



**WOOD END
INFANT SCHOOL**

Non Statutory Policy

Assessment Policy

Committee with oversight for this policy – Teaching & Learning	
Policy to be signed off by the Headteacher	
Policy last reviewed by the Teaching & Learning Committee	N/A
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Lucy Rodgers
Headteacher
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Wood End Infant School

Assessment Policy

Article 3: Every child's best interests must be at the heart of everything that affects them.

This policy aims to highlight the key principles of assessment and how at Wood End Infant school we carry out all the elements to ensure that every child makes at least good progress from their starting points and achieves their full potential in all areas of the curriculum. This policy is a working document and will continually be adapted in light of announcements made by the DfE during this period of change to create a robust system under the new 'Life without levels' agenda.

The principles of assessment:

- Assessment is an on-going process, which takes place throughout the teaching cycle.
- Assessment information is gathered from every practitioner that works with a child and is shared with the class teacher. The class teacher is ultimately responsible for making the final attainment judgement.
- Assessment tools are used flexibly and as required by practitioners to identify the child's knowledge and skills and any gaps in understanding.
- Marking and Feedback informs a great deal of the assessment process, (see the Marking and Feedback policy for further information).

The purpose of assessment:

- Assessment is used to identify what the child knows, and the depth of their knowledge and understanding.
- Assessment information enables the SENCo and class teachers to identify pupils with special educational needs at the earliest point in their education.
- Assessment information is used to plan specific teaching in order to address gaps, misunderstanding and inform next steps.
- Assessment information informs the SENCo and Senior leaders when devising the provision map for extra support and intervention that needs to take place.
- Assessment informs the use of and evaluation of interventions.
- Assessment information enables senior leaders to track the progress and attainment of every pupil and pupil groups and provide the headline information to Governors.
- Assessment of pupil progress and attainment is shared with parents at timely points throughout the school year so that parents are aware of their child's strengths and next steps that they need to work on.
- Attainment and progress data supports teachers and leaders to track against school development targets and the schools development towards national end of key stage expectations.
- Assessment of pupils informs the priorities to be addressed in the school improvement cycle.

- Assessment information is used to support transition within the school and with other schools and settings.

How we assess:

At Wood End Infant School we use a range of assessment for learning strategies to assess our pupils, to ensure that we are able to correctly illicit what the children know and what they need to work on next.

Baseline assessments at the beginning of EYFS (Early Excellence) and Year 1 enables staff to plan for lessons and the curriculum with specific and targeted learning intentions.

Formative assessment takes place throughout the teaching cycle and TA's and specialists teachers are involved in assessing pupils during the sessions and after the learning has taken place, for example through effective questioning, observations, marking and feedback.

The information gained through formative assessment is then used to adapt tasks during the lesson, reorganise teaching for the next day, inform guided group work, ensure that differentiated tasks are correctly pitched and informs future curriculum plans.

Summative assessment is the formal assessment that takes place at the end of a half term, term and end of year. The assessment cycle indicates when tests, assessments and screening must take place. The information gathered enables the team to evaluate provision and informs future planning. The following tests and assessments are carried out in each year group:

Nursery	Reception	Year 1	Year 2
Baseline assessments Phonics phase 1 assessment in terms 2 and 3 Half termly writing assessment Half termly maths assessments Termly assessment on all prime and specific areas Termly speech and language assessment	Baseline assessments Phonics phase assessment Half termly writing assessment Half termly maths assessments Termly assessment on all prime and specific areas Termly speech and language assessment	Hot writes at the end of an English unit of work Phonic screening tests Phonic assessments 1:1 Reading assessment through guided reading observations and 1:1 reading Maths teacher assessment through open tasks	Hot writes at the end of an English unit of work Phonic screening tests (re-takes) Phonic assessments 1:1 Reading assessment through guided reading observations and 1:1 reading Reading comprehension tests SPAG tests Maths arithmetic and reasoning tests

In the Early Years Target Tracker is used to track pupil progress and attainment. In key stage 1 the school has produced writing and maths grids to support assessment of pupils in line

with the new curriculum. As our systems develop further, Target Tracker will be used as our tool to input and analyse data.

SEND pupils:

All vulnerable groups are routinely tracked through regular pupil progress reviews. The SENco meets with class teachers half termly to evaluate the progress of SEND pupils in particular. P scales are used to assess pupils with SEND and we are adapting our assessment system to fit in line with the new *Foundations towards expected standard* performance descriptors. (See SEND policy for further information).

Securing our judgements:

In order for us to be secure in the judgements that we make at Wood End Infant School we:

- Ensure that our learning objectives are precise and steps to success are clear to us so that we can assess pupils learning against these;
- Hold regular and robust pupil progress reviews which are led by senior members of staff;
- Mark pupils learning precisely and provide regular and specific feedback (please see Marking and Feedback policy for more details);
- Monitor the pupils books to ensure that policies are being followed and work demonstrates progress from starting points.
- Moderate samples of work in year group teams, across phase teams, with other schools and attend Local Authority moderation/standardisation training days;

Reporting

- End of Reception GLD data is reported to the Dfe in June via the Local Authority.
- End of Year 1 phonic screening data reported to the DfE in June via the Local Authority
- Data for pupils who re-take the phonic screening in Year 2 is also reported to the DfE in June via the Local Authority
- End of Key Stage 1 data is reported to the DfE in June via the Local Authority.
- Parents are informed of their child's progress and attainment during termly parents meetings.
- For pupils with SEND class teachers and the SENCo meet with parents at other points across the year when required so that parents are kept abreast of children's achievements, any targets set and intervention that is bring provided.
- A written report is given to parents at the end of the year to summarise their child's achievements and set targets.
- Governors are informed of the standards across the school through the termly Headteachers report.

- Handover meetings take place at the end of the year so that the next class teacher has a good understanding of the children's knowledge and gaps in learning (Nur-Rec, Rec – Yr1, Yr1-Yr2, Yr2-Yr3)

Roles and responsibilities

All members of the school community are responsible for the good progress and attainment of pupils.

- The Governing Body monitors whole school attainment and progress data
- The Headteacher and Senior leaders hold teaching staff to account for pupil attainment and progress through the monitoring of assessment data and performance management targets
- Senior leaders use pupil progress meetings and data analysis effectively to monitor the performance of individuals, groups and cohorts
- Teachers carry out regular, accurate assessment of pupils, provide high-quality feedback and use assessment information to inform planning
- The SENco ensures that all pupils with SEND are identified and that their needs are met.
- The SENco works in partnership with outside agencies to assess pupils and devise and provide programmes of support.
- The specialist teachers support the assessment of pupils with specific learning needs.
- The teaching assistants support children with their learning as directed by class teachers and provide feedback on children's learning
- Parents/Carers support children with home learning and follow the expectations in the home school agreement and any targets set through individual programmes
- Early years practitioners carry out home visits to support the transition process.
- Parents are required to share any information that may impact on their child's education and ability to learn effectively.

This policy will be regularly reviewed as further information is provided by the DfE.

Date written: May 2016