

# Hill View Infant School

HILL VIEW INFANT SCHOOL



## **Assessment Policy**

Person responsible: Mrs T Crompton

Date: October 2018

Review Date: October 2020

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## Assessment Policy



**Co-ordinator:** Mrs T Crompton  
**Review date:** October 2018  
**Next review date:** October 2020

### Introduction

We believe that effective assessment provides information to improve teaching and learning. We give our children regular feedback on their learning so that they understand what it is that they have done well and what they need to do better. This allows us to base our lesson plans on a detailed knowledge of each pupil. We give parents two reports per year; the first outlining targets and the second reports on their child's progress so that teachers, children and parents are all working together to raise standards for all our children. Parents are also invited to two open evenings per year to discuss progress.

### **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 the headteacher and governors with information that allows them to make judgements about the effectiveness of the school.

### **Planning for assessment**

We use our school's long, medium and short term plans to guide our teaching. Learning objectives are identified from The National Curriculum 2014 and EYFS Framework. Summative and formative assessments are made against this.

We use the National Curriculum 2014 and school schemes of work for core subjects to support our teaching. We use the assessment guidance in these schemes to help us identify each child's level of attainment. We have introduced **TPG (Tracking Progress Grids)** for English (reading, writing) and Mathematics. Within each class, one child from each ability group is chosen to track in detail in order to inform planning, teaching and learning. The TPG document is used to ensure consistency and accuracy of assessment across large cohorts. The Tracking and Progress Grids are completed by teachers frequently to track the progress of all pupils. Evidence to support a teacher's judgement is obtainable from pupil work books, learning journeys and observations of Teaching and

Learning. At the end of each term the Assessment Co-ordinator in school (Mrs T Crompton) obtains teacher assessments for all pupils which are inputted into the school tracking system. This enables us to track progress in school, across all groups' learners and gives diagnostic information about pupils' strengths and weaknesses. We plan our lessons with clear learning objectives. We base these upon the teacher's detailed knowledge of each child. We strive to ensure that all tasks set are appropriate to each child's level of ability. Our lesson plans make clear the expected outcomes for each lesson. We make a note of those individual children who do not achieve at the expected level for the lesson, and we use this information when planning for the next lesson. We also keep this information as a record of the progress made by the class.

### **Assessment without levels**

At Hill View Infant school we have worked in collaboration with our cluster and beyond to ensure a consistent approach to assessment. Assessment is integral to high quality teaching and learning at Hill View Infant School as it helps us to ensure that our teaching is appropriate and that learners are making expected progress.

Staff have been involved in the evaluation of existing practice and the development of a new, rigorous assessment system and procedures to enable the school to promote high quality teaching and learning

As an Infant school with two key stages, (Foundation Stage and Key Stage one) two curriculums and two sets of assessment arrangements we felt it advantageous to develop a system that is continuous from entry to Nursery to the end of Year 2.

Our new tracking system sets out expectations from entry to Nursery and tracks progress up to the end of Year 2. Children are given termly National Curriculum Grades R-, R=, R+ (Reception), 1-, 1=, 1+ (Year 1) and 2-, 2=, 2+ (Year 2) based on their progress through the NC Programmes of Study in core subjects. For example a child in Year 2 in the summer term would be expected to be a 2+ which means that they have '*completed the Y2 programme of study.*'

### **Measuring progress**

In order to measure progress of all pupils we have a points system in place which matches each NC Grade to a point. The points system starts at 1 and moves up to 29. On average a child entering our Nursery will begin their education at 13 points, and leave Reception at 20 points. Similarly, the average learner will enter Key Stage 1 at 20 points and leave at 26.

- Over Foundation stage the expected progress is 7 points in 2 years
- Over Key Stage one the expected progress is 6 points in 2 years.

We recognise that not all children learn at the same rate therefore our tracking system helps us to identify individual pupils and groups of learners and set targets in accordance with their starting points. We aim to close the gap and improve progress of all learners in our care. Teachers use the outcomes of our assessments to summarise and analyse attainment and progress for their pupils and classes.

### **Target Setting**

Target setting is a significant strategy in our school for improving the achievement of children. It will only be effective if we remember that each child is at the heart of the process. The targets we set are challenging, but realistic, and take into account each

child's starting point for learning. Targets set may be "group" targets matched to the learning needs of children of similar ability.

We involve children in the target setting process and, wherever possible, negotiate and encourage them to set targets for themselves. Regular feedback from teachers makes children aware of how they can improve their work and achieve their target. *(For more information see Marking and Feedback Policy)*

We set targets in English for all our children during each academic year. We discuss individual targets where necessary and communicate these to parents of children in reception, year 1 and 2. We review the progress of each child at the end of the academic year and set revised targets as well as producing individual school reports for every child outlining their progress and attainment in all subjects.

### **Recording**

We recognise various methods of assessing a child's learning. The type of assessment that we make varies from subject to subject. We think that it is unnecessary to keep a formal record of all these assessments; we record only information that affects future learning.

We plan our lessons with clear learning objectives. On our planning sheets we record only those pupils who fail to meet the learning objective, or who achieve more than was planned, so that we can take the needs of these pupils into account when planning for the next lesson. Where the majority of the class meets the planned progress, of course, there is no need to record this. We use our annotated lesson plans as a record of progress measured against learning objectives.

We take the objectives for individual lessons from the broad learning objectives set out in our school schemes of work as well as the school's long and medium term plans. These in turn reflect the demands of the EYFS curriculum and National Curriculum 2014. Each learning intention/objective is printed onto labels which are stuck in a child's book when they are taught a specific objective. These are taken directly from planning and are evident in the Assessment Tracking and Progress grids in ks1. This means that our systems are succinct and that SLT can easily identify how teaching informs assessment. Teachers in Key Stage 1 record the progress of each child against these objectives on TPG sheets. This enables them to make a judgement about the work of each child in relation to the National Curriculum and provide a NC Grade. This is recorded using 'SIMS' and allows us to track the progress of each child. Teachers have individual logins and can input their own class data manually into the SIMS system. This is overseen by the Assessment co-ordinator. Each teacher passes this information on to the next teacher at the end of each year.

SIMS is an online tracking tool for record keeping and report writing. We are currently using this to track each child's progress in Reading, Writing and Maths. This is an on-going record keeping tool which enables us to track a child progress through points.

Teachers are further developing their knowledge of the whole child through careful analysis of data for their own class. Teachers can access and use SIMS to evaluate the progress of their class from their starting points and ensure the appropriate challenge is given.

## **Foundation subjects – KS1**

We assess the progress and attainment in foundation subjects against the national curriculum using tracking grids. These are completed termly by teachers once an objective is covered. They outline whether a child is below expected, expected or above expected in each foundation subject. These are then used for coverage and planning for the following year group. At Hill View Infant Academy we have developed a bespoke and detailed 'Curriculum Booklet' which outlines how we plan, what we teach, how we assess and monitor.

## **Read Write Inc assessment**

We use the basics of the Read Write Inc programme to teach discreet phonics sessions 3 or 4 times per week for 30 minute sessions. Children in Reception to Year 2 are put into ability sets for this. The teacher of each set assesses their group of pupils throughout the year and formally records their progress in a progress tracking document at the end of each term. This is then fed back to the Read Write Inc co-ordinator who produces termly tracing grids. These show the progress each individual child has made and allows children to be re allocated to different sets if needed. The teaching and content of each session is based on where in the RWInc programme a child is working.

## **Reporting to parents**

We have a range of strategies that keep parents fully informed of their child's progress in school. We encourage parents to contact the school if they have concerns about any aspect of their child's work.

In terms 1 and 2 we offer parents the opportunity to meet their child's teacher. At the first meeting of the school year we discuss the targets that we have identified for their child. This is also a settling in meeting (without books). At the second meeting of the year we evaluate their child's progress as measured against the targets (with books). There is the opportunity of a third meeting at the end of the year, when we review their child's written report and the targets identified in it for the next school year (see next paragraph).

In reports for pupils in year 2 we also provide details of the standard achieved in the end of key stage assessments. We share with parents whether their child is 'below', 'in line' or 'above' the expected standard set out by the new testing arrangements 2016.

An assessment booklet is sent out to all parents at the beginning of the year to inform them on the judgements set out by DFE. Parents then discuss how their children are performing in termly parent's evenings.

We offer parents of pupils in Year R the opportunity to discuss the results of the Baseline Assessment with their child's class teacher as well as the opportunity to discuss their progress in all 17 areas of learning in EYFS.

Each of our teachers gives parents a termly update in the form of a class newsletter that identifies the main areas of study for that particular class. In this update the teacher identifies how parents can support any elements of the work during the term.

## **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 improve their work. We have an agreed code for marking, as this ensures that we all mark in the same way. This is reviewed annually. *(For more information see Marking and Feedback Policy)*

We give children verbal feedback on their work whenever possible. We usually do this when the children are working during the lesson although we sometimes give feedback on a particular lesson at the beginning of the next one. When lesson time does not allow for verbal feedback, we write comments on the children's work during marking. Symbols (pictures) are often used instead of written feedback in children's books so that children can understand and read what each symbol means. We also give written comments to children of all ages.

When we give written feedback or add symbols for marking to a child's book, we usually relate this to the learning objective for the lesson, but, may also relate it to an issue for the child or to a target for improvement. 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 through feedback either written, verbal or a symbol. From this immediate feedback teachers can plan for small interventions that will allow children to have immediate support to make the necessary progress.

We encourage the children to make comments or draw symbols about their own work and the work of fellow pupils and we call this peer assessment or self-assessment.

## **Consistency**

We collect examples of children's work within each subject area and use the national exemplification materials to make judgements about the National Curriculum Grade of the children's work. All our teachers discuss these grades within termly moderation meetings, so that they have a common understanding of the expectations in each subject. By doing this we ensure that we make consistent judgements about standards in the school. In Year 2 and Reception we complete regular moderation within teams to ensure consistency in our judgements for end of key stage expectations. In year 2 we use writing checklists to assess all objectives seen in pupil writing genres. Throughout year 2 teachers are involved in moderation in core subjects every 2 weeks. This is recorded on a moderation sheet and kept in a file that can be viewed by the SLT.

## **Monitoring and review**

Our assessment co-ordinator is responsible for monitoring the implementation of this policy. The co-ordinator and SLT monitor children's work and observes the policy being implemented in the classroom.