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# Assessment Policy

Date agreed: .....

Term to be reviewed: .....

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This policy was created to cover the introduction of the new National Curriculum 2013 and it will be reviewed in June 2015. A Federation Assessment Policy will be in place for September 2015.

## 1. Rationale

Stoke Hill Infant and Nursery school recognises the vital role that assessment plays in pupil achievement and are mindful that:

*'Assessment is a good servant, but a terrible master. Too often, we start out with the idea of making the measurable important. By sticking clearly to a set of principles for the design of an assessment system, schools can ensure that the assessment system supports learning rather than gets in its way'* Dylan William 2014

## 2. Assessment Principles

- Assessment focuses on evaluating pupils; key concepts, knowledge, ideas, skills and their disposition and attitude as learners
- Assessment ensures that pupils are 'on track' to achieve national yearend expectations
- Assessment judgements are based on 'rich' evidence e.g. observation, talk and pupil's learning from teachers, TAs and parents
- Assessment clearly informs teachers what to teach next
- Assessment informs teachers of the necessary changes to continuous provision
- Assessment in the form of oral and written feedback tells the pupil how to improve their learning
- Assessment systems and processes between the EYFS and KS1, reflect the ethos of the school
- Assessment partnerships promote improvement across the wider learning community

## 3. What is assessed?

Across both age phases the school currently uses an '**assess all**' approach, which evaluates pupil's achievements against the objectives set out in the EYFS Framework and National Curriculum. This is collated using the e systems listed below:

EYFS: e-profile

KS1: School Pupil Tracker Online

## **4. Assessment judgements and tracking**

### **EYFS**

**N:** Judgements about pupil attainment against the Development Matters statements are collated into 'best fit' and then into; 'entering', 'developing' and 'secure'.

**FS:** Judgements about pupil attainment against the EYFS learning objectives are collated into 'best fit' and then into; 'emerging', 'expected' and 'exceeded'.

### **KS1**

In Y1 we use low, mid and high.

In Y2 we are using National Curriculum levels and grades.

These 'best fit'/aggregated terms or numbers are used to:

- Track individual pupil progress from term to term
- Evaluate the performance of a wide range of groups
- Evaluate attainment and progress against national benchmarks

## **5. Formative assessment**

Much of the assessment across both the EYFS and KS1 is formative. The main purposes are:

5.1 To provide pupil's with feedback on their learning/learning attitude, so that they know how to make improvements, (see Feedback and Marking Policy).

5.2 To provide teachers with the information necessary to plan the next stage of learning.

5.3 Types of formative assessment:

- Observation
- Conversation
- Question and Answer
- Elicitation tasks
- Pupil's learning

## **6. Summative Assessment**

Summative assessment only takes place in KS1 and is used to evaluate learning at the mid/end of a sequence of learning or a project or takes the form of statutory tasks/tests:

## 6.1 Year 1

- Progress Tasks in writing
- End of project learning in the Foundation Subjects
- Statutory Phonic Screening Check
- Mid/end of intervention tasks/tests

## 6.2 Year 2

- Progress Tasks in writing
- End of project learning in the Foundation Subjects
- Start/mid/end of intervention tasks/tests
- Statutory Phonic Screening Check
- Statutory Tests in reading and maths
- Statutory Tasks in writing

Data from summative tasks/tests is used to support the evaluation of teaching and learning provision and provide a clear focus of what is taught next.

## 7. Moderation and Quality Assurance

7.1 We recognise the importance of standardisation and moderation in:

- 7.1 Supporting good teacher subject knowledge
- 7.2 Ensuring accurate teacher assessment judgements
- 7.3 Providing for consistency; class to class, year group to year group
- 7.3 Accuracy on transition

7.2 To quality assure our teacher assessment we moderate:

- under the guidance of the Headteacher (local authority moderator)
- periodically with a subject consultant from the local authority
- based on best practice shared at termly subject leader briefings
- using exemplification materials
- in year group teams, led by a member of the LT
- across the EYFS/KS1 age phases
- with our Y3 Federation colleagues
- in learning community moderation training events

7.3 We are moderated every three years by the Local Authority.

## **8. Assessment and Stakeholders**

The stake holders are:

- Pupils
- Parents/Carers
- Governors
- Learning community
- Local authority/Government

Stakeholders are informed about assessment through:

### **8.1 Pupils**

- Oral feedback
- Written feedback
- Self assessment
- Review of targets
- Annual report

### **8.2 Parents/Carers**

- N 'Butterflies' (Annual Report)
- FS/KS1 Annual Report
- EYFS Learning Journey
- Parent and Teacher meetings
- Reading diaries
- Open Afternoons
- End of project celebrations
- Assemblies/Concerts
- Easy access to books and learning at '10 to 9'

### **8.3 Governors**

- Head teacher's report to governors,
- Governor's meetings
- Visits to school
- Participation in the Headteacher's performance with the SIP
- External whole school evaluation e.g. Health Checks, OFSTED

### **8.4 Learning Community**

- Working with feeder pre-school providers
- Working with the Early Years collaborative fund
- Working with the assessment co-ordinator at the Junior School

## **8.5 Local Authority/Government**

- Moderation
- EYFS data
- Y1 Phonic Screening Check
- Y2 SATs data
- Y2 Phonic Screening Check

## **8.6 Other key policies**

- Assessment Practice
- Feedback and Marking
- Curriculum
- Teaching and Learning

## **9.0 Bibliography/Research**

The National Curriculum in England – September 1997

The National Curriculum in England – September 2013

The Statutory Framework for the Early Years Foundation Stage – September 2012

Mindset – Dweck C. (2006)

Embedded Formative Assessment - Willams D. (2011)

Meta-cognition and self regulation – EEF/The Sutton Trust (2015)

## **10. Policy Review**

This policy will be reviewed in September 2015 by the Federated Leadership Team and the Teaching and Learning Governor sub-committee.

*A Kenney Assessment Co-ordinator April 2015*