



GRANGE INFANT SCHOOL **ASSESSMENT POLICY**

Rationale

Assessment, of all children's achievement, behaviour and attitudes is the process by which children's progress is monitored. It is used to provide information for a variety of audiences and purposes.

Why do we assess? (our aims)

- To define each child's ability: what the child knows, understands and can apply
- To indicate the child's learning strengths and weaknesses
- To ensure early identification of children with SEND
- To inform future planning of learning and target setting: at individual, group, class, cohort and strategic level
- To ensure continuity and progression in children's learning
- To communicate accurate, useful information about the child for children, teachers, parents and appropriate agencies
- To comply with statutory requirements

How do we assess?

Summative Assessment (Assessment OF learning)

- Systematic recording of information which leads towards a summary of where the child has reached at a specific point in time e.g. SATs, EYFSP, Annual report statements, data phase teacher assessments

Evaluative Assessment

- Analysis of all assessment information to inform the strategic planning and direction of the whole school by evaluating the impact of planning, teaching, and the curriculum on pupils' achievement

Diagnostic Assessment

- Finding out what attitudes, knowledge, understanding or skills are learned or not properly learned or applied and therefore may be preventing children making the expected progress.

Formative Assessment

- Includes both assessment for learning-practice which provides information to pupils about **what** to improve, and assessment **AS** learning –any practice which takes **the what** to improve and turns it into **how** to improve.

Principles of Formative Assessment

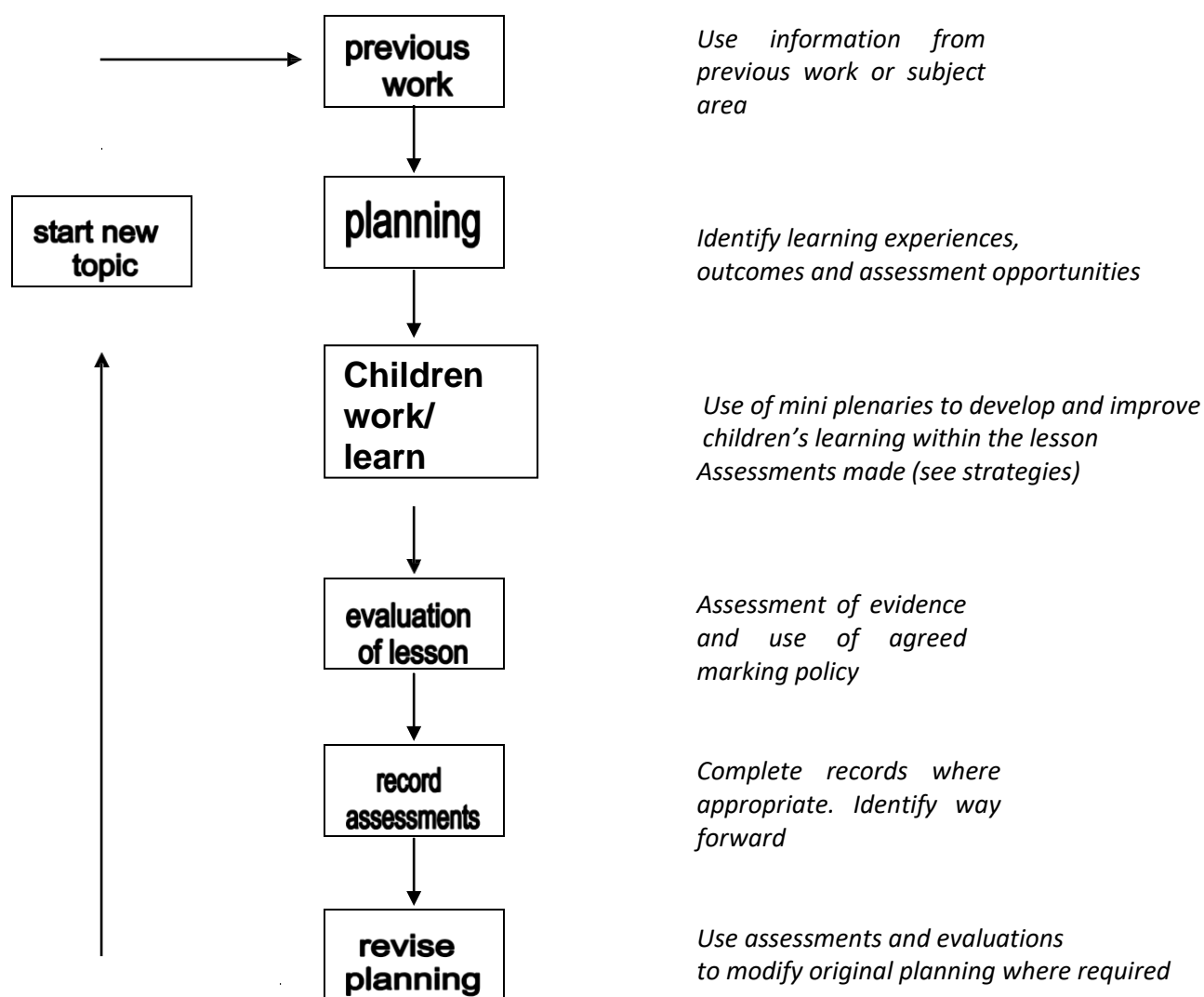
Assessment for learning will:

- be part of effective planning of teaching and learning
- focus on how children learn
- be recognised as central to classroom practice
- be regarded as a key professional skill for teaching staff
- be sensitive and constructive
- take account of the importance of learner motivation
- promote commitment to learning targets
- provide learners with constructive guidance about how to improve
- develop learners capacity for self-assessment
- raise pupil achievement and maximise progress

Strategies for Assessing Learning

- observation
- questioning / discussion to deepen and further develop learning and understanding
- photography, video, audiotaping
- analysis of oral or recorded work
- marking (see marking policy)
- statutory profiles and tests
- use of talk partners to deepen understanding and collaboratively review and improve learning
- pupil generated success criteria
- encouraging the development of a growth mind-set to ensure the children have the motivation to improve their learning
- Separating the learning objective into key skills and context to help children transfer key skills between their learning

Planning for Assessment



Reporting to Parents

Parents have the opportunity to meet formally with their child's teacher after each data phase. Parents will be supported in helping their child to learn through the completion of a target sheet which will show the level the child is currently working at and targets for improvement.

Annual written reports are sent home after the Easter break for Year 1 and Year 2 for Key Stage 1.

Annual written reports are sent home at the end of the summer term for Year R.

Key Stage 1 summary results are reported to parents individually alongside year 1 phonic baselines.

Year 1 pupils will receive their phonics screening data at the end of the summer term.

Year 2 pupils who have had to complete the June phonics screening will also receive their phonics screening data at the end of the summer term.

Reception Baseline Assessment (RBA)

Within the first 6 weeks of starting school in the autumn term, all Year R pupils will be assessed using the RBA tool.

Purpose of the assessment

The purpose of the reception baseline assessment is to provide an on-entry assessment of pupil attainment to be used as a starting point from which a cohort-level progress measure to the end of key stage 2 (KS2) can be created.

The reception baseline is not intended to:

- provide on-going formative information for practitioners
- be used in any way to measure performance in the early years, evaluate preschool settings or hold early years practitioners to account
- provide detailed diagnostic information about pupils' areas for development

The assessment will fall under Ofqual's regulatory framework for national assessments.

The assessment consists of practical tasks, using physical resources, and an online scoring system for the practitioner to complete as the pupil engages with the tasks. Administration instructions for each task and the recording of the assessment are provided via an online system so that the assessment is delivered and scored consistently across all schools. Digital technology is used to maximise the manageability of the administrative tasks, enabling quick, easy and automated recording.

More information can be found using the following link:

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/868099/2020_Assessment_Framework_Reception_Baseline_Assessment.pdf

Early Years Foundation Stage Profile

In the Foundation Stage, children's progress is documented through written teacher observations on tapestry, photographs and children's own work. This is used as a formative assessment tool and as evidence towards their end of Foundation Stage achievement. Parents have the opportunity to view and evaluate children's learning on Tapestry.

Moderation

Moderation is used regularly to ensure consistency of teacher analysis and judgements of attainment. As a school we moderate with the cluster 3x per year and a percentage of leadership and PDM time is given to moderation. Year group moderate at end of each phase before a final judgement is given

Differentiation

Assessment will reflect the school's policies on SEND, Equality, Gifted and Talented children. Any child

experiencing difficulty in making progress in line with expectations for their age will have an IEP. Similarly, those children exceeding the expectations for their age will have differentiated learning tasks to meet their needs. Assessment tasks will be free from stereotyped or biased expectations.

Record Keeping

Timings of summative assessments are detailed on the School Assessment Schedule. (Appendix 1)

Class assessment data is held in the class Assessment File.

Summative records are input into Target Tracker Software for the Foundation Stage Profile at the end of the summer term and Reading, Writing and Maths at Key Stage 1 by the Teachers and Administrative Team.

Target Tracker Reports are analysed in terms of implications for teaching and learning each term and held in the class assessment file.

Curriculum leaders ensure staff are confident and familiar with assessment tasks and recording formats. A new assessment format has been put into place from January 2023. Curriculum leaders are responsible for ensuring assessments are carried out and results collated for analysis.

Using Assessment information for school improvement

Assessment information provides vital evidence for each class teacher, curriculum leader, year group leader and the leadership team. Analysis of assessment data is used to:

- inform lesson planning to meet the needs of the learner
- inform individual target setting
- evaluate targeted support e.g. SEND, EL, EAL
- provide evidence of strengths and development areas to enable curriculum leaders to plan strategically
- judge the effectiveness of differing aspects of the school's work
- enable comparison with similar schools / county / national standards
- track school standards over a period of time

Appendix 1

Grange Infant School Assessment Schedule

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Baseline data year R All Data transferred from prior year group onto trackers (SM) Foundation Assessment	Phase 1 data: Reading, writing and maths levels Year 1/2 phonic interim Foundation Assessment Target & Review Sheet (Parents' Evening)	Phase 2 data: Reading, writing, maths levels Report Statements: Foundation Subjects	Year 1 phonic Interim Report Statements: Foundation Subjects Year 1 /2 phonic interim Target & Review Sheet (Parents' Evening)	Phase 3 data: Reading, writing, maths levels KS 1 SATs Report Statements: Foundation Subjects	Phase 4 data: Reading, writing, maths levels Year 1/2 phonics screening Report Statement
EYFS: Reception Baseline Assessment within 1 st 6 weeks	EYFS: Half termly data	EYFS: Half termly data	EYFS: Half termly data	EYFS: Half termly data	EYFS: Final data
Analysis: Implications of data for Teaching & learning	Analysis: Implications of data for Teaching & learning	Analysis: Implications of data for Teaching & learning	Analysis: Implications of data for Teaching & learning	Analysis: Implications of data for Teaching & learning	Analysis: Implications of data for Teaching & learning
Subject data analysis (Performance Management)	Monitoring	Analysis & evaluation for Budget Bids & Strategic Planning	Monitoring	Monitoring	Collate Subject assessment data from all year groups
Target Tracker (TT)	TT up date Phase 1 data input + HAM analysis	TT up date Phase 2 data input + HAM analysis	TT up date as needed	TT up date Phase 3 data input + HAM analysis	TT up date End of year data input + HAM analysis
Target Tracker (Performance Management) SATs Feedback (staff) SIP launch	Analysis of National data. Staff feedback SEF HT Performance Management SIP review	TT Analysis re Implications for T & L LLPR Validation	TT Analysis for strategic planning	TT Analysis re Implications for T & L	TT SATS analysis SIP and SEF for next academic year

KEY
Class Teacher
Yr Group Teams
Subject Leader
Admin Officer
Leadership Team