



DOGSTHORPE INFANT SCHOOL

Assessment Policy

Ratified by: Strategic Development Committee

Date: 16th November 2017

Minute: 16.1

Review Date: Every 2 years

Welcome to our school family where children are...

- ★ inspired to dream and develop the building blocks to be independent, confident and inquisitive life-long learners.
- ★ nurtured, valued and individual differences are respected in an exciting, learning community where everyone belongs.
- ★ little stars who deserve to shine.

Policy Overview.

What is the policy for?

The policy is for all staff and parents/carers of children attending Dogsthorpe Infant School. The policy outlines the school's systems and procedures for:

- Assessment, Recording and Reporting
- Marking and Feedback

Who has devised and contributed to this policy?

The policy has been developed by a working party of SLT, teaching staff and support staff.

How will this policy be communicated?

The policy is available on the school's website and a copy is available from the school office.

How will this policy be monitored?

The policy will be monitored by the SLT and the FGB.

Which other policies are linked to this policy?

All Safeguarding Policies
Curriculum Policy
Learning Outside of the Classroom and Educational Visits
Collective Worship

This policy meets the requirements of the Statutory framework for the Early Years Foundation Stage Setting (2014)

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SECTION 1: Assessment at Dogsthorpe Infant School.

At Dogsthorpe Infant School we believe that assessment is an integral part of teaching and learning. In order to achieve this, we use Assessment for Learning (AfL) strategies.

‘Assessment for Learning is the process of seeking and interpreting evidence for use by learners and their teachers to decide where the learners are in their learning, where they need to go and how best to get there.’

(ASSESSMENT REFORM GROUP, 2006)

Assessment is an ongoing process that should be happening throughout every lesson so that teachers can pick up on issues, redirect learning, and adapt their planning at the point of need

- provides opportunities for ongoing dialogue between the teacher, other adults and children about their learning, successes and next steps.
- informs planning so that outcomes (WALTs) are well focused and learning is fully inclusive.
- works most effectively when outcomes identify clearly how the children will demonstrate their learning.
- periodically provides a summary of attainment and progress to date.

The Aims of Assessment.

‘...the term assessment refers to all those activities undertaken by teachers, and by their students in their assessing themselves, which provide information to be used as feedback to modify the teaching and learning activities in which they are engaged.’

(Black and William, 1998)

The purpose of assessment is to:

- recognise and celebrate pupils’ achievements within and beyond the Foundation Stage Curriculum and National Curriculum.
- raise the expectations of pupils, teachers and parents in an effort to achieve the highest possible standards for each child.
- contribute to the evaluation of the effectiveness of teaching and learning.
- provide pupils with the opportunity to review their work, to self assess and to set next steps.
- identify pupils’ strengths and areas for improvement.
- ensure continuity and progression.
- ensure that there is differentiation in planning and teaching.
- indicate why a child may not be progressing as well as expected.
- identify pupils with special educational needs and more able pupils.
- provide feedback to parents and children on performance and achievement.
- inform staff, governors and the Local Authority.
- meet statutory requirements.

The Types of Assessment.

FORMATIVE – this is Assessment FOR learning: on-going assessments carried out on a daily/weekly basis within the normal classroom context. This information gained from such assessments is then fed into planning.

SUMMATIVE – this is Assessment OF learning: end of term/unit assessments providing a ‘snapshot’ of where the child is at a particular stage. A summative assessment usually produces a level of achievement that can be recorded in a systematic way.

EVALUATIVE – this enables the teacher to assess how successful the teaching and learning has been within a programme of work. This assessment should direct future planning.

DIAGNOSTIC – a means by which learning difficulties are recognised and classified so that appropriate support and guidance can be provided.

Assessment Tools.

➤ **EYFS**

To assess the children, staff use the ‘Development Matters’ and the ‘Early Learning Goal/Exceeding’ descriptors and compare their judgements to the government exemplifications. We use an online learning journal to gather evidence to support assessment. Data captures are taken every half-term (using Target Tracker) and used to inform planning and next steps.

➤ **Key Stage One**

The school has created ‘Steps to Success’ grids covering all National Curriculum objectives in Reading, Writing, Maths and Science and the Interim Statements for Year Two. Teachers update the grids regularly using the children’s work and observations as evidence for achievement of the objectives. Data captures are taken every half-term (using Target Tracker) and used to inform planning and next steps.

Methods of Assessment.

SHORT-TERM:

- Observations – incidental and planned observations of how children approach and engage in an activity are undertaken.
- Marking – achievement assessed through targeted marking according to the learning objective (see Marking section)
- Planning – core subject planning grids allow for clear differentiation and teachers record formative assessments on a **daily** basis on ‘Distance Marking (DM)’ sheets to inform future lessons.
- Reading Records – notes are kept in school and in the child’s individual reading record book regarding progress in reading, particular strengths and areas for improvement. Guided reading records are also kept.

MEDIUM TERM:

- In EYFS, a writing assessment is carried out each half-term. This assessment informs the half-termly data capture.
- In Key Stage One, children complete a ‘Hot Task’ (unaided piece of writing) at the end of each Literacy unit of work. Hot tasks are assessed using the Target Tracker bands. Maths ‘hot tasks’ are used on some occasions.
- Termly phonics assessments are carried out with each child.

LONG-TERM:

- Phonics Screening Check – Y1 children complete this assessment in the Summer Term.
- SATs – Y2 children during the Summer Term complete the standardised tests.

Staff Responsibilities.

The **Assessment Manager's** role is to:

- set dates for end of half-term data captures and ensure all teachers input data onto the school's tracking system by this date.
- create termly class and year group summaries of attainment and progress.
- distribute data to each class, year group and core subject leaders.
- initiate data analysis through Pupil Progress Meetings and RAP Meetings.
- create half-termly summaries to share with SLT and Governors including tracking progress towards achieving end of year targets.
- set and review end of year targets with the SLT and Governors.
- formally report on pupil progress to the Governing Body.

The **Learning and Teaching Manager's** role is to:

- plan opportunities to assess children every half-term/end of units.
- analyse year group data and meet with their team to discuss pupil progress and targets.
- ensure teachers maintain assessment documents.
- provide opportunities for team discussions on assessment including moderation.
- plan and monitor year group intervention groups.
- support new teachers with assessment to ensure accuracy of judgements.

The **Literacy and Maths Subject Leader** role is to:

- monitor assessments in planning and work scrutinies.
- participate in Pupil Progress Meetings when appropriate.
- analyse year group data (including key groups e.g. Pupil Premium pupils) and set termly targets at RAP meetings.
- produce a termly impact report summarising attainment, progress and quality of teaching.
- ensure teachers maintain assessment documents.
- support moderation sessions every half-term.
- plan and monitor year group intervention groups.
- support new teachers with assessment to ensure accuracy of judgements.
- update colleagues on assessment and curriculum developments and ensure school documents and policies reflect current practice.

The **Class Teacher's** role is to:

- keep meaningful, manageable formative assessment records (observations, grids etc) in line with school systems.
- evaluate teaching using the 'Distance Marking' sheets and use this to inform the next day's planning.
- prepare for and attend Pupil Progress Meetings and Team RAP meetings.
- frequently review class groupings to reflect data.
- plan and evaluate in-class interventions in addition to quality first teaching.
- maintain school assessment documents (i.e. Steps to Success grids) and update the school's assessment system for half-termly data captures.
- update 'Individual Learning Pathways' every term as advised by SENCO.
- adapt team planning in order to meet the specific needs of the class.

SECTION 2: Recording at Dogsthorpe Infant School.

Record keeping is an integral part of the National Curriculum statutory procedures. It is an essential adjunct and pre-requisite for good teaching. Its primary purpose is formative – to ensure continuity and progression in children’s learning. It is the selection and retention of significant and relevant information of the individual pupil’s experience and achievement, which indicates what the pupil knows, understands and can do. It also provides the basis for reports and discussions with parents.

Record-keeping will provide a clear picture of each child’s attainments in all subjects which form the school’s curriculum. However, to obtain that picture it is not necessary to record everything a child does. ***Recording must not be so detailed that it gets in the way of high quality teaching and learning.***

Assessment Records.

EYFS

Online Learning Journals

KS1

Steps to Success grids in Reading, Writing, Maths and Science

Year 1: Phonics Screening results

Year 2: SATs results

Whole School

Target Tracker reports/summaries

Termly attainment and progress summaries

Writing assessments

Children’s books/maths files

Short term planning

Individual Learning Pathways (SEND)

Observations including video clips and photographs where appropriate

Records of team/school moderation

Phonics assessments

SECTION 3: Reporting at Dogsthorpe Infant School

Reporting to Parents.

It is our aim to involve parents in every aspect of their child's education.

Opportunities to do this are as follows:

- Parent Consultation evenings in the Autumn and Spring Terms outlining current levels, next steps and targets.
- Written Annual reports containing:
 - o Information on progress and achievement in core and foundation subjects
 - o Attendance record
 - o Year 1 Phonics Screening results
 - o End of KS1 results in Year 2 and Phonics Screening re-takes results if appropriate.
- Parent 'Meet and Greet' sessions at the end of the Summer Term in readiness for new academic year.
- Regular 'open sessions' where parents can observe teachers and support their child in the classroom.
- Shine Times – certificates, attendance, special events, end of year 'showcases' etc.
- School brochure, newsletters and website.
- Parent workshops and coffee mornings throughout year.
- Individual meetings where appropriate.

Reporting to Governors.

- It is the duty and responsibility of the Headteacher to update the Governing Body of the progress and achievements of the school. This is done via the Headteacher Report to FGB.
- The Headteacher also presents information about data and assessment to the Strategic Committee every term.
- Subject Leaders are invited to present assessment and data information to Governors as appropriate at FGB meetings, Strategic Committee meetings and Governor Days.
- Link Governors meet with staff regularly to discuss current progress within their subject/focus SDP area.

Reporting to the Local Authority.

- In accordance with LA requirements, the end of Foundation Stage, Year One Phonics Screening scores and end of KS1 data is recorded and reported to the LA by the given date.

SECTION 4: Marking and Feedback at Dogsthorpe Infant School.

Marking and Feedback should:

- be a balance of verbal feedback within the lesson and written comments.
- clearly link to the outcomes of the lesson (WALTs).
- be in child-friendly language.
- recognise what children are doing well and identify next steps as appropriate.
- be qualified e.g. *that was a good answer because.....*
- be given by all adults in class.

See Appendices for Marking and Feedback Guidance.

APPENDIX 1: Literacy Marking Codes.

Children need **high quality marking**, **feedback** and **response time** to make **GOOD** progress.

- Teachers should mark using **PINK** pens **ONLY**.
- TAs should mark using **BLUE** pens **ONLY**.
- HLTA's & Supply Teachers should mark using **BLACK** pens **ONLY** and write 'supply' or 'HLTA' and initial in the teacher box.

AfL marking should recognise **up to 3 green positives** swiped with **GREEN** highlighter measured against **tightly focused WALT**.

Adult to make **up to two** corrections e.g. spelling, punctuation, improvement etc using their coloured marking pen.

Needs more practise		Only partial understanding of WALT or no understanding or further support required	The adult draws a circle in this box using their coloured marking pen. pink for teachers and blue for TAs .
Teacher  EH	TA  MW		
Did Well  EH		Good overall understanding within session. WALT achieved.	Stamp this box with a smiley face stamper and initial.
Did Great  EH		Completely independent and quality outcomes or able to extend and apply further, exceeding expectations.	Stamp this box with a star stamper and initial. Send child to show a member of the SLT at teacher's discretion.

Verbal Feedback should be given within session. This should be written at the point where an adult has talked to a child to further support understanding or to move learning on. This will be coded with **VF**.

Teacher VF	TA VF
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Children to respond to feedback or edit work in **PURPLE** polish pens.

All staff to complete a **Distance Marking (DM) sheet** at the end of every lesson to evaluate the lesson and plan next steps.

COLD TASK	Use COLD TASK WALT strip. Blue DM sheet to be completed to determine next steps across the new unit.
HOT TASK	Use HOT TASK WALT strip. Red DM sheet to be completed using the appropriate genre 'writers toolkit' to highlight areas to address within next unit of work in the same genre. Teacher Assessment to be carried out showing levelled banding for that piece of writing.

APPENDIX 2: Maths Marking Codes

Children need **high quality marking**, **feedback** and **response time** to make **GOOD** progress.

- Teachers should mark using **PINK** pens **ONLY**.
- TAs should mark using **BLUE** pens **ONLY**.
- HLTA's & Supply Teachers should mark using **BLACK** pens **ONLY** and write 'supply' or 'HLTA' and initial in the with a teacher box.
- Adults tick correct calculations or dot errors/areas of misunderstanding.

Needs more practise		Only partial understanding of WALT or no understanding or further support required	The adult draws a circle in this box using their coloured marking pen. pink for teachers and blue for TAs .
Teacher  EH	TA  MW		
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