



Raunds Park Infant School Assessment policy

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| Key Manager | Principal Raunds Park Infants |
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| Location of Policy: | School website |
| Access to Policy: | Open |

Revision History

| Revision Date | Description | Sections Affected | Revised By | Approved By |
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| Spring 2023 | | | | |

Our assessment policy is aligned to our curriculum and is an integral part of the learning process. The curriculum is mapped out against end of year, age-related expectations (AREs), ensuring quality in-depth teaching and learning. Central to this is a focus on formative assessment as a tool to guide learning. Assessment in our school generates continuous improvement and supports achievement. It takes place in all year groups and across all subject areas. All assessment in our school is meaningful and avoids unnecessary recording or tracking. The purpose of any assessment is to improve learning. Assessments can take the form of observations, discussions, formal assessment of written work and tests. Our approach is inclusive and we strive for children of all abilities to achieve.

The assessment policy is a live document, reviewed regularly to improve assessment practice in school and to remain up to date with government guidance. Evaluation of teaching and learning is linked to the continual professional development of all staff to ensure teacher expertise in curriculum, pedagogy and assessment.

Aims

- Ensure that all children make good progress and achieve.
- Track children’s attainment and progress, against age-related expectations, to inform teaching and learning.



- Provide a consistent approach across all subject areas and age phases.
- Ensure formative assessments are an integral part of day-to-day teaching and learning, in every classroom, enabling us to identify children who are falling behind in their learning or who need additional support, including the most able.
- Ensure assessment contributes to the early and accurate identification of children with special educational needs and any requirements for support and intervention.
- Share meaningful feedback (written and oral) with children, highlighting their strengths and helping them to understand what they need to do to improve.
- Set children challenging goals, given their starting points, and ensure they make good progress towards meeting or exceeding them.
- Provide comprehensible information to parents and carers on how well their children are doing in relation to expected standards.
- Hold informative and productive conversations with parents and carers on supporting their children's learning effectively.
- Ensure as many children as possible are ready for their next steps in learning at key transition points.

Arrangements for the governance, management and evaluation of assessment: Roles and responsibilities

Governors

- Monitor whole school data.
- Monitor assessment practices in school.

Senior Leadership Team

- Moderate teacher assessments and tests.
- Set realistic whole school targets.
- Analyse data for school improvement and reporting.
- Lead and monitor whole school assessment practices.
- Provide training for teachers to ensure a good understanding of assessment and assessment practice.

Teachers

- Regularly use ongoing formative assessment.



- Make summative judgements at defined points in time.
- Provide feedback to pupils and set realistic targets for individual pupils.
- Provide assessment information to the senior leadership team, parents and pupils.

Teaching assistants

- Provide feedback to teachers on pupil progress and attainment.

Parents and carers

- Attend meetings with teachers to discuss their children's attainment and progress.
- Support children with their homework.

Pupils

- Take ownership of their learning, working hard to achieve their targets.

How assessment outcomes are collected and used

We use 3 key forms of assessment

- In-school formative.
- In-school summative.
- Nationally standardised summative.



In-school formative assessment

Formative assessment takes place during learning and:

- assesses knowledge, skills and understanding
- identifies children's strengths
- highlights gaps in learning
- tackles children's misconceptions
- identifies the next steps in learning
- diagnoses need for support or intervention
- informs teacher planning and reporting.

Types of formative assessment include:

- rich question and answer sessions during lessons
- marking of pupils' work
- observational assessment (e.g. during the Innovate stage)
- regular short re-cap quizzes
- scanning work, from across the curriculum, for pupil attainment and development
- adult and peer feedback, response partners
- child self-assessment, reflection on learning (e.g. during the Express stage).



Our teachers ensure that children are not accelerated too quickly through narrow strands of the curriculum but ensure that all aspects of the age-related expectation are mastered before moving them on.

Effective question and answer techniques

Asking children questions is a vital part of the pedagogical process. Our teachers use a bank of questions specific to the Cornerstones Curriculum stage they are working at (e.g. Engage, Develop, Innovate, Express).

In-school summative assessment

In-school summative assessment sums up what a child has achieved over a period of time, relative to learning aims. The outcomes of in-school summative assessments support teachers in making rounded professional judgements on the attainment of a child at a particular time in specific subjects/subject areas. In-school summative assessments inform teachers and senior leaders on attainment and progress within specific groups, classes, year groups and across school.

Summative assessments are carried at three times a year spread over the terms and provide ratification of formative assessment. Other summative assessments are carried out at timeframes specified by the DFE.

As national curriculum levels have been phased out, our approach is to map children's progress against age-related expectations. Teachers make a summative judgment of the child's progress towards the end of year statements in Reading, Writing and Maths. The teacher makes a judgement on where the child is against these statements at this moment in time, and takes into consideration the likelihood of the child meeting expectations.

The school also uses PIXL resources to assess children and identify gaps in learning and suitable interventions as appropriate to the age and development of the child.

Teachers moderate work within schools and with other Nene Education Trust schools to ensure that their judgements are sound. Moderation meetings happen at least termly. Moderation meetings focus on making judgements about whether a child is likely to meet



the end of year expectations. The school gathers pieces of work for a Standards file, which shows where the school thinks a child should be at key points in the year in order for them to meet expectations. Summative assessment judgements are based on professional judgement and a variety of evidence.

Foundation Subjects

Teachers use "I can" statements to assess foundation subjects based on key skills.

How results of summative assessments are tracked through school

The senior leadership team use data recorded three times a year to monitor the progress and attainment of individual pupils, groups, classes or year groups and school as a whole. This analysis highlights children whose progress is below the expected level and who may need additional support or intervention. This data is discussed at Pupil Progress Meetings. Progress and attainment data is communicated to all stakeholders, including parents, the Director of Primary Education at NET and Ofsted.

Nationally standardised summative assessment

We ensure all statutory assessments are administered in accordance with guidance and reported to all stakeholders as appropriate. Nationally standardised summative assessment provides information on how pupils are performing in comparison to pupils nationally and how the school is performing in comparison to schools nationally. Results from national tests are used to inform in school summative assessment and in-school assessment practice.

The nationally standardised assessments are:

- Reception profile
- Year 1 phonics screening test
- end of KS1 SATs in English, Maths and Science (end of Year 2)



Assessing children with SEND

Our school has high aspirations for the achievements of pupils with SEND. We use information from teacher assessments and testing to support the diagnosis of learning difficulties and highlight any requirements for support or intervention. Progress for all children is measured in the most appropriate way for the individual child. Progress in communication or social skills may be considered as well as alternative methods of recording, such as learning journals and photographs.

Assessing the most able children

Children who achieve all age-related statements early in a term will be judged to have shown greater depth in that subject/subject area.

Assessing children in EYFS

Our EYFS practitioners base their assessments on their knowledge of the child through observation and interaction in a range of daily activities and events. The EYFS provision enables each child to demonstrate their learning and development fully. Embedded learning is identified by assessing what a child can do consistently and independently in a range of everyday situations. An effective EYFS assessment presents a holistic view of a child's learning and development. Accurate assessments take account of contributions from a range of perspectives including the child, their parents and other relevant adults.

A baseline assessment is carried out at the start of the Autumn term. The information from this is used to identify children that may need additional support. Currently we also complete the EYFS profile at the end of the year as a measure of progress and attainment in the child's first year at school.

ILD (Interactive Learning Diary) is used to record on-going assessments which are linked to development matters statements. Parents have full access to their child's information and are encouraged to make contributions relating to home learning experiences.



Termly progress against development matters statements is recorded three times a year in line with Key Stage One.

Reporting to parents

Reporting to parents/carers provides the opportunity for communication about their child's achievements, abilities and future targets. Parents are given feedback both informally as the need arises and more formally through opportunities to attend two parents consultation evenings and a yearly written report. All feedback will be given in a way that highlights achievements and acknowledges effort as well as ensures that parents understand where their child is in relation to end of year expectations. End of year reports will also include results of statutory tests and assessments