



# Church Hill Infant School

## Assessment Policy

*Listen to the mustn'ts, child.  
Listen to the don'ts.  
Listen to the shouldn'ts child.  
The impossibles, the won'ts  
Listen to the never haves  
Then listen close to me...  
Anything can happen, child.  
Anything can be  
- Shel Silverstein*

This policy was adopted on **March 2017**.

Next review date: **March 2018**

This policy will be reviewed in full by the Governing Body on a yearly basis.

Signed \_\_\_\_\_ 23 March 2017

### Why assess?

Children's progress is closely monitored at Church Hill Infant School in order that we can provide the best possible opportunities and highest levels of support for all children. Ultimately, we want to raise aspirations and achievement by using assessment to promote a growth mind-set culture. All assessment activities aim to ensure that the children are able to make excellent progress in their learning whilst taking into account the needs of individual children.

The aims and objectives of assessment in our school are:

- to enable our children to demonstrate what they know, understand and can do in their work;
- to allow teaching teams to plan work that accurately reflects the needs of each child;
- to help our children understand what they need to do next to improve their work;
- to provide regular information for parents that enables them to support their child's learning;



- to contribute towards accountability data.

## **Aims of the new National Curriculum**

Following the announcement, by the Department for Education, of the removal of levels for the attainment and progress of children (2013) and the relaxation of restrictions on centrally led reporting requirements (Department for Education and Gibb, 2015 and Ofsted, 2015), schools have now been given the opportunity to conduct more 'assessment of the right kind', to offer task specific, personalised feedback and to become 'Assessment Professionals' by creating an assessment system that supports the learning of the individual children in their school. (Tim Oates, Chair of the expert panel for NC review).

Ofsted has stated the following:

- Ofsted recognises that marking and feedback to pupils, both written and oral, are important aspects of assessment. However, Ofsted does not expect to see any specific frequency, type or volume of marking and feedback; these are for the school to decide through its assessment policy. Marking and feedback should be consistent with that policy, which may cater for different subjects and different age groups of pupils in different ways, in order to be effective and efficient in promoting learning.
- Ofsted does not expect performance- and pupil-tracking data to be presented in a particular format. Such data should be provided to inspectors in the format that the school would ordinarily use to track and monitor the progress of pupils in that school.

*(Ofsted inspections – clarification for schools, March 2015, No. 140169)*

## **Assessment at Church Hill Infants**

Staff at Church Hill Infants have worked together to develop an assessment system that takes into account the criteria of the new National Curriculum, whilst providing a greater focus on mastery. Assessment takes into account children's strengths as well as areas where they need support.

### **Assessment for Learning**

Assessment consists of mainly formative strategies (On-going assessment in the classroom)

Four main aspects:

Quality of questions & classroom talk

Sharing the learning objective and success criteria with learners

Quality of feedback and ensuring learners act on the feedback

Peer and self-assessment



“The most powerful single influence enhancing achievement is feedback”

We want pupils to embed a Growth **Mindset** so that feedback is welcomed and is used to improve their learning. Quality feedback is linked to celebrating and improving specific skills

### **On Entry Baseline**

Foundation Stage Staff use a range of information including reports from preschools, home visits and observational notes whilst pupils are carrying out activities to make a summative baseline judgement within the first three weeks of starting school. Detailed records are kept to verify these important milestones within each area of learning in the EYFS curriculum. This information is based on three categories - emerging, developing or securing within the appropriate 'Age and Stage' band for each individual child. This information is also assessed against what is typical for their age. For a child who has turned 5 years old in September, the typical stage of development would be within the 40 – 60 bands. A summer born child however may be operating at 30 – 50 month band but this could be assessed as working within the expectations typical for their development. This is how staff assess if pupils are working below or above age appropriate expectations on entry to school.

### **Foundation Stage Profile**

Children continue to be assessed in the reception class where staff will add information to an assessment profile for each individual. The team make a summative judgement 3 times a year, based on information they gather from learning journals and small group and individual assessments. This information is based on the same three categories as the baseline - emerging, developing or securing within the appropriate 'Age and Stage' band for each individual child. Most reception age children should be working within the 40-60 month stage. These are kept on a 2 Build A Profile tracker. Insights will be shared at parent consultation meetings. Staff will continue to complete an electronic learning journal of photos and comments. Parents and carers are able to contribute to this document.

### **Early Years Foundation Stage Profile and Good Level of Development**

At the end of the Foundation Stage Year, teachers will gather and moderate their evidence (internal and externally) to make a final summative assessment against the EYFS Profile, which is currently a statutory assessment. For each area of learning, each child will be given a final assessment judgement; (1) Emerging – working below the Early learning Goal Statement, (2) Expected – achieving the Early Learning Goal or (3) Exceeding – working beyond the Early Learning Goal. For each of the 17 Early Learning Goals a child is recorded as have achieved a 1, 2 or 3. Consequently it is possible to give children an overall 'score'.



The Government has set out how the Good Level of Development (GLD) measure will be defined. A child will be defined as having reached a Good Level of Development at the end of the EYFS if they have achieved 'Expected or above' in

- The early learning goals in the prime areas of learning (personal, social and emotional development; physical development; and communication and language) and
- The early learning goals in the specific areas of mathematics and literacy.

The GLD measure is supported by a measure of the average of the cohort's total point score across all the early learning goals in order to also help to promote the attainment of all children across all the early learning goals. This is known as the Supporting Level of Development.

### **Year One phonics check**

All children in Year 1 will participate in a phonics check. This assessment will be administered by the Year 1 teacher. Results are included within the Year 1 end of term report.

### **SATS**

Understanding what a child can do at the end of key stage 1 is essential to ensure that they are on the right track when they reach the end of primary school. Children in Year 2 take part in the National Curriculum tests, also known as SATs, in May. The reason this assessment happens is to make sure each child is on course to master the basics of reading, writing and maths by the time they leave primary school. When making their decisions, teachers will think about what each child can do against the national standards. Teachers will also make judgements based on how each child has performed in the classroom over the last two years and they will use the tests as one piece of additional evidence to make their judgements.

The National Expectation is that children should aim to achieve the expected standard or above. There are three main judgements; working towards the expected standards (WTS), working at the expected standards (EXP) or working at greater depth (GDS). Some children may be assessed as working at Pre Key Stage 1 levels (PKF).

The accuracy of our judgements is very important and therefore planned moderation both internally and externally before results are finalised also takes place. In addition, teachers across the school assess regularly and use this information to inform their planning and



teaching. The overall school results of these assessments are reported annually to the parents by the governing body on the school website.

## **Marking and assessment**

We aim to provide feedback to children through marking so that they have specific advice about improvements to their work. Children are given time to read and review their work following marking. They are also encouraged to use a red pencil to edit their work and to respond to teachers' comments. See separate Marking Policy for more information.

Assessment in Years 1 to 2 is recorded on the school's tracking system. Children are assessed against the end of year expectations for each year group. This is closely correlated with work in books to show progress of key skills.

The focus of each assessment will usually be several key performance indicators or a National Curriculum criterion. Learning objectives will also be recorded. Assessments can also be completed as a baseline, at the end of a unit of work or as a summative document. Each key performance indicator, mastery statement or National Curriculum criterion should be taught on several occasions during the school year. This will enable teaching teams to evidence progress. It is expected that children master all of the expectations relevant to their year. Children on track to achieve greater depth are given opportunities throughout the year to demonstrate deeper skills.

Most assessment information will be collected through observations, information in books, pupil self-assessment and low-stakes assessment activities such as 'exit tests', class quizzes, etc.

Assessment information will be used to inform planning and to identify children who may need extra support. A summative cohort document will be produced each term for English reading, English writing and maths. This will be based upon the mastery statements for each subject. Judgements will be made based on information from the assessment documents, assessment feedback from the children and teaching teams, observations and work contained in books. The cohort document will contribute to Cohort Progress meeting discussions and towards a cohort action plan which incorporates accountability data.



## Parents' Evenings

Family consultation evenings take place in the autumn and spring terms for children in Foundation Stage to Year 2.

## Reports to parents

At the end of each year, families will receive a full report detailing progress and achievements across the curriculum. The report will be based on summative observations by the teaching team and children's overall attitude to learning. Parents / Carers are encouraged to provide feedback to the school.

## Inclusion

Church Hill Infant School is an inclusive school and we work hard to meet the needs of all our children. Class teachers are responsible and accountable for the progress and development of all pupils in their class. High quality teaching is available to all children, including those with additional needs. We work hard as a school to ensure that all additional support in the classroom is deployed effectively. Where a child is not making the expected progress the class teacher will work alongside the SENDCO, parents and external agencies (where appropriate) to plan tailored support. We follow the Assess, Plan, Do, Review cycle to ensure all children are monitored closely and make progress. We use Individual Learning plans, where appropriate, which are reviewed with the child and parents termly. Claire Elliott, the SENDCO, is available to provide advice to staff and families. We also maintain a list of Focus children who we monitor closely following any issues or concerns alerted by staff or parents. We do not label any child by so called 'ability'. All children are encouraged to achieve their best and become confident individuals living fulfilling lives. See separate SEND policy for more information.

This policy should be read in conjunction with:

- Marking Policy
- Teaching and Learning Policy
- SEND policy
- EYFS Policy