

## SPEEN CE INFANT SCHOOL

### ASSESSMENT POLICY

*May our roots go down deep into the soil of God's love and make us strong Ephesians 3 v 17  
Our vision is to be a happy, vibrant and caring school with deep roots in the Christian faith,  
so all grow and flourish (spiritually, academically, socially and emotionally).*

#### **SEEK, BELIEVE, ACHIEVE!**

*Make a tree good and its fruit will be good... for a tree is recognised by its fruit Matthew 12 v 33*

*Together we strive to*

- *SEEK* knowledge about the amazing world around us and to understand God's teaching for our lives.
- *BELIEVE* that if we grow as a *family* together in our *care, courage, respect, honesty, and responsibility*, we will
- *ACHIEVE* our full potential, to be the best we can be

*As a tree makes fruit, a good person brings life to others Proverbs 11 v 30*

#### **Rationale**

At Speen we believe that assessment underpins good quality teaching and learning. Through our recognition that *all are unique*, our routine pastoral care and assessment, staff gain knowledge of each pupil's needs, achievements and strengths. Acting on this information, they adapt their teaching and support to help pupils overcome difficulties, deepen their understanding and *achieve their potential*. Assessment feedback should inspire pupils that, through further practice, more can be achieved. We aim to develop our pupils as independent learners who reflect on their learning and achievements; respond to feedback; know their strengths and understand and actively seek to work on their next steps, recognising that praise and success are great motivators in the learning process. We celebrate all achievements across a broad and balanced curriculum, including sport, art, behaviour, and social and emotional development.

#### **Aims**

- To support quality teaching and learning by enabling teachers to use their assessments to plan effectively to meet the needs of the children they teach.
- To raise the achievement of all children throughout the school.
- To enable pupils to be actively involved in their own learning by recognising their own successes, identifying next steps in their learning and acting on feedback given.
- To provide parents with clear information about their children's attainment and progress and to enable them to support their child's learning
- To maintain accurate records of the progress and attainment of children throughout the school
- To ensure consistency in assessment practices and judgements across the school.
- To enable governors to monitor all pupils' attainment and progress.

#### **There are three main forms of assessment:**

##### 1) In-school formative assessment

This is used by staff to evaluate pupils' knowledge and understanding on a day-to-day basis and to tailor teaching accordingly. It is essential that staff know how much progress has been made and that a child knows where they have been successful and what they need to work on next. Formative assessment draws on a wide range of evidence to provide a complete picture of pupil achievement. Teachers adapt their plans on a day by day basis in light of this information.

##### 2) In-school summative assessment

This enables teachers and leaders to evaluate how much a pupil has learned at the end of a teaching period. It is a "snap shot" picture of the child's achievement at a moment in time. Summative assessment helps inform whole school target setting and prediction of a cohort's future attainment.

Summative assessment is important for informing children, parents and teachers of a child's attainment and progress.

### 3) Nationally standardised summative assessment

This is used by the Government and school to compare achievement against national benchmarks. It provides information about the attainment and progress of children and groups at the end of Key Stage 1.

Please see Appendix 1 for details of what assessments are carried and when.

### **Moderation**

Moderation is important to ensure a consistent approach to assessment throughout the school. It is important that when teacher assessments are carried out, there is evidence to support judgements made. At Speen we will ensure consistency through:

- Moderation between year groups and classes
- Holding staff meetings dedicated to moderating work
- Participation in local schools and Bucks moderation and training meetings
- Termly planning and book scrutiny by the Headteacher
- Internal and external professional development
- Bucks local authority moderation for EYFS and Year 2

### **Reporting to Parents**

At Speen we are committed to working in partnership with parents.

- Two parents' consultation evenings are held each year where pupils' attainment is discussed.
- End of year reports outline children's achievements, strengths and areas to improve. They state how pupils are attaining in comparison to national age related expectations. Parents have the opportunity to discuss the report further with the teacher should they wish to do so.
- Meetings with parents of SEND pupils to discuss and review SEN Support Plans.
- We have an open door policy and actively seek the engagement and support of parents throughout their child's time at Speen.

### **Involving Children**

We believe that assessment is most effective when it is understood and acted on by the children. We place an emphasis on clear learning objectives. All pupils are expected to act on feedback given and opportunities are given to review and improve their work. At the end of each year, every child writes a personal reflection for their report.

### **How do we define progress?**

Teachers use 'Learning Tracks' as a checklist of national curriculum statements within core subject areas. Assessment statements are used for foundation statements. These are completed to map each child's progress on a half termly basis.

A child needs to gain the majority of statements each year to meet the national expectation and thus make 'on track' progress. Any pupil gaining less than this is considered to be making less than expected progress.

### **Accelerated progress:**

Accelerated progress is shown when a child 'crosses the threshold' ie from working towards the national expectation, to meeting the national expectation (or from 'below' to 'working towards', or from 'expected' to 'exceeding' national expectation).

## Monitoring

The Headteacher monitors the implementation of these assessment procedures throughout the school. See Appendix 1 for full details.

The Headteacher ensures that all staff are kept up to date with assessment principles through in school training linked to the School Development Plan and attending courses by outside providers.

## Monitoring of pupil's achievement

The attainment and progress of individuals in each class is monitored and discussed in Staff meetings every half term with a focus on those who are not achieving their potential or working below age related expectations for their year group. Any necessary strategies/interventions are identified for children not making the expected rate of progress or not yet on track to reach end of year age related expectations. The Headteacher also tracks each year group as a whole as well as individual pupils, to ensure that every pupil is able to achieve fully. The Headteacher reviews and evaluates the effectiveness of any one to one support and opportunities are adjusted accordingly. Information about attainment and pupil progress is used to inform the School Development Plan. Governors receive and are given opportunities to question and discuss regular updates on progress during the school year including data reports on the school's performance at the end of the Early Years Foundation Stage (EYFS) and Key Stage 1 (Year 2).

## Linked Policies and Documents:

- Marking and Feedback Policy
- SEN Policy

**Review:** This policy has been agreed with staff and governors and will be reviewed every 3 years

**October 2018**

## ASSESSMENT SCHEDULE

Assessments	Who	When
Read, Write, Ink assessments	All pupils	Early September Early Spring (EYFS & Y1) Early Summer (EYFS & Y1)
EYFS baseline assessments	EYFS	By Aut 1 <sup>st</sup> half term
Writing assessment task	Year 1 & Year 2	Each half term
Learning Tracks in Reading, Writing, Maths & Science	Year 1 & Year 2	End of each half term
Progress in EYFS 17 areas	EYFS	Each half term
Reading Scheme progress tracked	All pupils	Throughout the year
National Curriculum teacher assessments, using class work	Year 1 and Year 2	Each half term
RA (Pre-Chiltern & Chiltern) SA (Daniels & Dyack)	Year 1 & Year 2	Feb annually
Power Maths	Year 1 & Year 2	End of each unit
KS1 SATs	Year 2	May
Phonics	Year 1 (Also Year 2 if didn't reach level in Year 1)	June
Data submitted to LA	EYFS Phonics for Year 1 (& Year 2) Year 2	End June