



Crest Infant & Nursery School

ASSESSMENT POLICY

Person Responsible: Mrs K Seales

Date of Review: November 2019

Date of next Review: November 2020

AIMS

Our aim is to ensure a whole school approach to planning and assessment in order to develop the potential of each child in the light of both the Early Years and National Curriculum.

We aim to use assessment to support and further good practice within the classroom, as well as inform future planning.

OBJECTIVES

In order to achieve these aims, we all carry out continuous assessment of children's individual progress and needs. This is achieved through a variety of methods based on agreed criteria to ensure continuity throughout our school.

As a school, we are aware of and working with the following objectives.

- To identify strengths and weaknesses for each child to provide an appropriate curriculum for learning.
- To be aware of the learning intentions for each lesson and ensure children are aware of/understand them.
- To highlight, through assessment, areas in which children need to be extended or supported to work to their potential, using this to inform writing of provision maps etc
- To make parents aware of their child's progress and needs, providing information to enable their involvement in their child's education.
- To keep and update individual, group and class records throughout the school year.
- To provide updated targets for whole class, group and individual teaching in reading, writing and mathematics.
- To encourage independent learning and assessment.
- To use the emerging, expected and exceeding in relation to "End of Key Stage expectations" to make informed assessments of each child at whilst maintaining high expectations for learning and attainment six times per year. Each child will be assessed for what is expected at that point in the year.

STATUTORY REQUIREMENTS

- To report to parents at least once per year by the end of the summer term in a formal written report.
- To report to parents twice per year through parent consultation evenings.
- To make regular teacher assessments on each child using Early Years Foundation stage 'Development Matters' or the National Curriculum expectations.
- To make final teacher assessment judgements regarding the progress of children at the end of Foundation Stage and at the end of Key Stage One.
- To assess the children's phonic development in Year 1 and then again in Year 2 if needed.

ASSESSMENT SCHEDULE

All staff follow a programme of ongoing formative teacher assessment and are continually making informed assessments of children. Summative judgements are made within the first 3 weeks in Foundation Stage and for all year groups at end of the each of the six school terms. The on entry data for each year group is agreed with the previous class teacher in the final summer terms and forms the basis of learning for the coming year. The assessment schedule is supported by ongoing robust and rigorous agreement trialling both in year groups and across the school which is carried out regularly in year group and staff meetings. Subject leaders and the Senior Leadership Team use this information to inform whole school planning. The HT, SLT and Year group leaders hold pupil progress meetings with staff termly.

What we do and when

Autumn Terms Analysis	Spring Terms	Summer Terms
<ul style="list-style-type: none"> • Vulnerable groups- EAL, Summer born, Pupil premium, SEN, Gender. • School trends KS1 SATs – online Government system • On entry & end of term FS • Tracking of attainment & identification of focus groups • Update and tracking of Nursery information • Identification of expected outcomes per subject Yr 1 & Yr2 • Parent Consultations • Update EYFS records and SIMS. • Pupil progress meetings 	<ul style="list-style-type: none"> • Vulnerable groups – EAL, Summer born, Pupil premium, SEN, Gender. • FS, Yr1 & Yr2 attainment and achievement by class and year group • Tracking of attainment & identification of focus groups • Update and tracking of Nursery information • Review of expected outcomes per subject Yr1 and Yr2 • Parent Consultations • Update EYFS records and SIMS. • Pupil Progress meetings 	<ul style="list-style-type: none"> • Vulnerable groups – EAL, Summer born, Pupil premium, SEN, Gender. • FS, Yr1 & Yr2 attainment and achievement by class and by year group • Identification of trends in attainment FS, Yr1 & Yr2 • Identification of expected outcomes per subject Yr 1 & Yr 2 • End of year reports • Update EYFS records and SIMS. • Update and tracking of Nursery information • Pupil Progress Meetings
HT Analysis		
<ul style="list-style-type: none"> • Analysis for SEF, school priorities • Overview of review of Performance Management Targets • Pupil progress meetings 		

- Analysis of FS –SATs
- Setting of school targets English, Maths and Phonics
- Preparation for HT review
- Attendance
- FS & KS1 overview
- Pupil premium children

PLANNING

All planning is carried out within year groups to ensure consistency and continuity throughout the school. Teachers meet weekly to agree medium and short term plans.

LONG TERM AND MEDIUM TERM PLANNING

Every term a topic web is created and shared with parents to provide an overview of learning. This is given to parents as a hard copy and is also available on the school's website.

Detailed termly plans highlight the skills and learning objectives for each subject whilst highlighting cross curricular links.

Further to the Early Learning Goals and the National Curriculum teachers use the Medway Agreed Syllabus for RE to support their planning.

All staff review and reflect upon the classroom routine, differentiation and outcomes for specific groups and individual children.

Specific weekly plans for Maths and English are in place in and give a detailed overview of the differentiation for children through the mastery model of learning, TA support, higher order questions and vocabulary.

ASPECTS OF ASSESSMENT

Children need assessment and recording procedures, which will enable them to

- Recognise their achievements and have them recognised by others.
- Know exactly what is expected of them.
- Have short term achievement targets.
- Feel valued and respected.
- Be offered clear strategies to help them learn more effectively.
- To be able to evaluate their learning.

It is an important part of this school's ethos to ensure children's achievements are recognised and that the whole child is valued.

To this end staff are highly trained and use a variety of methods including observation, verbal and written feedback as well as the '2simple' Ipad app for continuous assessment. The criteria for assessment are highlighted on all plans and are consistently evaluated. Children are encouraged to evaluate their own work and support assessment of their own progress. A weekly 'Character' assembly highlights the importance of personal achievement, both academic and through their values. At the end of each week one child in each class is chosen to receive a postcard home, detailing the high levels of effort and learning that have taken place that week. All of this is underpinned by our school ethos of being a 'STAR' learner.

RECORD KEEPING

The school's record keeping systems attempt to capture whole child development whether this be through evaluations on planning, observations, annotation of work, '2simple' app or verbal discussions.

Each class teacher completes individual and whole class records to support judgements across all the Early Learning Goals in Foundation Stage and The full National Curriculum in KS1. All data is recorded electronically through the use of SIMS.

DIFFERENTIATION IN THE CLASSROOM

Differentiation is a highly valued and great care is taken when planning all learning opportunities that all groups and individuals are catered for to ensure all children make good progress. Each child is valued as an individual and their specific emotional, physical and learning needs are taken in to account. Differentiation is evident on all planning and is addressed through the mastery approach and in accordance with the National Curriculum and EYFS curriculum requirements.

PARENT CONSULTATION SHEETS AND REPORTS

Parent consultation sheets and reports are a summative and positive contribution to the overall picture of a child. Great care is taken to ensure they are accurate, understandable and

informative. It is vital that all discussions with parents and other professionals create a true picture and highlight the strengths as well as the areas for development for each child.

SELF EVALUATION AND MONITORING OF QUALITY

All assessment data whether summative or formative is analysed to ensure all areas for development are incorporated in to the School Development Plan. Every child's whole learning journey is evaluated day to day, week to week, term upon term, Foundation Stage to End of Key Stage 1 to ensure good progress is continually made and any possible solutions to any slowing of progress can be put in place.

ROLES AND RESPONSIBILITY

ASSESSMENT COORDINATOR

- To be the contact person for assessment arrangements in the school.
- To attend relevant courses and disseminate information to teachers.
- To keep under review the policy and make additions and alterations after discussion with staff.
- To support subject leaders to ensure all records are kept up to date.
- To have an overview of all planning to ensure progression, continuity, breadth and coverage of all curriculum areas.
- To work alongside the Senior Leadership Team and Governors to share data and value added information.

SUBJECT LEADERS

- To lead agreement trialling sessions in their subjects.
- To develop and update subject portfolios.
- To assist staff in planning and teaching of their subject.
- To identify and encourage outstanding teaching.
- To maintain consistency of standards across all year groups.
- To ensure planning has progression, breadth, continuity and coverage.

CLASSTEACHERS

- To plan for and carry out ongoing and summative assessments.
- To select, annotate and level examples of work for assessment and agreement trialling needs.
- To administer SATs, assessment of the Early Learning Goals and the National Curriculum.
- To be aware of the needs of all children.

HEADTEACHER

It is the Headteacher's responsibility to ensure that all assessments are developed to inform future planning and all statutory requirements are met.

This policy is a working document, which will be reviewed regularly to support and enhance the quality of learning for all children.

We have carefully considered the impact of this policy on all protected characteristics as part of our ongoing process to ensure that it is fair and does not prioritise or disadvantage any pupil. This is in line with the Equality Act 2010.

Kerry Seales

November 2018