

**Hertfordshire
County Council
Children, Schools and Families**



Goldfield Infants' and Nursery School

**Assessment
Policy**

Committee	Learning Matters
Next Review	Autumn 2023
Duration	2 years
Approved FGB	Autumn 2021



Assessment Policy

'Assessment that encourages learning fosters motivation by emphasising progress and achievement rather than failure. Comparison with others who have been more successful is unlikely to motivate learners. Motivation can be preserved and enhanced by assessment methods which protect the learner's autonomy, provide some choice and constructive feedback, and create opportunity for self-direction.'

Shirley Clarke (The Assessment Reform Group 2002)

The aim of this policy is to support children in fulfilling their potential and achieving outstanding levels of attainment and progress. To ensure teaching meets the needs of the learners; sustaining challenge, ensuring high expectation for standards of achievement for all pupils.

Aims

- ✿ To ensure children progress, recognising their achievements and understanding what they need to do next.
- ✿ To internally track pupils for attainment and progress.
- ✿ To ensure planning is continually evaluated in order that the teaching reflects the needs of all children.
- ✿ To have a consistent approach that measures school progress against national standards.
- ✿ To set out and communicate clear procedures for monitoring and evaluating assessment.
- ✿ To define specific responsibilities in relation to assessment
- ✿ To provide clear definitions and purposes for different methods of assessment

Methods of Assessment

There are four methods of assessment;

1. Formative – ongoing observation, discussion, questioning, marking to establish where to start planning, what has been learned and the next steps.
2. Diagnostic – working back to identify causes of lack of progress.
3. Evaluative – analysing how effective planning, teaching and learning have been.
4. Summative – determining and evidencing of attainment at a specific point.

Purpose of Assessment

Five strands of assessment are used in this school. Each has a clear and distinctive purpose. The five strands are;

1. Baseline – to identify ability on entry and allow the measurement of value added.
2. Formative – to confirm effective teaching and learning and to inform next steps.
3. Targeted – to confirm learning at the end of the unit, to inform future plans and to ensure maximum teaching expectation.
4. Standardised – to measures attainment against external criteria.

5. Summative – to meet legal requirements, to summarise all other assessments and to inform clear specific reporting.

The Five Strands of Assessment

Baseline assessment

Early Years Assessment– The Nursery team assess pupils against the 'Ages and Stages' within Development Matters on entry to the Foundation Stage and continue to use this developmental assessment tool throughout the Foundation Stage.

(<http://www.foundationyears.org.uk/wpcontent/uploads/2012/03/Development-Matters-FINAL-PRINT-AMENDED.pdf>)

- Attainment on entry data is provided to Herts for Learning and the Orchard Children's Centre
- Baseline assessment information is also used on entry to each year groups and to assess prior knowledge before a new topic is taught.

Formative Assessment

- Ongoing observation, discussion, questioning and marking against the key objectives.
- Marking and feedback provides for pupil engagement, reflection and participation. The schools focus upon Building Learning Power (BLP) and developing outstanding attitudes to learning is key (see the Marking and Feedback Policy)
- Evaluation on the short term plan of exceptional achievement beyond the objective and below the objective.
- Notes on the short term plan of any change in direction necessitated through use of formative assessment.

Teacher Assessment

- Ongoing literacy assessment tasks, conducted termly, against key objectives.
- Ongoing mathematics assessment tasks, conducted termly, against key objectives in the half termly/unit plans.
- Assessment in Foundation Subjects is based upon attainment against 'age related expectations'. Subject leaders monitor and discuss support and challenge within their subjects for those attaining below and above expectations.

Standardised Assessment – Assessment without levels

Herts for Learning assessment materials are used to measure attainment and progress in Key Stage 1 at Goldfield Infants' and Nursery School. This assessment measures progress towards 'Age Related Expectations' at the end of each year group.

Statutory Assessment

- Early Years Foundation Stage Profile.
- Key Stage 1 National Curriculum Tests/teacher assessments



ASSESSMENT CYCLE

Formative Assessment

Year 2 Transition to Bishop Wood

At the end of the summer term a comprehensive timetable of transition events takes place e.g visits and teaching in both schools with Year 2 and 3 teachers, assemblies, lunches, joint moderation sessions (including extra individual arrangements for pupils with additional needs). The children's writing books go with them to their new school.

Phonics Half termly assessment takes place for Read Write Inc 'Fantastic Phonic' groups (all classes). Ongoing assessment allows children move between groups as needed to ensure learning continues to meet individual needs

Subject Leaders action plan, lead staff meetings, analyse data, monitor planning, co-ordinate special weeks

Children are engaged in the target setting

The Governing Body

Feedback is presented to Governing body through the Headteacher's Reports to the Learning Matters Committee. Champions monitor their subject, through a variety of visits, meetings, classroom

SEND, Disadvantaged Pupils, Vulnerable Groups and Challenging Behaviour

Class teachers, LSAs and the SENCO work together sharing assessment information and providing individual class based programmes to support behaviour, progress and attainment.

analysis:
 Nursery and Reception attainment on entry for all areas of learning
 Reception Baseline Assessment (first 3 weeks)
 Age Related Expectation sheets for Reading, Writing and Mathematics (Literacy and Mathematics EYFS) - by first week in October
 Class Assessment for Reading Writing, Speaking and Listening, Science and Computing (KS1) for AM7 - before October half term.
 Raise On Line analysis
 APP termly cross school tracking and moderation
 Parent Consultations and EYFS Target Setting October/November
 Data shared with County HIP during the Standards Visit in October/November
 BLP reports for Parents - December

Reading

Continuous assessment through individual and guided reading

Spring

Teachers collect the following data for analysis:
 Nursery attainment on entry for the January intake in all areas of learning

Age Related Expectation sheets for Reading, Writing and Mathematics (Literacy and Mathematics EYFS) reflecting Autumn term progress/attainment - by the last week in January

Class Assessment for Reading Writing, Speaking and Listening, Science and Computing (KS1) for AM7 - before half term

Parent Consultations and Nursery Target Setting in February

APP termly cross school tracking and moderation

Data shared with County HIP during the JARV Visit in March/April

BLP Report shared with parents end of April

Phonic pre-assessment and supported small group work (Year 1 Phonic Check June)

Summer

Teachers collect the following data for analysis:

Age Related Expectation sheets for Reading, Writing and Mathematics (Literacy and Mathematics EYFS) reflecting spring term progress/assessment - by half term

Class Assessment lists for Reading Writing, Speaking and Listening, Science and Computing (KS1) for AM7 - before half term

Year 1 Phonic Check (June)

APP termly cross school tracking and moderation

End of year assessments in all classes

EYFS Profile

NCT Teacher Assessments in Year 2 Class

End of year Assessment for Reading Writing, Speaking and Listening, Science and Computing (KS1) for AM7

Information shared with County HIP during the Summer Review Visit in June/July

Recording

Not all formative assessment outcomes need to be recorded but those which the class teacher feels would be beneficial to record will be noted in teacher's own recording system.

At the end of each term the teacher looks at the accumulated information about each child within each subject and makes a summative judgement against each level descriptions.

The result of the National Curriculum tests are presented to Governors through Governing Body meetings this includes a presentation of the final analysis in the summer term by the Year 2 teaching team. The Raise Online data is analysed and used to further develop teaching and learning in the school to maintain high standards of achievement.

Planning and assessment are integral processes and effective assessment is planned in to the curriculum.

Curriculum Planning

A well planned, challenging and creative curriculum that inspires is crucial to achieving outstanding progress and attaining. Assessment opportunities are planned to capture progress in attaining skills and knowledge and build on prior learning.

Long Term Planning

- Allocates and organises the statutory frameworks (EYFS and Primary Curriculum) which are to be planned, taught and assessed.
- Identifies the continuous elements of skill, knowledge and understanding within the curriculum and the level descriptions and organises them into a progressive framework to be planned, taught and assessed.

Medium Term Planning

- Incorporates experience to be provided for children in the Foundation Stage under the six areas of learning.
- Is planned to a clear framework of broad objectives which are the targets for planning and teaching, and the focus for assessment and records.
- Is referenced to the statutory curriculum and Long Term Plans.
- Includes indications of appropriate experiences and opportunities through which the broad objectives could be achieved.
- May include indications of differentiated resources or groupings when appropriate.

Short Term Planning

- Demonstrates how the experiences are to be delivered and resourced through a broad range of activities in the Foundation Stage.
- Is planned on the school's agreed format.
- Identifies the small steps within the unit towards achieving the broad objectives.
- Is referenced to units of work.
- Includes notes on the appropriate differentiation.

The Subject Leaders monitor and evaluate the curriculum planning for subject coverage and progression and continuity across each Year Group and Phase. They also carry out scrutinies of children's work and review records of assessments. Copies of completed monitoring sheets for planning and scrutiny of work are given back to teachers and the Curriculum Leader details of issues raised by assessment records are fed back to the Assessment Co-ordinator and acted upon. If necessary, individuals may be given additional guidance and support. English and Maths co-ordinators also monitor Y2 end of year results and produce written analysis for the Headteacher.

The SENCO monitors SEN provision in the classroom and quality first teaching. Children identified as having special needs are assessed using diagnostic tests that enable individual plans and the development of Pupil Passports. Intervention programmes are carefully matched to the needs of the pupils and training provided to ensure appropriate support is in place.

Gifted and talented pupils who are at the 'mastering' stage and performing significantly above age related expectations will be offered challenge and portfolios of evidence collected with work that reflect this high level of attainment.

Evidence of Achievement

Class teachers collect evidence of pupils' achievement. APP portfolios of a selected group of pupils across the ability ranges and year groups (from Nursery – Year 2) provide material to moderate as a staff team. Pieces of work from English and Maths assessment tasks are collected each term and moderated together.

We recognise that pupils will not always maintain their achievement within a subject and we may plan revision of previously learned concepts if necessary in order to consolidate learning and understanding before extending children's learning.

We recognise that independent learning will raise the self-esteem and the standards of learning in our pupils, and we encourage practices of self-assessment and reflection.

Evidence of achievement based on judgement is collected through (also see the assessment cycle):

- Baseline assessment in Nursery.
- Reception Baseline
- EYFS Learning Journals
- Early Years Foundation Stage Profile in Reception.
- APP portfolios (EYFS and KS1) for Writing, Maths
- NCT teacher assessments in Year 2.
- Phonics Screening Checks in Year 1 and Year 2.
- Class Evidence books.
- Observations, structured or informal.
- Discussions, questioning and listening that takes place during normal classroom activities and are either informal or structured.
- Looking at samples of pupil's work- written, picture form, models, drama, dance, social interaction, etc.
- Discussions, questioning and listening throughout the lesson in order to judge pupil understanding.
- Providing regular opportunities to review learning against the success criteria throughout the lesson.
- Involving the children in peer and self-assessment by setting pupil targets and success criteria which help them to assess their own progress and the progress of their peers within lessons and over longer periods of time.
- Planned assessment against learning objectives in medium/short term planning.
- Displays which celebrate achievement and progress.
- Feeding back to pupils on an ongoing basis both verbally and in writing matched to the age and the individual needs of the pupil.
- Focussed marking using learning objectives and success criteria.

Consistent and accurate judgements are supported by:

- Sharing and agreeing outcomes in school moderation meetings
- Attendance at external moderation meetings
- Moderation of National Curriculum tests
- EYFS monitoring of evidence meetings

Assessment is not purely summative, we have adopted the Assessment for Learning approach. Staff use learning intentions, success criteria, marking, peer marking and peer and self- assessment to involve pupils in their learning and to inform them of their next steps. Assessment for learning opportunities are identified in planning. Effective questioning is also used to inform assessments.

Marking and Feedback

Marking and feedback is used to raise achievement, set targets and help pupils to improve. Marking and feedback should inform pupils about what specifically they have done well and the next steps to take. *See the Marking Policy for detailed information.*

Target Setting and School Improvement

- Target setting aims to encourage achievement and attainment, identifies and addresses areas of weakness.
- Targets are set for end of Key Stage 1
- Pupil Tracking:
 - Pupil tracking feeds the process of forecasting and targeting leading to focused intervention. Forecasting and targeting comes from a combination of formative and summative assessment with reviews at the end of the year
 - Data analysis highlights under-achieving groups (e.g. gender, ethnicity, pupil premium)

APP (Assessing Pupil Progress) termly meetings enable the tracking of a small group of pupils as they move through the school, from the Nursery to the end of Year 2. A selection of assessed tasks in English and mathematics are moderated and progress tracked.

The following pieces of work are collected for APP meetings (as in the Cycle above) for the targeted pupils in each ability groups:

APP Writing

A piece of independent writing (story/information)
Phonic assessment
Figure drawing

SEN

APP Maths

Maths activity (problem solving)
Hundred squares independently completed
Beat that Challenge (KS1) ('Learn Its' assessment/Beat That - Reception spring and summer terms)

Class teachers and support staff work with the SENCo to plan individual programmes of work and use intervention strategies to support learning where appropriate. The assessment tools will also reflect the individual needs of the child. (See SEN policy)

Transition and Transfer

- Assessment information, both academic and social, is transferred between professionals at each stage of the child's schooling. (between classes, key stages and schools). This ensures that children have the maximum opportunities to achieve.
- All teachers take part in pupil progress meetings termly, moderating work and sharing information
- Transition meetings are held between class teachers and with the junior school at the end of Year 2 (see Assessment Cycle)
- When children move schools, information is sent through the CTF (common transfer file).

At the end of the school year teachers must pass on:

- All Pupil Assessment.
- APP tracking files
- Last Writing book.
- Art and design book
- All relevant Test results.
- Any other information relevant to individual pupils.
- All MITS, One Page Profiles and SEN records.

REPORTING ACHIEVEMENT AND ATTAINMENT

Parents Evenings take place each term.

In the autumn term, Target Setting takes place. Parents, pupils and class teachers agree new targets for pupils to work towards.

In the Spring term, a review of the pupil's work and progress takes place.

Written reports are sent to parents in the Summer term. The report covers all areas of study and personal achievements of the pupils. Strengths and areas for development are identified.

At the time of each Parents Evening reviews also take place for children with IEP's (see SEN policy)

Reporting to Parents

All parents receive a written report detailing their child's progress at the end of the summer term. These reports are sent to parents of Key Stage One children at the end of the Spring term. The EYFS report package contains the Learning Journal. The Key Stage 1 report package incorporates the pupil and parent comments from target setting and parent consultations. At the end of Year 1 the phonic check score is reported. Year 2 parents receive the National Curriculum assessment Comparative Report and reflective comments from their child.

Annual written reports to parents will:

- Meet statutory requirements
- Be positive in tone.
- Record attainments as well as experience.
- Target areas for development.

Parents attend Parent Consultation Evenings in the Autumn and Spring terms and an Open Evening in the Summer term. Targets for learning are shared with parents and progress discussed. Goldfield has an 'open door' policy and encourages dialogue/partnership with parents. The Year 1 Parent Partner project shares assessment processes and marking and feedback procedures with parents.

BLP Reports

The parents also receive a one page BLP report at the end of the autumn and spring term detailing attainment in each area of the curriculum alongside attendance and BLP learning attributes.



Equal Opportunities

Teachers are expected to ensure that

- Activities and differentiation ensure equality of access and opportunity to all pupils.
- Assessment does not discriminate against any pupils or groups of pupils.

- The need of pupils from all cultural social backgrounds, and pupils with special educational needs are planned for.

(see Equal Opportunities Policy and Goldfield's Disability Equality Scheme)

REVIEW

This policy will be evaluated in line with:

- Observation of practice in order to ensure consistency of approach across the school.
- Discussion with subject leaders
- Changes to statutory requirements for assessment.