



**Mildmay Infant & Nursery School**

# Assessment Policy

**2014-2016**

Jo Holmes June 2014

To be reviewed Summer term 2016 or when new assessment procedures are introduced in light of changes nationally.



As valued individuals we all belong to a respectful, caring, unique community where together we grow through fun, active learning.

## Key Stage One Assessment Policy

### Rationale

Assessment lies at the heart of the process of promoting children's learning. It provides a framework within which educational objectives may be set and children's progress expressed and monitored. This should be done in partnership with the children. Assessment should be incorporated systematically into teaching strategies in order to identify any problems and chart progress. We believe that effective assessment provides information to improve teaching and learning.

**We firmly believe that children are at the heart of their own learning. Adult or peer feedback coupled with their own opinion about their work is vital for progress.**

### Objectives

The objectives of assessment in our school are:

- ◇ To provide the headteacher, governors and subject leaders with the necessary information for the monitoring of learning throughout the school.
- ◇ To have a commitment to enable the learning for each individual to make outstanding progress.
- ◇ To provide feedback so it leads children to identify what they should do next to improve.
- ◇ To allow teachers to plan work that accurately reflects the needs of each child.
- ◇ To provide regular information for parents and carers to enable them to support their child's learning

### Next Steps Feedback to Pupils

**We are an Infant school so next steps are given verbally or visually to ensure that it is meaningful to children. Written comments are used but these may not be accessible to all our children. We believe, predominantly, children in our school need verbal and visual feedback so it can have the biggest impact on their current work.**

Teachers and LSA's give our children regular feedback on their learning and provide them with next steps so they understand what it is that they need to do to be successful in their learning.

All teachers make assessments in lessons and this is used to ensure that when planning differentiation for the next activity it is done with a view to the next steps groups of children need to work on. So for example in maths; oral and mental starters may be used to address next steps for groups of children or children may work on different activities within a lesson matched to the next steps they need to work on. Generally there will be a maths topic covered over a week or fortnight and within this next steps are considered when differentiating, giving verbal feedback or setting an extension to the activity. This also ensures that next steps are current and match the maths skills being covered. In Literacy a 'stickman' is used to give next steps, for setting expectations, differentiating or for self and peer assessment. Each part of the stickman represents a different aspect of writing. Classes decide on this and this information passes to the next class to ensure continuity. Different aspects are added to stickman to show new next steps as skills in writing develop. Children draw stickman as they assess what they have remembered to do and therefore what their next steps might be. Teachers will draw stickman or parts of stickman with an arrow to indicate the next steps for children.

Peer and self-assessment may also be represented using other methods these may include

- ◇ Pictures with a facial expression
- ◇ Using colours – traffic lights
- ◇ Actions – thumbs up , middle or down
- ◇ Talk partners
- ◇ Learning Lines

We do have a uniform system for marking children's work and this is done using agreed symbols which relate to the learning objective. (See Appendix 1)

In each classroom our life skills are on display - Relationship, Resilience, Reflectiveness, Risk Taking and Resourcefulness. These are represented with an animal chosen by the children.

- Relationships – meerkat
- Reflective – owl
- Risk Taking – crocodile bird
- Resilience – bee
- Resourceful – monkey

**We firmly believe in the importance recognising these skills in an activity. These skills will be paramount for children in their future world.**

The curriculum across the school incorporates the development of these life skills and these are shared or identified by the children during their learning. Each year group identifies a life skill and creates their own monitoring system so children can assess their own life skills when engaged in learning. On a termly basis information is collected and analysed to give a 'snapshot' of children's views of their own life skills across the school. In this way it strengthens the profile our life skills. By having a self-assessment system for these skills which children are free to use when they have exhibited strength in that area.

## **Types of Assessment**

**Formative:** (*assessments for learning*) this is the ongoing assessment carried out by teachers both formally and informally. It involves the use of assessment in the classroom to raise pupil achievement. It is based on the idea that pupils will improve most if they understand the aim of their learning, where they are in relation to this aim, and how they can achieve this aim. The results of formative assessments have a direct impact on the teaching materials and strategies employed immediately following the assessment.

**Summative:** (*assessment of learning*) this involves judging pupils' performance against national standards at a point in time. Teachers may make judgements at the end of a unit of work, of a term, of a year or of a Key Stage. It is an essential tool for identifying progress over time.

**Diagnostic:** Half termly assessments of pupil progress can provide diagnostic evidence of the school, year group as whole and individual pupils. Tracking pupils in this way can help teachers make appropriate judgements and interventions to ensure all children can achieve their potential.

This will be done by:

- ◇ Liaison with subject leaders, in year groups and with the Foundation Stage - ensures continuity and consistency in assessment of pupils work.
- ◇ Observing children – this includes listening to how they describe their work and their reasoning.
- ◇ Questioning - using open questions phrased to invite children to explore their ideas and reasoning.
- ◇ Setting tasks in a way which requires children to use certain skills or apply ideas.
- ◇ Asking children to communicate their thinking in different ways.

## **Planning for assessment**

- ◇ We plan our lessons with clear learning objectives. We strive to ensure that all tasks set are appropriate to each child's ability. Our lesson plans make clear the expected outcomes for each lesson.
- ◇ Teachers share the intended learning outcomes with the children. They also indicate the way in which the activity is linked to the learning objective, and the success criteria against which the work will be judged. Children are often involved in setting the success criteria.
- ◇ Teachers ask well-phrased open questions and analyse pupils' responses to identify prior knowledge, identify misconceptions and their understanding.
- ◇ Opportunities are given to children to carry out self and peer assessment so that they are involved in the assessment process and are empowered to be active in improving their learning.
- ◇ At the end of each lesson the teachers record the progress made by the class against the learning objective. This information is used to inform or adapt planning for the next lesson and each half term to inform discussions about National Curriculum levels.

**Early Years recording assessments:** The children are assessed from entry into the school. This is done in a discrete way by any adult who works in nursery or reception. In the first few weeks of school a baseline on each child is completed which gives a starting point for their learning. The teachers will then make an assessment of the individual child and then plan activities to develop their knowledge. All children are working towards the Early Learning Goals

by the end of reception. There are 17 goals which are divided up into these seven areas. The first three are called PRIME areas, and the next four are SPECIFIC areas. The areas often overlap and the children will usually demonstrate elements from more than one area of learning. Teachers begin with observations, take photographs, or write post it notes on what the children are doing. These are then put into the child's learning journey using a colour coded post it note system. Each colour corresponds to a specific area. Each of the 17 goals are looked at individually at the end of the year and if a child is still working towards the goals they will continue with this at the start of year one

Teachers meet regularly, normally each week, to moderate judgements across the year group to ensure consistency. This information is used to update Target Tracker regularly over each half term.

**Key Stage One recording assessments:**

Daily assessment sheets are used by teachers to indicate if a child is: below expectation, achieved with support, achieved independently or achieving above expectation against the learning objective. These assessments are used to help level the children's progress in Numeracy and Literacy also foundation subjects. (See appendix 3)

**Reading:** Teachers make a record of a child's reading during each 'Reading Workshop' session against the Learning Focus, which will build up a profile of a child's strategies and reading progress. . (See appendix 2) Each half term teachers will make an assessment of each child against the schools' reading level descriptors

**Writing:** Each half term teachers will set up unaided tasks for the year group. This will be marked against National Curriculum level descriptors. To ensure consistency in assessment teachers periodically meet in year groups or cross year groups to discuss the levels achieved for a particular piece of writing. A writing portfolio has been established with examples of each level.

**Numeracy:** Each half term teachers will assess the children's progress based on the information on the Numeracy Assessment grids. These grids are updated regularly using information from lessons. To ensure consistency in assessment teachers periodically meet in year groups or cross year groups to discuss the levels.

**Assessment Framework KS1:**

Before levelling	1-2 Weeks before end of a half term	Each term
Assessed pieces of independent writing to be carried out. Updating of maths grids complete Cross referencing assessment from guided reading to levels documents.	Year Group moderation meetings  Input levels into Target Tracker	Rasin analysis of core subjects may include a focus on progress in core areas, ethnicity, G and T, progress towards ELG, HI or SEN  1:1 meetings with Head Teacher where it is required to discuss progress.

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At the end of Key Stage 1, Year 2 statutory assessments are made using the SAT materials. The results of the tests and tasks are used to confirm teacher's judgements for reading, writing and numeracy. A teacher's assessment is made for Speaking and Listening and science based on National Curriculum levels. These are reported to parents and to the LA. The evidence informing Teacher Assessment for the statutory assessments is marked or checked collaboratively to ensure consistency and accuracy.

### **Phonics**

Each term classes report which phase children are currently working within and this is analysed and checked by the Literacy Leader.

All teachers use school assessment materials to check children's phonic and word reading ability for each phase.

In June, Year 1 children participate in a phonics check. The phonics check contains real and some non-words. By using a mixture of real and non-words the children's phonic decoding skills are assessed. Pupils who do not meet the expected level at the end of Year 1 will then have the opportunity to retake the screening check in Year 2.

### **Standardisation / Moderation**

The process of moderation is an essential part of the assessment system. Teachers are involved in the moderation process to ensure consistency on levels in the following ways:

- ◇ Each half term children's levels are entered into Target Tracker.
- ◇ Teachers use Target tracker to monitor children's progress.
- ◇ Meetings with Headteacher to discuss class progress and individual pupils. Children are identified who are under achieving against their predicted level, or who are achieving below the average level for their age. Appropriate strategies are put in place to support those children and are managed by class teachers and the Inclusion Manager where appropriate.
- ◇ Meetings with the Inclusion Manager to discuss children on SA and SA+ and children to be monitored.
- ◇ Year Group moderation half termly to look at levels in reading, writing or numeracy. Each half term there might be a focus on a particular area or level
- ◇ Cross year group moderation to ensure consistency.
- ◇ Using the SATs at the end of KS1.
- ◇ Year 1 phonics check in June.
- ◇ External moderation by LA
- ◇ Moderating with other schools

### **Equal Opportunities**

It is statutory that adjustments must be made to ensure that pupils with disabilities must not be disadvantaged compared to their peers. This promotes equality of opportunity between all children. We will promote positive attitudes towards all children and encourage all children to participate in activities.

We will ensure equal opportunities for all to succeed at the highest level possible, striving to remove barriers to access and participation in learning and wider activities and working to eliminate variations in outcomes for different groups.

The Headteacher, Early Years Leader and Core subject leaders will carry out planning/assessment scrutiny and monitoring to ensure that all needs are met and all children have access to the curriculum. It will also evaluate the progress of different groups from all ethnic backgrounds and of different socio economic statuses ensuring pupils are treated with respect and supported to their full potential. Children in the vulnerable groups and those with protected characteristics are also tracked and monitored to ensure all children achieve their full potential.

### **Racial Equality:**

Every subject leader at Mildmay Infant & Nursery School is committed to ensuring that every learner participates in a curriculum that takes full account of the richness and variety of the world's cultures and racial groups, and which enables every individual regardless of ethnic or cultural background to fulfil his or her potential to the highest possible standard; so that all, for the benefit of all, are able to shape their destinies and create a better and more harmonious world.

The subject leaders ensure through monitoring, work and environment scrutiny, moderation and staff inset that their subject fully meets the requirements of the school ethos and Racial Equality Policy.

### **Reporting to parents**

We have an open door policy and parents are able to speak to the class teacher after school if they wish. We encourage parents to contact the school if they have concerns about any aspect of their child's work.

As a school we offer a parent workshop to help them understand the process of assessment in school.

In the Autumn and Spring terms we offer parents the opportunity to meet their child's teacher. At those meeting we discuss the child's progress in all areas of the curriculum and identify areas for development and the ways that parents can help. We offer parent workshops to involve the parents in their child's learning.

Once the children in Year 1 or Year 2 have taken the Phonic Screening check their achievements are reported to the LA and to their parents.






A written report for each child is sent to parents, once a year during the Summer Term. Reports outline a child's progress and achievements during the year in the core and foundation subjects against the National Curriculum or towards the Early Learning Goals. Targets are identified for the next school year.

At the end of Reception teachers will compile a profile on each child and this is shared as part of the child's yearly report. This will show whether children have met the expected goals using the criteria emerging/expected/exceeding.

For children at the end of Key Stage 1 additional information is also provided with details of the levels achieved for reading, writing, speaking & listening, numeracy and science.

## Appendix 1

This is how work is marked in school. Children's work is marked in blue or black pens

<p><b><u>Learning Objectives:</u></b></p> <p>Met</p> <p><b>*</b></p> <p>Exceeded</p> <p><b>**</b></p> <p><b><u>Symbols used to identify how work completed</u></b></p> <p>I                      Independent</p> <p>S                      Supported</p> <p>S → I                Extra Initial support before completed independently</p> <p>                      Worked at a slow pace today</p> <p>                      Activity extended</p>	<p>                       In numeracy a dot indicates that the question problem should be attempted again and the new answer is put into the box.</p> <p>In Literacy a 'stickperson' is used.</p> <p></p> <p>Each class decides how to use the different parts and these decisions are passed on to their next class.</p> <p>Teachers use it to show group/individual focus for writing, identifying the next steps or identifying what has been achieved. Children also use it for peer and self-assessment.</p> <p><b>CT</b>                      Worked with class teacher</p> <p><b>LSA</b>                      Worked with LSA</p> <p><b>SLSA</b>                      Worked with Resource Base LSA</p> <p><b>ToD</b>                      Worked with Teacher of the Deaf</p> <p><b>VF</b>                      Verbal feedback</p> <p><b>NS</b>                      Next step</p>
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Appendix 2

Date	Book	Focus
Children not achieving	Children achieving	Children exceeding
Other comments		
Date	Book	Focus
Children not achieving	Children achieving	Children exceeding
Other comments		
Date	Book	Focus

Children not achieving	Children achieving	Children exceeding
Other comments		

Appendix 3

Subject area:

Objective and date	Children below expectation	Achieved with support – LSA / teacher or supportive materials	Achieved independently	Children achieving above expectation	Outcomes / areas for development.