



Field Place Infant School Assessment Policy

Last Reviewed – September 2019

Teacher Workload Statement

The Governors at Field Place understand that assessment processes must be meaningful and manageable. They are committed to ensuring that any assessment processes benefit both teachers and learners.

Equal Opportunities

Equality of opportunity is a fundamental right for all children regardless of race, culture, gender or SEND. This policy is written for all and recognises that all children are unique and have a right to be treated equally.

Aims of the Assessment Policy

The purpose of this policy is to support school improvement and raise the standard of attainment for all children by:

- Defining the role of assessment within the teaching and learning cycle
- Explaining the purpose of different types of assessment
- Defining the roles and responsibilities of staff in relation to assessment
- Providing clear processes and procedures to ensure assessment is used effectively

Assessment should:

- Ensure pupils make progress in their learning and achieve well
- Relate directly to clear learning objectives and progression of skills and knowledge
- Provide meaningful feedback to enable children to further improve and understand next steps
- Enable teachers to plan effectively
- Ensure ambitious expectations and challenge are maintained for all children
- Help children to show what they know, understand and can do
- Allow children to evaluate their own learning in a variety of ways
- Lead to reliable judgements about how pupils are attaining in relation to age related expectation and national standards
- Inform school improvement priorities
- Inform and enable parents and carers to support the progress of their children



Roles and responsibilities

Field Place has an assessment leader who works with and oversees an assessment team.

The Assessment Leader will:

- Maintain an overview of progress and attainment across the school
- Analyse trends and track cohort data to support school development
- Track the progress of pupil groups and respond rapidly to underperformance
- Ensure teachers are confident in the use of both formative and summative assessment and set effective targets for individual children
- Ensure summative assessments are carried out correctly and data collated centrally
- Prepare reports for the Headteacher, Governors and Staff

Key Stage Leaders will:

- Track progress within their key stage and report to the Headteacher on a termly basis.
- Have an overview of progress and attainment in their key stage in relation to whole school targets and age-related expectations. Be able to discuss this using evidence.

The Inclusion Leader will:

- Track the progress of children identified with SEND and report to the Headteacher and Governing Body termly
- Support teachers to set targets for children identified as having SEND
- Have a good working overview of progress and attainment of vulnerable groups and be able to discuss this using evidence

The teacher in charge of the SSC will:

- Track the progress of children within the support centre and core subject reverse integrators and report to the Headteacher termly
- Have a good working overview of progress and attainment for children within the support centre and be able to discuss this using evidence.

Maths and Literacy Leaders will:

- Track the progress of children across the school in their subject and report to the Headteacher on a termly basis
- Monitor and evaluate planning and target setting for their subject within the school
- Maintain records in their leadership file
- Lead moderation meetings within school and attend locality moderation when available



- Have a good working overview of progress and attainment in their subject and be able to discuss this using evidence

Foundation Subject Leaders will:

- Monitor progress across the school in their subject and report to the Headteacher and Governors on a termly basis
- Maintain records of monitoring in their subject leadership file
- Lead moderation meetings for their subject within school
- Have a working overview of intent, implementation and impact of teaching in their subject and be able to discuss this using evidence

Class Teachers will:

- Use formative assessment strategies to inform planning
- Ensure assessment tasks are carried out and recorded as agreed
- Have a good working overview of progress and attainment in their class and be able to discuss this using evidence

Support Staff will:

- Have an understanding of the next steps for children they are working with and know whether they have any specific barriers to their learning.
- Use language that facilitates independence, so assessment information is effective and meaningful

Definitions

Summative Assessment – Summative assessment takes place at the end of a unit or phase of learning. It is quantitative and makes a judgement of a child's attainment at that moment in time.

Formative Assessment – Day to day, ongoing assessment based on how well pupils demonstrate their understanding of learning objectives.

The Process of Assessment at Field Place Infant School

Early Years Foundation Stage

Baseline Assessment

Nursery and reception children are assessed within the first six weeks of starting school/nursery. This assessment takes place as part of everyday practice and does not disrupt the play-based, free-flow curriculum. Adults within the setting assess children by listening to children and by observing and interacting in their play. Staff also use information gained from parents/carers during home visits to ensure they have a broad knowledge of children's starting points in all areas of their development. Staff are trained to carry out the baseline assessment to ensure judgements are consistent, accurate and meaningful.



Ongoing Assessment in the Early Years

Assessment in the Early Years is predominantly made through observations of children in different teaching and learning contexts; mainly through self-initiated play and adult focused teaching and activities. Making judgements based on evidence from child led learning ensures judgements are robust and based on children's embedded learning. All adults in the setting make observations, which are recorded in an online learning journal. Significant moments of learning are recorded, and next steps identified.

At the end of the Early Years Foundation Stage

Following observations made throughout the reception year, a summative assessment is made using the Early Years Foundation Stage Profile. The EYFSP is a summary of development and learning at the end of the Reception year. This is a quantitative judgement of whether a child has achieved a Good Level of Development. The data is reported to the local authority and nationally. This information is used to benchmark the school against local and national statistics.

Key Stage One

Statutory Assessments

Year One children are screened in June to measure their phonic knowledge. This assessment confirms whether they have acquired the skills to decode and blend sounds in order to read at an age appropriate standard. This data is reported to the local authority and nationally. This information is used to benchmark the school against local and national standards.

At the end of Year Two (Key Stage One), pupils are assessed to see if they have met the national standard in reading, writing and maths. Tests are used in reading and maths to help inform teacher assessments. Writing is assessed through ongoing teacher analysis. Science is assessed through ongoing teacher analysis. The purpose of the end of key stage assessment is to provide a summative end of key stage attainment result. This data is reported to the local authority and nationally. This information is used to benchmark the school against local and national standards.

Termly Assessment in Key Stage One

Assessment information is collected in December, April and July based on the ongoing formative assessment of teachers. Judgements are made in reading, writing, maths and science to track pupils' progress towards age related expectations. These assessments are recorded using the Target Tracker assessment system. Key objectives within the reading, writing and maths curriculum are assessed and highlighted for individual children following a series of lessons or learning opportunities. These individual assessments help to inform the termly judgements. Analysis of these data-drops ensures that children are on track to achieve age related expectations/accelerated progress; that underperformance is challenged and provision for all children is good.

Assessment for foundation subjects is based on the ongoing formative assessment of teachers. Teachers inform subject leaders at the end of term 1a, 2a and 3a of children who have required additional support or who are excelling in a particular subject. This information is used to inform planning and enrichment opportunities.



Formative Assessment for Learning

Assessment Strategy	Core Purpose of Assessment
Planning	<ul style="list-style-type: none"> Design lessons that build on prior knowledge Ensures learning objectives have clarity Ensure appropriate challenge for children Ensure coverage of curriculum Consideration of group and individual needs
Sharing Objectives and Success Criteria	<ul style="list-style-type: none"> Ensures children know the purpose of activities or tasks Provides learning support assistants clarity about expectations Provides clarity of what is being assessed Supports children to self-assess Scaffolds learning
Questioning	<ul style="list-style-type: none"> Confirms children's understanding of the learning objective Collects pupil voice Identifies misconceptions Support the use of meaningful plenaries
Metacognition and Peer Evaluation	<ul style="list-style-type: none"> Empowers children to understand their own learning needs Understand individual learning styles Understand individual misconceptions Develop the language of learning and growth mindset
Target Setting	<ul style="list-style-type: none"> Raises self-awareness and self-esteem Scaffolds learning Builds on prior knowledge Supports metacognition Provides a record of progress
Feedback/Marking	<ul style="list-style-type: none"> Diagnostic tool to identify individual strengths and areas for improvement Supports children to understand their successes Supports children to understand next steps Scaffolds learning Supports metacognition

Moderation

The moderation of reading, writing and maths takes place termly within year groups and across key stages. The school takes part in locality moderation events when these are available. External County Moderation for end of Early Years and Key Stage 1 are carried out approximately every two years for Key Stage 1 and every four years for EYFS.



Reporting

Parents have the opportunity to meet with teachers formally twice a year, with a further opportunity to celebrate work with their child and informally speak to the teacher. Parents/carers receive a written report at the end of the academic year.

Monitoring and Evaluation

The Headteacher and Assessment Leader will ensure the policy is implemented consistently. This will be done through the termly timeline, discussion with staff and pupils, sampling pupils' books, lesson observations, learning walks and drop ins.

Literacy and Maths Leaders will carry out monitoring on a termly basis and will lead moderation sessions, book and planning scrutinies as part of the monitoring process.

Foundation Subject Leaders will monitor assessment through pupil voice, book-looks, observations (when appropriate) and discussions with teachers.

***See appendices for details of assessment procedures and schedules for Reading/phonics and Maths**