

Long Buckby Infant School Assessment Policy

1 Introduction

Assessment lies at the heart of the process of promoting children's learning. It provides a framework within which educational objectives may be set and children's progress expressed and monitored. This should be done in partnership with the children.

Assessment should be incorporated systematically into teaching strategies in order to identify any issues and chart progress. It helps the school to strengthen teaching and learning across the curriculum and helps teachers & support staff to enhance their skills and judgments. Our assessment procedures are free from bias, stereotyping and generalisation in respect of gender, class, race and disability.

2 Principles of Assessment

Our school recognises the importance of a coherent, agreed approach to assessment.

Using the following principles and processes of assessment we aim to:

- Monitor individual children's progress and support learning
- Enable strengths and areas for development to be identified
- Recognise the achievements of children
- Share learning goals with the children
- Guide future planning, teaching and curriculum development
- Inform parents, both verbally and in the written form of pupil achievement
- Provide information to ensure continuity when the pupil changes school or year group
- Comply with statutory requirements

3 Types of Assessment

Teachers are expected to use a wide range of techniques and methods when assessing pupils' knowledge, understanding and skills. It is essential that the following methods of assessment are appropriate to that being assessed.

Formative: This is an ongoing assessment carried out by the teacher both formally and informally during a unit of work. The results of formative assessments through observations, discussions or marking of pupils' work are kept in teachers' own record files, or the children's own books.

Summative: These occur at defined periods of the academic year such as SATs tests, or optional tests at the end of a unit of work. Summative tests guide teachers in making end of year judgments using the appropriate frameworks for the key stages.

Diagnostic: All assessment can provide diagnostic evidence; however certain assessment tools can be particularly useful in providing more detailed data e.g. Miscue analysis

4 Assessment in the Foundation Stage

On entry to the school children will be informally assessed. Results are used to inform planning, set targets and aid early identification of additional needs. Children will be assessed continually to ensure that the next steps in learning are appropriately planned in order to help children make progress. During their reception year children will be assessed against the band descriptors in Development Matters. The Foundation Stage Profile which is based on the teacher's ongoing observations and assessments in the seven areas of learning is used at the end of the academic year. Each child's development and achievements are recorded in the profile books and progress is tracked electronically.

5 Classroom Practice

Teachers are expected to:

- Share the learning intentions with the pupils
- Share the success criteria for assessing the work with the pupils
- Assess work against shared criteria
- Take part in termly pupil performance meetings
- Compare and evaluate their assessments with colleagues
- Provide children with “next steps” for improvement
- Provide children with clear targets for improvement

6 Record Keeping

Teachers use records to review pupil’s progress, set appropriate targets for the future and to form the basis of reports.

Records are kept in many different ways. These include

- Teacher’s plans
- Children’s work
- Teacher’s notes e.g. observation sheets
- Assess results in school’s Assessment Manager/ iTrack
- School’s baseline, Learning Journeys
- Individual portfolios
- End of year written pupil report

7 Standardisation/Moderation

The process of moderation is an essential part of the assessment system. Teachers are involved in the moderation process to ensure agreement on criteria for levels in the following ways:

- Internal monitoring with colleagues in school
- With colleagues from other schools within the cluster
- By attending LA sessions to ensure judgments are in line with other school
- By using SATs exemplification materials
- The school being moderated by external moderators

8 Reporting to Parents

Reports promote and provide:

- Good home/school relationships
- Information for parents
- Opportunities for discussions with parents
- In some cases, information sharing with outside agencies
- Next Steps/Targets for the children

Parents are invited to attend consultation evenings once a term when the progress and targets of each child are discussed. Parents and teachers can initiate additional, informal meetings when the need arises.

A written report for each child is sent to parents, once a year, at the end of the Summer Term. Reports outline a child’s progress in all areas of the National Curriculum in KS1 and achievement against Early Learning Goals in reception. The teacher will comment on the attainment of the child in terms of national age related expectations. Next steps for literacy and numeracy are set alongside other subjects where necessary.

Parents are invited to respond to their own child’s educational report.

Should the need arise; parents are welcome to discuss the progress of their child with the teacher or Headteacher at other times.

9 Monitoring and Evaluating the School Assessment Procedure

Monitoring and evaluating the assessment procedures within the school to be overseen by:-

The Headteacher

Responsible for ensuring the statutory requirements are met.

The Governing Body

To ensure that the legal requirements are being met by the governing bodies.

The Deputy Headteacher

- Formulate the Assessment Policy
- Monitor, review and evaluate the Assessment Policy
- Keep staff informed of new statutory requirements

10 Governors' Role

As a governing body we recognise that our school policies are only effective if they are robust, relevant, understood and adhered to by all stakeholders. Our policies are written through consultation with all stakeholders and additionally with the guidance of external bodies where necessary.

Author	Sarah Dugdale Rebecca Wigston Dawn Burbury
Sub Committee Reviewed (date) September 2018	Signed (Headteacher) <i>Sarah Dugdale</i>
Full Governing Body Ratified (date) October 2018	Signed (Chair of Governors) <i>Cei Davies Linn</i>
Review Date	September 2019