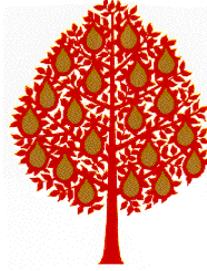


**PERRYFIELDS INFANT SCHOOL**



*Helping each other to learn and grow*

**ASSESSMENT, RECORDING AND REPORTING POLICY**

<b>Approved By</b>	<b>Date</b>	<b>Next Review Date</b>

**PERRYFIELDS INFANT SCHOOL  
ASSESSMENT, RECORDING AND REPORTING POLICY**



*Helping each other to learn and grow*

**THE PRINCIPLES AND AIMS OF ASSESSMENT**

Assessment is a continuous process integral to learning and teaching. It is how teachers gain knowledge of their pupils' needs, achievements and abilities, enabling planning and delivery to be more effective, thereby raising attainment for every child. Assessment should be incorporated systematically into teaching strategies in order to identify any problems and chart progress. This should be done in partnership with the children and parents. We believe that effective assessment provides information to improve teaching and learning.

**We firmly believe that children are at the heart of their own learning. Adult or peer feedback coupled with their own opinion about their work is vital for progress.**

**THE MAIN PURPOSE OF ASSESSMENT, RECORDING AND REPORTING IS:**

- To have a commitment to enable the learning for each individual to make outstanding progress;
- To develop effective and consistent methods of monitoring of a child's progress linked to the learning objectives and statements of attainment of the National Curriculum;
- To identify weaknesses and strengths in the children's learning and to inform planning for future learning;
- To enable teachers to plan a continuous, progressive and effective curriculum that accurately reflects the needs of each child;
- To involve the children in the process of assessing their own learning and progress;
- To provide the headteacher, governors and subject leaders with the necessary information for the monitoring of learning throughout the school;
- To provide feedback so it leads children to identify their 'next steps' in their learning to identify what they should do next to improve;
- To help pupils know and recognise the standards they are aiming for;
- To raise standards of learning;
- To identify children for intervention;
- To inform parents and carers of children's progress;
- To complete a critical self-evaluation of the school.

**ASSESSMENT STRATEGIES**

**Day-to-day in-school formative assessment**

Assessment opportunities, which are a natural part of teaching and learning, are constantly taking place in the classroom through discussion, listening and analysis of work. It is essential that teachers know how well a child has progressed and that pupils understand how well they are doing and what they must learn to help them improve. To achieve this at Perryfields Infant School we will:

- Evaluate pupils learning to identify those pupils with particular needs (SEN & More Able) so that any issues can be addressed in subsequent lessons;
- Regularly observe children throughout lessons;

- Adjust plans to meet the needs of the pupils, differentiating objectives where appropriate;
- Ensure pupils are aware of the learning objective and encourage them to evaluate their progress so that they understand the next steps they need to make;
- Share children's 'next step' targets with parents on parents evenings to include them in supporting their child's learning;
- Encourage pupils to evaluate their own work against success criteria based upon specific, key learning objectives;
- Mark work so that it is constructive and informative in accordance with the marking policy. We have a uniform system for marking children's work and this is done using agreed symbols which related to the learning objective (See Appendix 1);
- Assess core subjects half termly and make relevant comments about pupils' progress at pupil progress meetings, especially those children working below or above the age-related expectations;
- Pass on assessment information to the next class teacher during transition discussions so that children can be tracked as they progress through the school;
- Use Assessment for Learning strategies such as:
  - targets
  - success criteria
  - self and peer evaluation (traffic lights)
  - discussion and talk (Talk partners)
  - questioning
  - displays
  - learning journey – children know what is next
  - 3 stars and a wish/ Today I am looking for..
  - Thumbs up, middle or down
  - Peer assessment.

**Next Steps feedback to pupils** – as we are an Infant school the next steps are given verbally or visually to ensure that it is meaningful to young children. Written comments are used but these may not be accessible to all our children. We believe, predominantly, children in our school need verbal and visual feedback so it can have the biggest impact on their current work.

**Mirror Moments** – teachers plan in reflection times throughout the week. Children have time to look back at their current learning and reflect on their successes, targets and areas to develop. Children are given time to practise key skills, read through their work and engage in dialogue with their teachers about their learning either verbally or through using 'Purple Polishing Pens'. This dialogue should be ongoing and purposeful. 'If a question is worth writing for a child, it is worth making sure every child is able to respond.' Time is given for children to respond to written prompt, thus enabling them to 'close/bridge the gap' and improve their work further. (See Marking Policy).

#### **In-school summative assessment**

In the Foundation Stage children are assessed at the beginning of their time here using the Early Excellence Baseline. This is mainly through the use of observations and child initiated/adult-initiated activities. All children receive an overall score which indicates whether they have entered the Foundation Stage well below, below, at or above the typical age-related expectations.

In Year 1 children sit a 'phonics check' in June. This check indicates if a child has met or not met the age-related expectations in basic phonic skills.

In Key Stage 1, children undertake half-termly unaided assessment to monitor their progress and to provide learning gap analysis. These results are used to inform future planning and lessons.

At the end of Year 2 all children sit end of KS1 tests. These tests are statutory and are taken in May. From these tests a raw score is generated. These scores are then converted to a National Scaled Score. Children at the end of Year 2 who are working at age-related expectations should receive a scaled score of at least 100. These results help to inform Teacher Assessments, which are reported to the local authority and DFE.

The headteacher is responsible for ensuring that the statutory assessments and processes are correctly followed and to ensure that the school's teacher assessment judgements are accurate. The headteacher is responsible to submit accurate information.

### **THE ASSESSMENT CYCLE**

Assessment is a systematic part of our school's work which will be used to track each cohort, class and child in the school. It is through an effective tracking system that the needs of every pupil can be met and that the school develops a clear understanding of how to raise standards. The Assessment cycle at Perryfields Infant School will include information from:

- Statutory tests – Foundation Stage Profile, Year 1 Phonics Checks and End of Key Stage 1 Tests
- Daily lessons and Assessment for Learning techniques
- Half termly unaided maths assessment
- Half termly independent writing task
- Half termly independent reading assessment
- Half termly unaided science assessment
- Target Tracker updated for reading, writing, maths, and science.
- Writing moderation
- Observations
- Half termly pupil review meetings or SLT review of data
- On-going teacher assessments in all other subjects on a termly basis, relating to National Curriculum and school's age-related expectations
- Regular marking, feedback and targets.

### **ASSESSMENT FRAMEWORK KS1**

The regular reviewing and tracking of information will give teachers the opportunity to revise and refine targets for the class. It is in recognising the individual abilities of pupils, that the school can make finely tuned adjustments for target setting for each child. By regularly analysing pupils' attainment it will ensure that every pupil has challenging and realistic targets set for them. The path of reaching those targets is determined through effective classroom organisation, setting learning groups and careful planning.

To achieve this at Perryfields Infant School we will:

- Update information on a regular basis as set out above

- Use information to identify percentages of children working at each Year Band Step within a cohort
- Analyse the information and review targets for individuals and use the information to identify intervention groups, including challenge for those pupils who are more able and support for those with special educational needs
- Set cohort targets and share information with headteacher, assessment co-ordinator, SENCO, subject leaders and governors
- Work with year group colleagues and across year groups to moderate and standardise work and subjects accurately into Steps every half term.
- Analyse information ongoing to track 'value added' progress made
- Pass cohort information and analysis to next teacher.

## **PHONICS**

Each term classes report which phase children are currently working within and this is analysed and checked by the Literacy Leader. All teachers use school assessment materials to check children's phonic and word reading ability for each phase. In June, Year 1 children participate in a phonics check. The phonics check contains real and some non-words. By using a mixture of real and non-words the children's phonic decoding skills are assessed. Pupils who do not meet the expected level at the end of Year 1 will be given additional support in school and will then have the opportunity to retake the screening check in Year 2.

## **RECORDING**

Each child has their own progress file in which samples of marked work against the Target Tracker steps are filed throughout the school year. These folders are kept throughout the school career and the children and parents are involved in looking at their achievements and how their work has progressed.

## **TARGET TRACKER**

Children's current attainment against the National Curriculum Target Tracker statements/steps in each core subject is recorded onto Target Tracker every half term. Teachers meet with the School Assessment Leader (SAL), Headteacher and Senco to analyse and discuss the information to ensure that all children are making the expected or better than expected progress (Pupil Progress Reviews). Additional support is discussed and provided for children who haven't made expected progress.

## **REPORTING**

Reporting to parents/carers provides the opportunity for communication about their child's achievements, abilities and future targets. We have an open door policy and parents are able to speak to the class teacher after school if they wish. We encourage parents to contact the school if they have concerns about any aspect of their child's work. As a school we offer a parent workshop to help them understand the process of assessment in school. We also offer parents evening workshops on early phonics, handwriting, reading and mathematics to involve the parents in their child's learning.

In the Autumn and Spring terms we offer parents the opportunity to meet their child's teacher. At those Parent Consultation meetings we discuss the child's progress in all areas of the curriculum and identify areas for development and the ways that parents can help. Parents are provided with Report Cards at meetings to reflect the discussion about progress and next steps.

The end of year reports will be written so that they have a positive effect on pupils' attitudes, motivation and self-esteem. Reports outline a child's progress and

achievements during the year in the core and foundation subjects and against the National Curriculum or towards the Early Learning Goals. Targets are identified for the next school year.

At the end of Reception teachers will compile a profile on each child and this is shared as part of the child's yearly report. This will show whether children have met the expected goals using the criteria emerging/expected/exceeding.

Once the children in Year 1 or Year 2 have taken the Phonic Screening check their achievements are reported to the LA and to their parents at the end of the year.

For children in KS1 progress is measured in steps. Children in Year 1 are expected to make 5 steps progress and children in Year 2 to make 6 steps progress. Each year band uses the terminology beginning, beginning+, within, within+ secure to secure+. Attainment at the end of each academic year will be measured against age-related expectations. Four words are used on the children's reports to describe their attainment.

These are –

**Below** – where a child has not quite reached the age related expectation for children at the end of the year.

**Within** – where a child has just achieved exactly what is expected for their age at the end of the year.

**Upper Within** – where a child has achieved the higher range of what is expected for their age at the end of the year.

**Above** – where a child has reached a level beyond what is expected for their age at the end of the year.

Children at the end of Key Stage 1 (Year 2) sit statutory end of KS1 tests and these are used to inform and confirm the teacher's assessments for reading, writing, grammar, punctuation and spelling and numeracy. At the end of Year 2 children are assessed against the Interim teacher assessment frameworks.

### **SPECIAL EDUCATIONAL NEEDS**

For children with individual needs there is an SEN Policy outlining the use of additional resources for SEN Support. Some children may only need a small amount of support but for children with significant needs, an Education, health and care plan (EHCP) may be needed. Children with additional needs are regularly assessed and specific interventions are put in place if needed to ensure their needs are being met and progress in their learning is being made. The attainment of children with an EHCP is usually assessed against 'P' Scales which are attainment targets for pupils with special educational needs. Children are expected to make 2 'P' scales progress over a Key Stage. Children with SEN support are expected to make at least 3 or 4 steps progress each year.

More able children are identified by teacher assessments and test results and work is clearly differentiated to ensure sufficient challenge.

### **MONITORING AND EVALUATING ASSESSMENT**

The headteacher, School Assessment Leader and governors are responsible for maintaining the assessment policy and reviewing or updating it as necessary. To ensure the policy is followed the Senior Leadership Team regularly review the classroom practice through class learning observations, work/book scrutinies, drop ins, pupil discussions and half term pupil progress reviews. The effectiveness of the assessment policy will be evaluated through monitoring pupils' progress and

attainment. In addition pupil/parent feedback is gathered to review the effectiveness of the assessment policy.

Each Subject Leader is responsible for monitoring the standards of achievement attained throughout the school and reporting their findings to the School Assessment Leader (SAL). The SAL, Subject Leaders and staff work together to ensure consistency of standards throughout the school. Teachers are given non-contact time to monitor the teaching, resources, learning and attainment in their chosen subject throughout the school.

### **STANDARDISATION/MODERATION**

The process of moderation is an essential part of the assessment system. Moderation is important to ensure a consistent approach in assessment throughout the school. It is important that when teacher assessments are carried out, there is evidence recorded to justify judgements made.

At Perryfields Infant school we will:

- Meet regularly in year groups to moderate writing assessments, mark and level work together in core subjects
- Cross year group moderation to ensure consistency – staff meetings
- Regularly refer to exemplification materials demonstrating national standards
- Moderate work through planning and book scrutinies and feeding findings back to members of staff for reflection
- Half termly Pupil Progress Review meetings with the School Assessment Leader/Senco and Headteacher to discuss class progress and individual pupils.
- Half termly meetings with the Senco to discuss children with SEN Support and EHCP
- Moderate the learning through pupil questionnaires
- Moderate the learning and understanding through pupil discussions
- Have external moderation by LA for Foundation Stage and KS1
- Moderate with other schools
- Use the end of KS1 Tests
- Use the Interim Assessment Frameworks at the end of KS1
- Carry out Year 1 phonics check in June
- Moderate and review progress within various subjects over the year as a whole school and alongside the junior school.

### **IN-SERVICE TRAINING**

To ensure all teachers are able to conduct assessment competently and confidently the School Assessment Leader (SAL) attends Assessment Update Courses and is responsible for disseminating information on new regulations and requirements to the teaching staff. Teachers attend regular staff meetings on assessment and subject leaders meet with other STEP school leaders to discuss, monitor and evaluate assessment.

Together with the SLT and governors the headteacher is responsible for evaluating and interpreting information from Raise on Line, LEA information, internal school information and national tests to set targets for improvement in pupil's achievements.

### **INCLUSION**

- We aim to provide for all children so that they achieve their full potential.
- We identify which children or groups of children are under-achieving and take steps to improve their attainment through LSA and SENCO support and interventions
- More able children are identified and suitable challenges provided.

## **EQUAL OPPORTUNITIES**

It is statutory that adjustments must be made to ensure that pupils with disabilities must not be disadvantaged compared to their peers. This promotes equality of opportunity between all children. We will promote positive attitudes towards all children and encourage all children to participate in activities. We will ensure equal opportunities for all to succeed at the highest level possible, striving to remove barriers to access and participation in learning and wider activities and working to eliminate variations in outcomes for different groups.

All children are provided with equal access to the National Curriculum. We will evaluate the progress of different groups from all ethnic backgrounds and of different socio economic statuses ensuring pupils are treated with respect and supported to their full potential. We aim to provide exciting learning opportunities regardless of gender, ethnicity or home background.

## **SMSC**

At Perryfields Infant School, we aim to ensure that children have adequate time to gain confidence and self-esteem, improving their attitude to learning and thereby achievements. Children have opportunities to share work, and achievements are celebrated regularly in assemblies. They learn to give views on strengths and areas to improve in their own and others' work, as well as listening to and showing respect for the explanations of others. They have the chance to work together in groups and pairs to solve problems and play games, in order to improve their skills across the curriculum.

## **BRITISH VALUES**

National Curriculum subjects are taught using a cross curricular, thematic approach. All children are encouraged to learn about working together in pairs and groups and about treating others with respect and tolerance, regardless of background, and understanding rules within school and society in order to be prepared for life in modern Britain. Lessons, assemblies and whole school ethos encourage children to learn about decision-making, making informed choices, debating and democracy and many school decisions are influenced through pupil voice, via the democratic process of the School Council.

The key to success is to ensure that this assessment policy, like all policies, remains a live document against which success can be evaluated to allow for continuous improvement and to provide the flexibility to adapt and amend assessment practise according to what works for the school and the current children.

## **REVIEW**

This policy will be reviewed according to the policy reviews timetable taking into account national and school based initiatives.

Signed.....

Dated.....