

Meadow Lane Infant School



Draft Assessment Policy

Last reviewed	July 2015
Review Cycle	As required

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; 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 - Early Years Foundation Stage Profile, End of Key Stage Teacher Assessment
- Termly phonics and spelling assessments
- Termly writing assessments in KS1
- Termly teacher assessments in Mathematics using evidence from books, observations, problem solving tasks, mental maths and assessment booklets
- Termly reading assessments using guided reading records, book banding, miscue analysis and comprehension papers.
- Mapping grids (electronic format) to show pupils progress from entry and the progress through the school
- Yearly Science assessments
- On going teacher assessments in all subjects

Assessment Without Levels

From the Summer term 2015 children will be assessed in respect of whether children are working below, at or above the national standard. Each child will have an assessment booklet. This is based on the focus assessment materials and has been agreed across the family. The books contain end of year targets for children working at the national standard and at mastery

level. As an ongoing process teachers will highlight those targets that have been achieved. This will allow teachers to make a judgement as follows:

Below	Working Towards		At National Standard		Above National Standard	
1	2	3	4	5	6	7
Has achieved below 50% of the AT objectives	Has achieved between 50% - 70% of the AT objectives	Has achieved between 70% - 90% of the AT objectives	Has achieved between over 90% of the AT objectives	Has achieved almost all of the AT objectives and is demonstrating them independently, consistently and embedded	Has achieved all AT objectives and at least 80% of the mastery standards	Has achieved all mastery objectives independently, consistently and embedded

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:

- At the end of each year:
 - Identify percentages of children working at each individual level within a cohort
 - Visually map the attainment of individual children
 - Assess levels of progress made by individual children through comparing with their attainment the previous year.
 - Identify percentages of children making below expected, expected and more than expected progress.
 - Track the attainment and progress of groups such as boys/girls, SEN, BME, EAL, FSM, PP.

		End of Year 2						
		1	2	3	4	5	6	7
End of Year 1	1							
	2							
	3							
	4							
	5							
	6							
	7							

Red - below expected progress

Green - expected progress

Blue - above expected progress

- Assessing progress towards targets during the school year
 - This is made more difficult without a level to record
 - We will therefore track children across the year through progress towards end of year targets. Teachers will report whether children are on track to be below, working towards, at or above national expectations. For example this could look like:

Name	End of Year 1	Autumn Year 2 On track to:	Spring Year 2 On track to:	Summer Year 2
Child A	Point 6	Achieve point 6	Exceed point 6	Point 7
Child B	Point 3	Achieve point 3	Be below point 3	Point 2
Child C	Point 4	Be below point 4	Achieve point 4	Point 4

- This will allow us to identify those pupils who need to be targeted in order to achieve their targets and to make predictions as to the likely end of year results.
- In addition progress during the year will be monitored through detailed work scrutiny.

Tracking data will be used to:

- use information to identify percentages of children working at each level within a cohort
- 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
- 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 tracking 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 pupil premium, 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.
- participate in moderation schemes in the Local authority for Foundation and KS1

In addition we will meet regularly with staff from other schools in the family to agreement trial and moderate work. This will assure consistency of judgments across the family.

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 :

Date ratified:

Date for review:

Signed : Head teacher

..... Chair of SDC committee