be used as evidence to support teacher judgements.</p>	<p>To provide a summative end of key stage attainment result. It provides a point at which comparisons can be made locally and Nationally.</p>
<p><b>Non-Statutory Tests:</b> Teachers carry out regular running records using book bands linked to year groups to assess Reading on a weekly basis. Continuous writing assessments take place across the curriculum, denoted with a purple highlighter and 'I' for Independent. Further writing assessments are completed termly and presented in Individual Writing Assessment Books. These are assessed against the end of year criteria (KPI's). In Key Stage 1 maths is assessed using White Rose Mathshub termly. During the Summer Term, Year 2, use previous Standardised Test Assessments, together with Challenge Squares taken from White Rose Mathshub to assess at a greater depth. In addition, a range of cold/hot tasks are used to assess each mathematical concept.</p>	<p>To provide an opportunity for schools to keep track of pupil's progress and teachers' expectations, and to enable schools to monitor progress through summative means at different points in the key stage.</p>
<p><b>Baseline Assessments:</b> Teacher assessments are made after an initial settling in period of maximum 3 weeks, after entry into Nursery using the assessment strands in the guidance material for the Development Matters in the Early Years Foundation Stage. Teacher assessment baselines are made on entry into Reception in the first 2 weeks of the Autumn Term, using age bands from the Early Learning Goals. In KS 1 in-house tests are used for baseline assessment at the beginning of the Autumn Term year.</p>	<p>To establish pupils' abilities at the beginning of Nursery and Reception, so that subsequent progress in achievement can be compared with, and measured against, expected norms. They can also be used formatively to identify strengths and areas to develop and support teachers in providing appropriate learning experiences for individual pupils. National Baseline materials provide progress measures at the end of Key Stage 1.</p>
<p><b>Termly Assessment Collation:</b> Teacher formative assessment is ongoing throughout the year against the objectives for their year group. Within the year this is collated as a summative assessment and overall judgements are made in line with standardised Reading, Writing and Maths evidence found in school portfolios' Judgements are Emerging, Developing or Secure within their year</p>	<p>Through termly collation of formative assessment as summative assessment progress of individual pupils or groups of pupils can be tracked. Children not making progress can also be targeted. Comparisons can also be made with targets set for year groups and individual pupils.</p>

<p>group. SEN children are assessed against bands from the Language &amp; Literacy and Maths toolkits and are then converted to 'Emerging, Developed or Secure' in the relevant year group. Data is entered onto the SPTO tracker system for analysis. (Password protected).</p>	
<p><b>End of Nursery Teacher Assessment:</b> At the end of Nursery, Transfer Documents are completed for each child, including assessment against each aspect identified in the Developmental Matters. Data is entered onto the SPTO system in preparation for entry into Reception.</p>	<p>Alternative provisions are notified and have knowledge of the abilities of the children they are receiving from our Nursery. Children transitioning to our Reception class are identified from the onset needing support or extension based on their individual competencies and development.</p>
<p><b>End of Foundation Stage (Reception) Teacher Assessments:</b> At the end of the Foundation Stage a judgement is made against the criteria set in the Early Learning Goals for each of the 17 strands – To gain GLD, children need to score 2/3 in the prime areas and specific learning areas. (Literacy and Numeracy).</p>	<p>It provides a point at which comparisons can be made locally and Nationally. Informs Key Stage 1 staff of baseline on entry into Year 1, supporting appropriate provision.</p>
<p><b>End of Year 1 Teacher Assessments:</b> At the end of the year children will be assessed as to whether they have met/mastered the expected Standard (secure, developing or emerging) they may also be showing 'Deeper Understanding' of the National Standards within their year group. No pupils will be judged against standards from the higher year group. SEN pupils can be judged in the year group below.</p>	<p>This assessment will provide a baseline for new teachers for the next year. This assessment will also be reported to parents on annual school reports and discussed at parental meetings. This data will be collated and will relate to teachers' appraisal targets in relation to Performance Related Pay.</p>
<p><b>End of Key Stage Teacher Assessment:</b> In Year 2 teachers decide a judgement for each pupil's attainment in the core subjects (English, Maths and Science), using the criteria from the end of year expectations (Working Towards, Working at the Expected, Working at a Greater Depth within the Expected) to make their professional judgements. SEN children will be judged as working at the 'Foundation to Working Towards'.</p>	<p>To provide information to parents and Bellfield Junior School or next phase of education.</p>
<p><b>Class Tests:</b> Created by an individual teacher (or year group) and used in day-to-day lessons (e.g mental maths, comprehension, SPAG)</p>	<p>To improve pupils' skills and establish what they have remembered or learnt so far.</p>

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### Appendix 2 – Formative Assessment

**What is it?**

Day to day, ongoing assessment as part of the repertoire of teaching strategies, based upon how well pupils fulfil learning objectives. It is about providing feedback and involving pupils in improving their learning.

Strategy	Purpose
<p><b>Planning:</b> Identified valid learning and assessment objectives that ensure differentiation and progression in delivery of the National Curriculum and EYFS.</p>	<p>Ensures clear learning objectives, differentiation and appropriate delivery of the National Curriculum/EYFS Profile; short term plans show how assessment affects next steps by the development of activities and contain assessment notes on pupils who need more help or more challenge.</p>
<p><b>Sharing learning objectives with pupils:</b> Pupils know and understand the learning objective for every task. Learning objective colour coded cards are used for differentiated learning areas (Literacy and Maths).</p>	<p>Ensures that pupils are focused on the purpose of each task, encourages pupil's involvement and comment on their own learning; keeps teachers clear about learning objectives.</p>
<p><b>Pupil self-evaluation and peer evaluation:</b> Pupils are trained and encouraged , in oral or written form, to evaluate their own and their peers' achievements against the learning objective (and possibly beyond), and reflect on the successes or otherwise, of the learning process. Pupils use a 'traffic light system' to indicate their level of achievement and assess against learning objectives at the end of Maths and Writing tasks. (green square secure; orange square needs consolidating; red square needs support).</p>	<p>Empowers each pupil to realise his or her own learning needs and to have control over future targets; provides the teacher with more assessment information – the pupil's perspective.</p>
<p><b>Feedback /Marking</b> Must reflect the learning objectives of the task to be useful and provide an ongoing record; can be oral or written. Marking needs to identify strengths in green pen with next steps identified in pink pen, together with a gap task where appropriate. <i>See Marking Policy for further detail.</i></p>	<p>Tracks progress diagnostically, informs the pupil of successes and weaknesses and provides clear strategies for improvement and opportunities for further practise and consolidation.</p>
<p><b>Target setting:</b> With the use of the SPTO tracking system, targets are set for individuals, over time, for ongoing aspects e.g. writing. The Language and Literacy toolkit is used to identify targets for children with Special Educational Needs and/or working considerably below Age Related Expectation.</p>	<p>Ensures pupil motivation and involvement in progress; raises achievement and self-esteem; keeps teachers informed of individual needs; provides a full record of progress.</p>
<p><b>Celebrating Achievement:</b> Making links between achievements explicit; treating all achievements in the same way and thus creating an inclusive learning ethos. Celebration Assemblies held weekly to recognise achievements and share with parents. Special Gold Star stickers given for instant recognition of achievements, together with a visit to Headteacher and/or other staff members for praise and recognition.</p>	<p>Celebrates all aspects of achievement, provides motivation and self-esteem this enabling pupils to achieve academic success more readily.</p>

