



Spring 2022

Review: Spring 2023

Rationale

This policy intends to:

- Make clear our vision of the role of assessment as part of teaching and learning at Valley End Infant School.
- Provide clear guidelines for the implementation of the policy.
- Describe the procedures in place for monitoring and evaluating assessment practices.
- Define clear responsibilities in relation to assessment.
- Provide clear definitions, procedures and purposes for different types of assessment.

Principles of Assessment

All assessment should:

- Enable individual pupils to make progress in their learning.
- Relate to shared, clear learning objectives and success criteria.
- Be underpinned by the confidence and acknowledgement that **every** child can and will make progress.
- Help all pupils to demonstrate what they know, understand and are able to do.
- Include reliable judgements about how learners are performing, related, where appropriate, to national standards.
- Involve both teacher and pupils reviewing and reflecting upon on-going classroom assessment, marking and feedback.
- Provide feedback which leads to pupils recognising the 'next steps' in their learning and how to work towards achieving these.
- Enable teachers to plan more effectively in order to meet the learning needs and next steps of **all** pupils.
- Provide the school with information to evaluate teaching and learning and set appropriate pupil, class and school targets.
- Be analysed and then used to adapt whole school approaches to teaching and learning to ensure the best outcomes possible for every child.
- Enable parents to be involved in their child's progress.

Roles & Responsibilities

- Teachers in partnership with Higher Level Teaching Assistants (HLTAs) and Teaching Assistants (TAs) are responsible for carrying out summative and formative assessments with individual pupils, small groups and whole classes.
- The outcomes of summative assessments are reported to the Headteacher, the SENdco (if appropriate) and the relevant Subject Leader.

The Headteacher, the SENdco and the relevant Subject Leader are responsible for ensuring that:

- Each class teacher uses the pupil tracking programme, Pupil Asset, to analyse the progress and attainment of individual, groups and vulnerable groups of pupils and to set individual pupil attainment targets.
- All staff are familiar with the current Assessment Policy and practice.

The Headteacher is responsible for:

- Monitoring standards in the Core and Foundation Subjects.
- Analysing pupil progress and attainment, including individual pupils and specific pupil groups.
- Identifying pupil groups who are vulnerable to underachievement in relation to age.
- Prioritising key actions to address underachievement of individuals and groups.
- Reporting to governors on all key aspects of pupil progress and attainment, including current standards and trends over previous years.
- Holding teachers to account for the progress individual pupils make towards their end-of-year targets.
- Enabling class teachers to meet every half term for pupil progress meetings.
- Ensuring that national summative assessments and tests (EYFS assessments, Year 1 phonics test and end of Key Stage 1 tests and teacher assessments) are administered and reported according to statutory guidelines.

Subject Leaders are responsible for:

- Ensuring all staff are familiar and with the Assessment Policy, practice and guidance for their particular subject.
- Ensuring that assessments of individual pupils and groups are being carried out for their particular subject.
- Monitoring standards in their subject according to the school's assessment system and processes.

Monitoring, Moderation and Evaluation

- The Headteacher and the Assistant Headteacher will take overall responsibility for ensuring that the Assessment policy is put into practice within the school.
- Policy and practice will be reviewed regularly with staff.
- Early Years Foundation Stage assessments are moderated every three years by the Local Authority
- End of Key Stage 1 assessments are regularly moderated by the Local Authority in response to statutory requirements.
- Each term, staff moderate and agree Key Stage 1 and EYFS assessments and assessment evidence both internally and externally with other local infant and primary schools.

Types of Assessment

There are three main types of assessment:

- 1) In-school formative assessment. This is used by teachers to evaluate pupils' knowledge and understanding on a day-to-day, lesson-by-lesson basis and to then tailor teaching accordingly.

In-school formative assessment is achieved by:-

- Assessing pupils' understanding and next steps against specific learning objectives and success criteria.
- Assessing pupils' understanding and next steps against pupil's individual targets.

- Questioning pupils and then assessing a pupil's depth of understanding from their responses.
- Adapting, shaping and extending lessons and class activities in response to pupils' understanding or misunderstandings.
- Assessing pupils' understanding whilst working with groups of, or individual pupils.
- Assessing pupils' understanding by listening to their responses, answers and explanations.
- Assessing pupils' understanding and next steps through quality marking and feedback.
- Making judgements related to pupils' self and peer assessments.
- Assessing pupils' understanding by observing and listening to the responses of pupils through open-ended activities and tasks.
- Planning future class lessons and activities based on the outcomes, pupil responses and understanding from previously taught lessons and activities.

2) In-school summative assessment. This enables the school to evaluate how much a pupil has learned at the end of a teaching period and measures attainment and progress.

In-school summative assessment is achieved by:-

- Collecting assessment evidence through pupil responses, understanding, observations and work sampling in line with in-school assessment procedures as set out below.
- Moderating and agreeing assessment evidence against assessment descriptors (see below) amongst Valley End staff and staff from other local schools.

In-School Assessment Procedures.

Early Years Foundation Stage (EYFS):-

In EYFS, assessments are made using the Early Years Foundation Stage Profile within the:-

Prime areas:

- Personal, social and emotional development
- Physical development
- Communication & language

Specific areas:

- Literacy
 - Mathematics
 - Understanding of the world
 - Expressive arts and design
- At the beginning of each academic year, teachers use base-line assessment procedures to assess pupils' understanding of the Prime and Specific areas as described above.
 - Each half term, through on-going observations and assessments, each child's level of development is assessed within the different areas of the EYFS profile. The results of these on-going assessments are then inputted into Pupil Asset each half term.

- During the final term in Reception, the EYFS Profile is completed for each child. The Profile provides parents and carers, staff and teachers with a well-rounded picture of a child's knowledge, understanding and abilities, their progress against expected levels, and their readiness for Year 1. The Profile includes on-going observation, all relevant records held by the setting, discussions with parents and carers, and any other adults whom the teacher, parent or carer judges can offer a useful contribution.
- Each child's level of development is assessed against the early learning goals. The profile indicates whether children are meeting expected levels of development, or if they are exceeding expected levels, or not yet reaching expected levels ('emerging'). Year 1 teachers are given a copy of the Profile report together with a short commentary on each child's skills and abilities in relation to the three key characteristics of effective learning. This informs the dialogue between Reception and Year 1 teachers about each child's stage of development and learning needs and assists with the planning of activities in Year 1.
- Each half term, the Headteacher enables teachers and year groups to meet and discuss the attainment and progress of each pupil in relation to their end of year target.

Key Stage One:-

- In English, Mathematics and Science, assessments are made against Key Performance Indicators (KPIs). KPIs are key National Curriculum objectives that underpin the subjects of English, Mathematics and Science. Details of each subject's KPIs are kept by each subject leader.
- Relevant KPIs are assessed during each half term using the language of 'Beginning', 'Beginning+' (can do with support) 'Developing', 'Developing+' (understands and can do independently) 'Embedded' (can choose to use appropriately in a simple problem with understanding), or 'Mastered' (chooses to use and adapt appropriately in more complex/broader and non-routine problems). Teachers keep on-going records and evidence of these assessments. Teachers also use sets of descriptors (agreed by local schools) for 'Beginning', 'Developing', 'Embedded' and 'Mastered' in English, Mathematics and Science to underpin and inform their assessment judgements.
- At the **beginning** of each academic year, using KPI assessment evidence and information, teachers make an overall 'best fit' judgement whether pupils are 'Beginning', 'Beginning+' 'Developing', 'Developing+' 'Embedded', or 'Mastered' in English, Mathematics and Science. These beginning of year assessments are administered using Pupil Asset.
- At the **end** of each half term, using the on-going KPI assessment evidence and information, teachers make an overall 'best fit' judgement whether pupils are 'Beginning', 'Beginning+' 'Developing', 'Developing+' 'Embedded', or 'Mastered' in English, Mathematics and Science. These half termly overall assessments are administered using Pupil Asset.
- During the second half of the Autumn Term, each pupil is set a target as to whether they will be 'Beginning', 'Beginning+' 'Developing', 'Developing+' 'Embedded', or 'Mastered' in English, Mathematics and Science by the end of that academic year. Year 2 pupils are also set targets against the national standards in English, Mathematics and Science.
- Each half term, the Headteacher enables teachers and year groups to meet and discuss the attainment and progress of each pupil in relation to their end of year target.
- The Foundation Subjects and Computing are assessed against weekly learning objectives and success criteria.
- At Key Stage One pupils are assessed within each unit of the Religious Education agreed syllabus. Pupils are assessed as to whether their understanding and application is at an 'emerging', an 'expected' or at an 'exceeded' level.

- Within The Early Years Foundation Stage, the Religious Education agreed syllabus is covered within all the Prime and Specific areas as described above. Pupils are therefore assessed as to whether their understanding and application is at an 'emerging', an 'expected' or at an 'exceeded' level across these areas of the Early Learning Goals. Pupils are also assessed against the Characteristics of Effective Learning .

3) Nationally standardised summative assessments. These are assessment procedures that are set by the Department for Education in order to judge the attainment of pupils against national expectations.

Year 1:-

Year 1 pupils undertake a phonic test during the Summer Term. This is administered and marked internally by class teachers or by the Headteacher. Pupils are tested on their ability to segment and blend phonemes into real words and pseudo (alien) words. There is a pass mark and teachers report to parents as to whether or not their child has passed or failed the phonics test. Pupils who fail the test, retake it at the end of Year 2.

Year 2:-

During the Summer Term, at the end of Key Stage 1, Year 2 pupils undertake national curriculum tests for reading, grammar, punctuation and spelling (this is optional), and mathematics. The national curriculum tests assess the range of ability that the majority of pupils at the end of Key Stage 1 are expected to demonstrate. The outcomes of the tests will be provided in the form of scaled scores, where a score of 100 represents the standard expected at the end of Key Stage 1. The results of these tests inform teacher assessment as described below.

During the Summer Term, at the end of Key Stage 1, year 2 teachers also use national frameworks for teacher assessment in reading, writing, maths and science. Teachers report teacher assessment judgements against nationally expected standards in reading, writing, maths and science using teacher assessment frameworks. In reading, writing and mathematics, teachers assess as to whether pupils are 'working towards' the expected national standard, 'at' the expected national standard or 'working at a greater depth' within the expected standard. As well as the test outcomes described above, teachers also collect assessment evidence and information over the academic year in order to inform teacher assessment at the end of Key Stage 1.

Please refer to the following supporting policies:

Mathematics
English
Science
Physical Education
Computing
RE
Teaching and Learning
Marking and Feedback
Equalities
Special Educational Needs and disabilities