Beddington Infants' School

Policy for Assessment

The vision of the school is rooted in a genuine understanding and respect for what children are capable of achieving, and adapting the curriculum to enable them to engage at a high level and therefore achieve. This is inspired by a **Reggio Emilia** approach. It is an experiential provision for both children and adults.
'Tell me and I forget. Teach me and I remember. Involve me and I learn.' Benjamin Franklin

Our holistic approach is reflected in our aim that children leave Beddington Infants' School with the following seven gifts:

The Seven Gifts of Beddington Infants' School where every child will: be a well-rounded child, be a good communicator, be respectful and polite, enjoy learning, have strong core skills, be a full member of the community, be ambitious

Our holistic approach is reflected in our aim that, through genuine partnership with families, children leave Beddington Infants' School with these Seven Gifts.

Introduction
At Beddington Infants' school we are committed to empowering children and adults to reach their full potential, embodied in our school song 'Reach for the Stars'.

We aim for high quality teaching and learning, and at the heart of this is effective assessment underpinned by the Seven Gifts of Beddington Infants' School.

We use three main forms of assessment: in-school formative, in-school summative and national standardised summative assessment.

This policy reflects the collaboration of all staff to review assessment philosophy and procedure to ensure the school has robust policy and procedures in place moving forward within an education system at time of great change with the removal of levels.

Aims
The aims of assessment within Beddington Infants' School are to:
- be integral to teaching and learning
- provide a consistent and age-appropriate approach through the school which reflects the ethos of the school
- enable teachers to respond accurately to the learning needs of each pupil
- provide each child with appropriate provision to make progress in their learning
- enable children to demonstrate what they know, understand and can do in their learning
- actively involve children in identifying achievements and next steps
- help children understand the process and language of learning
- be time effective and meaningful
- ensure effective use of all adults to maximise learning opportunities

- be based on best practice from a range of sources
- involve families in the learning process for their child

Key Objectives
- **Using formative age appropriate assessment to inform teaching and providing for the learning needs of all pupils.**

Typical methods of formative assessment include:
- on-going observations
- photographic evidence
- video clips
- recoding children's verbal comments
- annotating a piece of learning
- verbal and/or written feedback
- targeted questioning
- opportunities for children to demonstrate their ideas e.g. answer together, thumbs up/down, whiteboards
- self assessment with traffic lights

- **Recording pupils' skills, knowledge, abilities and achievements using consistent methods and approaches across the school.**

As a school we ensure consistency in teacher assessments and judgements by:
- using agreed criteria based directly on the National Curriculum
- reviewing policy and procedure regularly as year groups and whole staff groups
- moderating within year groups, across key Stages and as a whole school
- discussing consistency of approach and outcome regularly as year groups
- joining moderation activities with local schools
- liaising closely with Holy Trinity Junior School
- termly learning scrunities
- using a child friendly marking system, clearly identifying the child's achievements and context of the learning (appendix 1)

- **Giving constructive feedback to children in a range of ways that enable them to have an active role in the learning process identifying what they have done well and their own next steps.**

Children are engaged in the learning process through:
- being surrounded by the ethos of challenge
- talking about and identifying the generic characteristics of good learning (see appendix 2)
- identifying the key aspects needed for being good at a particular skill e.g. 'to be good at addition' (success criteria mat for addition see appendix 3)
- selecting for themselves the skill they need to develop, recoding it's achievement by writing the date on their own success criteria mat stuck in the rear of their book
- identifying the learning objective for each session thorough discussion
- discussing as a whole class the success criteria for that individual session, ensuring they now how to be successful and challenge themselves within that learning experience. These statements will be directly linked to the statutory guidance for the subject and age related expectations (appendix 4)

➢ discussing the success criteria within the adult focus group as they are completing their learning
➢ reviewing their learning against the success criteria and deciding what they have achieved
➢ verbal feedback with the adult, who also reviews their learning against the success criteria
➢ identifying a 'next step' based on the achievements - this will often be initiated or suggested by the child and prompted by the adult where needed
➢ reading the 'next step' to the adult focus group/themselves, the next time the child completes a linked piece of learning.
➢ looking back to the next step to review if this has been achieved in the next piece of learning

This process ensures the child's voice and commitment to challenging themselves is embedded in the teaching and learning process.

This enables the children to reflect on many aspects of life and apply thinking skills. They are able to accurately self assess using traffic lights when learning independently. The children independently and naturally discuss learning with each other, able to identify what they themselves or a partner has done well or needs as a next step.

- **Use a systematic approach for informing parents/carers of their child's progress and giving advice on how to support learning at home.**
We involve parents/carers in the assessment process through:
➢ inviting them into school regularly to share their child's learning experiences
➢ meeting informally to discuss particular achievements or next steps
➢ providing ideas for how they could support their child at home
➢ termly parent/carer meetings to discuss in detail the children's achievements and next steps
➢ sharing the success criteria process and content with them to use when learning at home
➢ sending written annual reports
➢ sending home standardised national assessments as appropriate

- **Systematically monitor and evaluate pupil's progress on an individual and school basis.**
We ensure consistency through, monitoring and evaluating children's progress through:
➢ all assessment procedures being integrated into the school calendar (appendix 5)
➢ class teachers are responsible for completing both formative and summative assessments
➢ summative assessments are entered into SIMs each half term to enable easy monitoring of attainment
➢ class teachers complete their own data analysis of their class in terms of attainment and progress for key groups
➢ the assessment leader completes data analysis of each year group terms of attainment and progress for key groups
➢ Senior Leadership team are responsible for ensuring assessments are consistently completed and support is offered where needed
➢ those children whose attainment or progress are causing concern are entered onto the school Holistic Assessment tracking sheet
➢ Senior Leadership team are responsible for reviewing the needs of those children on the Holistic Assessment tracking sheet and allocating resources accordingly

➢ progress and attainment is reported termly to governors, who challenge standards accordingly

- **Involving all staff in the process of assessment and informing them of the outcomes**

The assessment leader and Senior Leadership team support staff through:
➢ providing regular continuous professional development developing assessment
➢ discussion and sharing of good practice in relation to assessment as teams and a whole school
➢ keep staff up-to-date on recent developments and national agenda
➢ providing feedback for individuals and groups following monitoring and evaluation
➢ all assessment procedures being integrated into the school calendar (appendix 5)
➢ ensuring all class based staff are empowered to feed into assessments on all children
➢ providing the opportunity to take part in whole school moderation
➢ creating a whole school approach to assessment shaped by all staff

- **Sharing information about children's attainment**

The sharing of information about attainment and progress for individuals is on a need-to-know basis as is appropriate for those who are supporting that individuals' learning to enable them to best support that child. This includes transfer of information at the end of the academic year both within and across schools.

Data about cohorts or groups is shared as part of the self evaluation process for the school. Data is shared termly with staff and Governors to inform them about the next steps for the school as a whole.

Standardised national data such as achievements at the end of the Foundation Stage and Key Stage 1 are published on the school website.

Forms of Assessment
We use three main forms of assessment: in-school formative, in-school summative and national standardised summative assessment.

Day-to-day in-school formative assessment
Day-to-day in-school formative assessment is an integral part of teaching and learning. Learning objectives and success criteria are shared with the children and they play an important role through self-assessment of their learning. It helps children and adults to understand the things they can do and the next steps they need to take. It enables adults to identify if children require additional support or extension. It also enable individual teachers to evaluate their own teaching of particular concepts and plan future experiences accordingly. A range of methods will be used, please see page 2.

Through day-to-day in-school formative assessment, we will
- understand each child's knowledge and understanding against learning objectives and success criteria, identifying what they are good at and what they need to improve
- identify a child's achievements against age related statutory guidance
- empower children to play an active part in their learning

- provide instant individual feedback for children so that every child will make regular and sustained progress
- identify errors and misconception quickly enabling support to targeted to maximise learning
- identify children's skills and talents to ensure they are sufficiently challenged
- provide parents/carers with a broad picture of their child's learning journey including strengths and areas and next steps

<u>In-school summative assessment</u>

In school summative or snap-shot judgments are used to monitor attainment and progress overtime both for individuals and cohorts.

Teachers will make use of day-to-day formative assessments made by all adults learning with the children to make a summative judgement at the end of each half term based on the formative evidence collected. These judgements will be based on the appropriate statutory guidance for the key stage.

In the Foundation Stage this criteria will be taken form Development Matters. On entry to Nursery and Reception teachers will use their professional judgement to assess the age band children are 'within' across the 17 Early Years Foundation Stage Areas of Learning.

As the year progresses each half term in The Foundation Stage the teacher will make a 'best-fit' judgement based on the evidence he/she has collected over that half term as shown in the child's learning journey, observations and professional knowledge of the child.

In Key Stage 1 this criteria will be the National Curriculum. Each child has their own Key Stage 1 Curriculum sheet for Reading, Writing and Maths (appendix 6). Each half term the teacher uses the evidence from formative assessment to identify what the child has achieved in relation to the statutory requirements.

The statements achieved will then be counted and a judgment made using the following % scores. This % would be used to make a decision about the level they have reached.

Level	Emerging	Developing	Secure	Mastery
%	1 - 30	31 - 60	61 - 90	91 - 100

Total number of statements

	Writing	Reading	Maths
Year 1	28	21	68
Year 2	43	23	92
Year 3	30	20	36

In Key Stage 1 for other subjects, the relevant statutory requirements are identified on a class list for each subject as is relevant to the learning that half term. Formative assessment techniques appropriate to the subject matter being assessed are used by all adults throughout the term in relation to these requirements. At the end of the half term the teacher uses all this evidence and

the knowledge of the child to make a judgment in terms of whether they are emerging, developing, secure or Mastery in the current taught content.

All teachers are responsible for ensuring all adults in their learning environment are appropriately collecting formative evidence to enable them to complete their summative assessments. The outcome of these assessments for their class should be placed in the appropriate green subject folder. This enables each subject leader to analyse data on attainment and progress in their subject, therefore be in a position to develop their subject accordingly.

Class teachers enter their summative assessments for Reading, Writing and Maths in Key Stage 1 and all subjects in Foundation Stage into SIMs to enable easy analysis of the data. See section above.

National standardised summative assessment
Nationally standardised assessments will be used to provide information on how children are performing in comparison to children nationally. They will provide parents/carers with information on how the school is comparison with schools nationally. The whole school have an understanding of the national expectations and understands how their provision feeds into this. Nationally standardised summative assessments enables the Senior Leadership and Governors to benchmark the schools performance locally and nationally, making judgements about the schools effectiveness.

The government and OFSTED will also make use of nationally standardised summative assessments to provide a starting point of discussions about the school's performance.

National standardised summative assessments which take lace at Beddington Infants' School are:
- End of Foundation Stage - Early Year Goal
- End of Year 1 - Phonic Screening
- End of Year 2 - End of Key Stage 1 Assessment

These summative assessments are all administered by adults the children are familiar with and as far as possible will be integrated into the provision of that year group. Individual outcomes of these assessments are reported to parents/carers as part of their child's end of year report.

An inclusive approach to assessment
In addition to the procedures mentioned above, the school will make use of additional diagnostic assessments to contribute to the early and adequate identification of children with special education needs, to enable support and intervention to begin as early as possible.

The wide range of formative assessment techniques used also help to ensure that all children can demonstrate their skill and strength across the curriculum without being hindered by having a need within the core skills.

Monitoring and Evaluation

The Assessment Leader is responsible for ensuring:

- best practice is shared
- offer support to members of staff
- regular discussions take place as a school to review and evaluate the current systems and where needed amend both policy and practice
- the school is kept up to date with the latest research and new government guidance

All staff are expected to follow the policy and ask for guidance of they are unsure. The Senior Leadership team through ongoing monitoring activities will be responsible for the effectiveness of practice across the school.

Policy Agreed September 2016

Appendix 1 - Beddington Infants' School Marking symbols

Appendix 2 - Generic characteristics of good learning

Appendix 3 - Success criteria mat for addition

Appendix 4 - Success criteria for individual session

Appendix 5 - Key Stage 1 Curriculum sheet for Reading, Writing and Maths

Appendix 6 - Key Stage 1 Curriculum sheet for Reading, Writing and Maths