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 barriers to learning
- To ensure early identification of children with SEND and to then put intervention into place
- 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, analyse the data and review targets for individuals, vulnerable groups and cohorts
- To communicate accurate, useful information about the child for children, teachers, parents and appropriate agencies
- To gather information about the performance of individual children, groups and cohorts in order to inform target setting and to monitor progress
- To provide information to inform the school's strategic planning and set cohort targets in reading, writing and maths
- To support senior leaders in monitoring and making judgements about the effectiveness of the school and to identify strengths and areas for improvement in the curriculum, utilising this to inform future school improvement
- To support subject leaders in monitoring their area of responsibility and make judgements on the daily practice, ensuring progression across the school
- To allow teachers to plan work that accurately reflects the needs of each child
- To help children understand how well they are doing and what they need to do next to improve their work
- To inform the Governing Body of the school's standards and achievement to aid their monitoring procedures
- To provide the next teacher and receiving schools with information to ensure smooth transitions and promote continuity and progression
- To provide regular information to parents and carers which will allow them to support their child's learning and be informed about the performance of the school
- 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., RBA (Reception Baseline), 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 e.g. Dyslexia Early Screening (DEST), Salford reading test, the British Picture Vocabulary Test (BPVS) and the Sandwell maths test.

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.

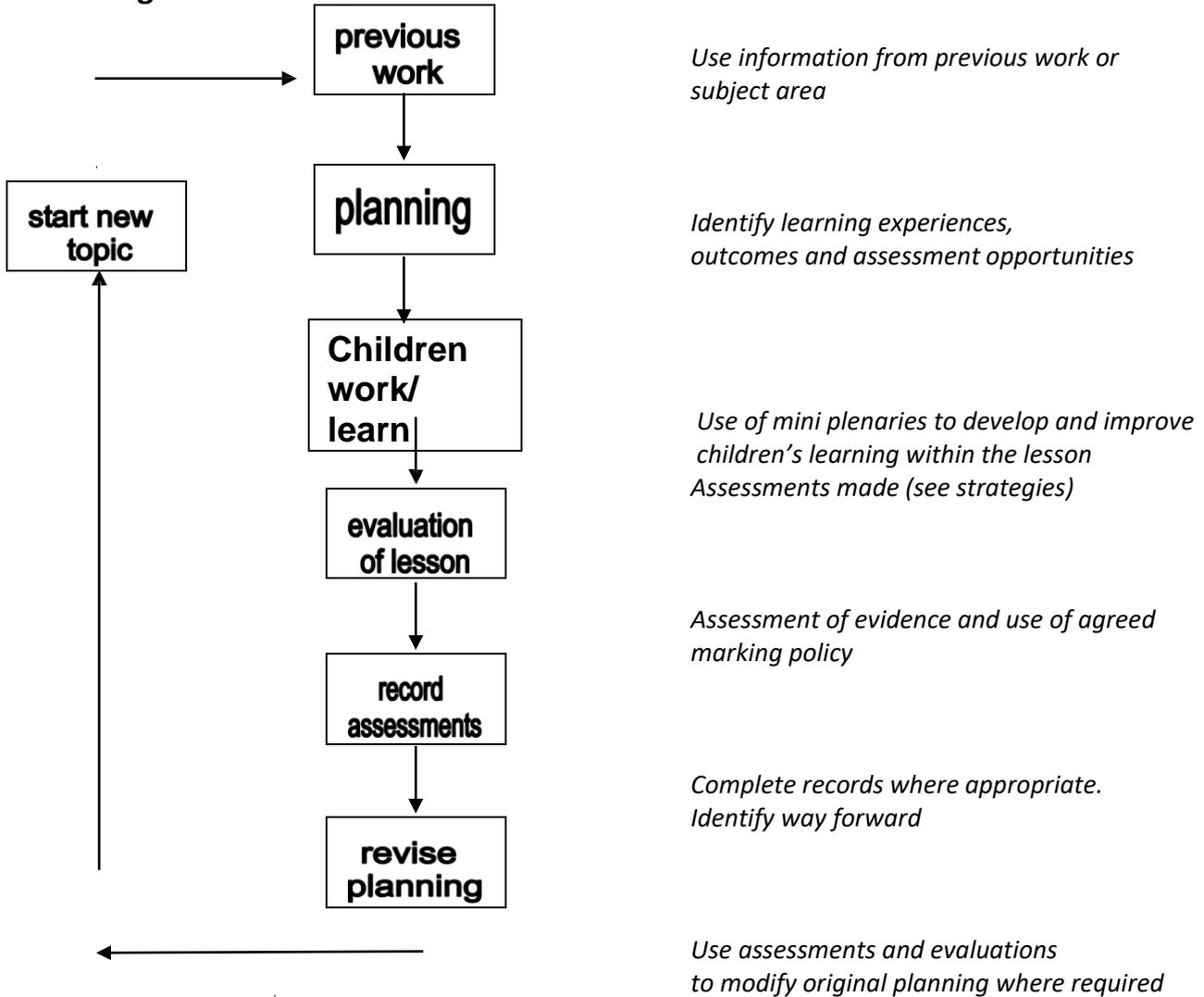**Principles of Formative Assessment**
Assessment for learning will:
- be part of effective planning of teaching and learning
- focus on how children learn
- be recognised as central to classroom practice
- be regarded as a key professional skill for teaching staff
- be sensitive and constructive
- take 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, audio taping/ pupil conferencing
- 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

previous work	*Use information from previous work or subject area*
planning	*Identify learning experiences, outcomes and assessment opportunities*
Children work/ learn	*Use of mini plenaries to develop and improve children's learning within the lesson Assessments made (see strategies)*
evaluation of lesson	*Assessment of evidence and use of agreed marking policy*
record assessments	*Complete records where appropriate. Identify way forward*
revise planning	*Use assessments and evaluations to modify original planning where required*

start new topic

What do we assess?
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 links:
https://www.gov.uk/government/publications/reception-baseline-assessment-framework/reception-baseline-assessment-framework
https://www.gov.uk/government/publications/reception-baseline-assessment-information-for-parents/reception-baseline-assessment-information-for-parents

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.

Phonics Screening Test
Year 1 Children take the statutory phonics screening test in June. The results of this test are shared with parents and reported to the DfE. Children who do not pass the test are given additional phonics support and retake the test the following year.

Year 2
Year 2 Children **no longer** take SATs (standard assessment tasks). Assessments made at each phase are based on teacher assessment informed by a triangulated approach such as work/ book scrutiny, pupil conferencing and diagnostic tools such as PM Benchmarking, RWINc assessments and Sandwell Maths assessment tool. This information is shared with parents, the next year group and may be shared with local authority as part of school improvement and HT performance management

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 groups 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 (paper or electronic), by the HT and on Arbor.

Summative records are inputted into Arbor for the Foundation Stage Profile at the end of the summer term, and Reading, Writing and Maths at Key Stage 1 and the Year 1 and Year 2 phonics screening test by the Administrative Team

Arbor reports are analysed in terms of implications for teaching and learning each term and held in the class assessment file and with the HT/ assessment lead.

Curriculum leaders ensure staff are confident and familiar with assessment tasks and recording formats. 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, 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

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.
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 and year 2 (retake) 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.

SEND
Children on the SEND register or those with support plans will have additional assessments related to their individual programmes and interventions. Parents/carers will be involved in reviewing this ongoing support (see SEND policy).

The role of the Governing Board
The headteacher will report on attainment and progress at key points in the year so that governors can monitor the attainment of cohorts and groups across the school.

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 optional SATs (historic papers) to inform teacher assessment Report Statements: Foundation Subjects	Phase 4 data: Reading, writing, maths levels **Year 1/2 phonics screening** Report Statement
EYFS: Reception Baseline Assessment within 1st 6 weeks	EYFS: Half termly data	EYFS: Half termly data	EYFS: Half termly data	EYFS: Half termly data	EYFS: Final data for County submission
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 Triangulated approach	Analysis & evaluation for Budget Bids & Strategic Planning	Monitoring Triangulated approach	Monitoring Triangulated approach	Collate Subject assessment data from all year groups
ARBOR Cohort and group set up	ARBOR up date Phase 1 data input	ARBOR up date Phase 2 data input	ARBOR up date as needed	ARBOR up date Phase 3 data input	ARBOR up date End of year data input Data returns: EYFSP Phonics Screening Yr1 and 2
ARBOR (Performance Management) SIP launch Monitoring of core subjects: Triangulated approach	Analysis of National data for EYFSP and phonics Staff feedback SEF HT Performance Management SIP review Monitoring of core subjects	ARBOR Analysis re Implications for T & L LLPR Validation Monitoring of core subjects: Triangulated approach	ARBOR Analysis for strategic planning Monitoring of core subjects: Triangulated approach	ARBOR Analysis re Implications for T & L Monitoring of core subjects: Triangulated approach	ARBOR Teacher assessment analysis SIP and SEF for next academic year
KEY	**Class Teacher**	**YR Group Teams**	**Subject Leader**	**Admin Officer**	**Leadership Team**