

Meadow Lane Infant School



Assessment Policy

Last reviewed	Oct 2013
Review Cycle	2 Years

Assessment is a continuous process integral to learning and teaching. It is how teachers gain knowledge of their pupils' needs, achievements and abilities, enabling planning and delivery to be more effective, thereby raising attainment for every child.

Principles of assessment are:-

- to provide information to support progression in learning through planning
- to provide information for target setting for individuals, groups and cohorts
- to share learning goals with children
- to involve children with self assessment
- to help pupils know and recognise the standards they are aiming for
- to raise standards of learning
- to identify children for intervention
- to inform parents and other interested parties of children's progress
- to complete a critical self evaluation of the school

Assessment for Learning

Assessment opportunities, which are a natural part of teaching and learning, are constantly taking place in the classroom through discussion, listening and analysis of work. It is essential that teachers know how well a child has progressed and that pupils understand how well they are doing and what they must learn to help them improve.

To achieve this at Meadow Lane Infant School we will:

- evaluate pupils learning to identify those pupils with particular needs (including those who are able) so that any issues can be addressed in subsequent lessons
- adjust plans to meet the needs of the pupils, differentiating objectives where appropriate
- ensure pupils are aware of the learning objective and encourage them to evaluate their progress so that they understand the next steps they need to make
- set individual, challenging targets in numeracy and literacy on a regular basis and discuss these with the pupils so that they are involved in the process
- regularly share these targets with parents to include them in supporting their child's learning
- encourage pupils to evaluate their own work against success criteria based upon specific, key learning objectives
- mark work so that it is constructive and informative in accordance with the marking policy
- incorporate both formative and summative assessment opportunities in medium and short term planning
- Assess Literacy and Numeracy termly using APP format (not in FS) and make relevant comments about pupils progress, especially those working below or above the national average
- Pass on assessment information to the next class teacher so children can be tracked as they progress through the school
- Use Assessment for learning strategies such as:
 - working walls, displays
 - targets
 - success criteria
 - self and peer evaluation
 - discussion and talk
 - learning journey - children know what is next

Formal Assessment Cycle

Formal assessment is a systematic part of our school's work which will be used to track each cohort in the school. It is through an effective tracking system that the needs of every pupil can be met and that the school develops a clear understanding of how to raise standards. (See Appendices)

The Assessment cycle at Meadow Lane Infant School will include data from:

- Statutory assessment - Foundation Stage Profile, End of Key Stage Teacher Assessment
- Half-termly phonics and spelling assessments
- Termly writing assessments in KS1
- Termly teacher assessments in Numeracy from work with focus groups using pitch and expectations from the renewed framework in KS1
- Mapping grids (electronic format) to show pupils progress from entry and the progress through the school
- Twice yearly Science assessments
- On going teacher assessments in all subjects

The regular reviewing of tracking data will give teachers the opportunity to revise and refine targets for the class. It is in recognising the individual abilities of pupils, that the school can make finely, tuned adjustments for target setting for each cohort. The discipline of regularly analysing pupils' attainment will ensure that every pupil has challenging and realistic targets set for them and that the path of reaching those targets is determined through effective classroom organisation; setting learning groups and careful planning.

To achieve this we will:-

- follow the Assessment cycle and update the data on a regular basis.
- use information to identify percentages of children working at each level within a cohort
- analyse the data and review targets for individuals and use the information to identify intervention groups, including those pupils who are gifted and able, those with special educational needs and vulnerable groups.
- set cohort targets for numeracy and literacy and share information with headteacher, assessment coordinator, SENCO, subject leaders and governors
- work with colleagues to moderate and level literacy and maths every term
- analyse data at the end of academic year to track 'value added' progress made
- pass cohort data and analysis to next teacher

Reporting

Reporting to parents / carers provides the opportunity for communication about their child's achievements, abilities and future targets. The end of year reports will be written so that they have a positive effect on pupils' attitudes, motivation and self esteem.

At Meadow Lane Infant School we will:-

- provide opportunities for two parent consultation evenings so that parents can discuss how well their child has settled and be involved in target setting process; have opportunities for a third informal discussion and have a final end of year report.

- provide end of year written report which include results of statutory tests and assessments and gives information relating to progress and attainment
- Discuss pupil progress at the request of parent by appointment.

The assessment co-ordinator for KS1 and Foundation Stage Leader for FS will:

- formulate the school's assessment policy in consultation with the headteacher, staff and governors
- review the policy regularly in the light of statutory requirements and the needs of the school
- provide support and guidance with assessment and keep up to date with current information
- resource school with relevant tests and update assessment cycle. maintain the 'tracking file' and consult with all staff about the targets set
- highlight pupils who have made no progress or are working below expectations analyse results to identify attainment and progress made by pupils and for groups of pupils such as those on free school meals, gender, Looked after children, vulnerable children and children from an ethnic background
- Use LA and National data to analyse and benchmark school's results
- Report to governors and School Improvement Provider regarding the policy, statutory test results and cohort targets
- Form whole school targets based on predictions and results
- FS leader is responsible for assessment procedures in Early Years and this forms part of the Early Years policy.

Moderation

Moderation is important to ensure a consistent approach in assessment throughout the school. It is important that when teacher assessments are carried out, there is evidence recorded to justify judgements made.

At Meadow Lane Infant School we will:

- meet regularly when in phases meetings to moderate assessments
- moderate work through planning and book scrutinies, feeding findings back to members of staff
- collate evidence to back up teacher assessments, such as work, displays, photographs, mind maps.
- partipate in moderation schemes in the Local authority for Foundation and KS1

Links with other policies

This curriculum policy has links to other policies in school. Copies of these policies can be found in the office or on the school network.

- Learning and Teaching policy
- Curriculum Policy
- Subject policies
- Chilwell Family Equality Policy
- Presentation and Marking policy

Staff reviewed : Oct 13

Date ratified: Nov 13,

Date for review: Nov 15

Signed : Head teacher

..... Chair of SDC committee

Appendix 1

FOUNDATION STAGE ASSESSMENT PROGRAMME

WEEKS	AUTUMN A	AUTUMN B	SPRING A	SPRING B	SUMMER A	SUMMER B
1	Initial observation of children playing * Elaine Cowley assessment.		Development Matters Tracker (Fill-in lozenges in blue)		Sound Snakes	
2	School Assessment Pack	Moderation	Moderation		Moderation	
3	to be completed in 3wks (full days) of children starting.					Data submitted to LA
4						Sound snakes
5	Development Matters Tracker (Fill-in lozenges in orange)		Elaine Cowley assessment.			5 tricky words (reading and writing).
6	'Social and emotional' sheet.				Elaine Cowley assessment.	Reading - final level
7		Sound snakes re-assessed and 5 tricky words (reading and writing).		5 tricky words (reading and writing).	Final Development Matters Tracker (Fill-in lozenges in yellow)	
8		Assess initial vc and cvc spelling ability				
DURING COURSE OF TERM AND ONGOING	<ul style="list-style-type: none"> • Reading Diary given to child (aprox' wk 4 when children grouped). These are a form of individual assessment for parents to add to. • Teacher reading log, weekly. Individual and group info. • 1 Formal observation per child during 'child initiated activity *' • 4-6 photographs taken per child as evidence of development/achievement during 'child initiated' activity. * • Informal 'Post-it' notes.* • Other Teacher records <p>WRITING & MATHS - continuously tracked through teaching and activities (teachers keep own records appropriate to the activities).</p> <p>ICT - class tracker used.</p> <p>VULNERABLE GROUPS -continuously tracked through teaching and activities (teachers keep own records appropriate to the activities).</p> <p>* = These are collated to form the evidence for the 'Pupil Development Record' .</p>					

NB More detailed assessments can be requested by staff as TA Team trained in a wide variety of specific observational assessments. Staff with concerns/interest in a child can talk to TAs about what they need to know and TAs will be able to identify best observations for the job and undertake them.

Appendix 2
Assessment timeline - Year 1 and 2

<u>Autumn</u>	<u>Spring</u>	<u>Summer</u>
Phonics - termly (2 nd half) Update tracker	Phonics - termly (2 nd half) Update tracker	Phonics - termly (2 nd half) Update tracker
Spellings	Spellings	Spellings
Reading - Lancashire Assessment Grid Individual Reading for book bands	Reading - Lancashire Assessment Grid Miscue Analysis Individual Reading for book bands	Reading - Lancashire Assessment Grid Individual Reading for book bands Year 2 SATs BRP Assessments L2 children
Writing APP + moderation with year group	Writing APP + moderation with year group	Writing APP + moderation with year group Y2 SATs
Maths Ongoing checksheet + wigan mental maths moderation with year group	Maths Ongoing checksheet + Wigan mental maths moderation with year group	Maths Ongoing checksheet + wigan mental maths. moderation with year group Y2 SATs Y1 End of Year Assessment
		Science APP (Y2 SATs)
		ICT Skills tracker
PSHE/RE/DT/RE/PE/Humanities - monitoring by co-ordinators. Pupil interviews, monitoring planning, work scrutiny, observations, etc.		
Speaking and listening - observation of children's interactions and discussions and via show and tell activities.		
Assessment data for maths, writing and reading to be added to tracking system 3 times per year.		

