

FAIRWAY INFANT SCHOOL

Assessment Policy

November 2018



Adopted by the Curriculum Committee
At their meeting on 20th November 2018
Review date November 2021

Introduction

Purpose:

The purpose of this policy is to support school improvement and the raising of standards of achievement, and attainment, for all our pupils.

This policy intends to:

- make clear our vision of the role of assessment as part of teaching and learning at Fairway Infant School
- provide clear guidelines for the implementation of the policy
- make transparent the procedures in place for monitoring and evaluating assessment practices - define clear responsibilities in relation to assessment
- provide clear definitions and purposes for different types of assessment

Aims and Principles of Assessment:

All assessment should:

- enable individual pupils to make progress in their learning
- relate to shared learning objectives
- be underpinned by confidence that every child can improve
- help all pupils to demonstrate what they know, understand and are able to do
- include reliable judgements about how learners are performing, related, where appropriate, to national standards
- involve both teacher and pupils reviewing and reflecting upon assessment information
- provide feedback which leads to pupils recognising the 'next steps' in their learning and how to work towards achieving these
- enable teachers to plan more effectively
- provide us with information to evaluate our work, and set appropriate targets at whole- school, class and individual pupil levels
- enable parents to be involved in their child's progress

Wider school goals/ethos:

This policy supports our school goals of:

- To achieve the highest possible outcomes for all children
- Inclusion and provision for all learners with everyone achieving their potential

Consultation:

This policy was written by Bridget Davison, Headteacher and Assessment Lead, in consultation with:

- Acting Deputy Headteacher and Literacy Lead – during SLT meeting, November 2018
- Teaching staff – sent out via email to all teaching staff, November 2018
- Governors – Curriculum Committee meeting, November 2018

Sources and references:

The Key for School Leaders, October 2018

Procedures and practice

Roles and responsibilities

Governors are responsible for:

- monitoring the implementation of this policy
- challenging 'summative' assessment data
- challenging in year data
- monitoring the assessments of the more vulnerable groups
- discussing assessment data with SLT and subject leads

Headteacher/Assessment Lead is responsible for:

- ensuring all staff are familiar with the assessment policy, practice and guidance
- each class teacher uses pupil tracking to analyse the performance of individuals and vulnerable groups (Target Tracker)
- summative assessment tasks are carried out and that the result data is collated on Target Tracker
- ensuring analysis of pupil progress and attainment is carried out, including individual pupils and specific pupil groups
- monitoring standards in core subjects
- identifying pupil groups who are vulnerable to underachievement in relation to age expectations and prior attainment
- prioritising key actions to address underachievement of individuals and groups
- reporting to Governors on all key aspects of pupil progress and attainment, including current standards and trends over previous years

Subject Leads are responsible for:

- ensuring all staff are familiar with the assessment policy, practice and guidance for their particular subject
- ensuring that teachers are carrying out assessments of individual pupils, recording and sharing them with parents and Assessment Leader, where appropriate
- monitoring standards in their subject according to assessment criteria set out in the National Curriculum
- monitoring that Target Tracker is used effectively to track pupils and so be able to 'plug' gaps
- leading Pupil Progress meetings and ensuring that pupil achievement is the focus of these meetings
- ensuring that appropriate data is used to focus discussion and planning
- supporting the quality of the discussion around teaching and learning, and assessment
- acting as the key link with the Senior Leadership Team for assessment in their subject

Teachers are responsible for:

- individual pupil assessment which will be recorded on Target Tracker, half termly, for reading, writing, maths and science
- Target Tracker statements will be highlighted, half termly, for reading, writing and maths
- carrying out formative (**Appendix 1**) and summative (**Appendix 2**) assessments with individual pupils, small groups and whole classes
- analysing pupil progress and attainment, including individual pupils and specific pupil groups, including vulnerable and underachieving pupils
- where appropriate, these outcomes will be shared with pupils as part of an ongoing dialogue with pupils about their learning progress
- outcomes which will be shared with parents/carers at Parent Consultation meetings and in each pupil's Annual Report to Parents
- being fully prepared for Pupil Progress Meetings

Pupils are responsible for:

- reading/listening to feedback from assessments
- acting on assessment feedback
- discussing with staff their areas of development

Parents are responsible for:

- arranging meetings with staff both formally and informally, to discuss successes or issues
- reading and commenting on annual end of year reports

Monitoring and review:

Senior Leaders and the Assessment Leader will take day to day responsibility for ensuring that the Assessment Policy is put into practice in the school but the Curriculum Committee is primarily responsible for monitoring the implementation of this policy. This will be through termly discussions with subject leads, Governor Visits and termly data presentations to governors. The governor who carries out a governor visit with subject leads will refer to assessment in their report to the curriculum committee. Policy and practice will also be reviewed regularly with staff.

Appendices:

Appendix 1 – Definition of Formative Assessment/Assessment for Learning

Appendix 2 – Definition of Summative Assessment

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Signed.....

Date.....

Dharma Mahesan
Chair of Committee

Formative Assessment/Assessment For Learning

What is it?

Day-to-day, ongoing assessment as part of the repertoire of teaching strategies, based upon how well pupils fulfil learning objectives. It is about providing feedback and involving pupils in improving their learning.

Strategy	Purpose
Planning: Identifies valid learning and assessment objectives that ensure differentiation and progression in delivery of the National Curriculum.	Ensures clear learning objectives, differentiation and appropriate delivery of the National Curriculum; short-term plans show how assessment affects next steps by the development of activities and contain assessment notes on pupils who need more help or more challenge.
Sharing learning objectives with pupils: Pupils know and understand the learning objective for every task.	Ensures that pupils are focused on the purpose of each task, encourages pupil involvement and comment on their own learning; keeps teachers clear about learning objectives.
Success criteria: Ensure the pupils have a success criteria to use in each session	Ensure pupils generate the success criteria so they have ownership of it. These success steps will enable them to be a more independent learner and therefore be successful in their learning.
Pupil self-evaluation and peer evaluation: Pupils are trained and encouraged, in oral or written form, to evaluate their own and their peers' achievements against the learning objective/success criteria (and possibly beyond), and reflect on the successes or otherwise, of the learning process.	Empowers each pupil to realise his or her own learning needs and to have control over future targets; provides the teacher with more assessment information - the pupil's perspective.
Feedback: Must reflect the learning objectives of the task to be useful and provide an ongoing record; can be oral or written.	Tracks progress diagnostically, informs the pupil of successes and areas of improvement and provides clear strategies for improvement.
Pupil targets: Ensure pupils refer back to previous 'wishes' in maths and English	Ensures pupil motivation and involvement in progress; raises achievement and self-esteem; keeps teacher informed of individual needs; provides a full record of progress.
Celebrating Achievement: Making links between achievements explicit; treating all achievements in the same way and thus creating an inclusive learning ethos, rather than an emphasis on an external reward ethos.	Celebrates all aspects of achievement, provides motivation and self-esteem thus enabling pupils to achieve academic success more readily.

'Improving learning through assessment depends on, deceptively simple, key factors:

- sharing learning objectives
- defining success criteria
- appropriate questioning
- self- and peer evaluation
- effective feedback
- raising children's self-esteem.

Summative Assessment

What is it?

This is 'snapshot' assessment which establishes what a child **CAN** do at a given time.

Strategy	Purpose
<p>Statutory Assessments: Pupils are statutorily assessed at the end of Key Stage 1. Year 1 are assessed in phonics through the Phonics Screening. Pupils in EYs are assessed throughout the year using the using the assessment strands in the guidance material for the Development Matters in the Early Years Foundation At the end of the Foundation Stage a summative assessment is made in each of the 17 strands.</p>	<p>To provide a summative end of key stage attainment result. It is a national yardstick against which to compare pupil's performance.</p>
<p>Baseline Assessments: Teacher assessments made at the beginning of entry to Early Years using Song of Sounds materials, basic number recognition and ordering.</p>	<p>To establish pupils' abilities at the beginning of Year, so that subsequent progress in achievement can be compared with, and measured against, expected norms. They can also be used formatively, to identify strengths and areas to develop, and support teachers in providing appropriate learning experiences for individual pupils.</p>
<p>Half Term Teacher Assessments: Teacher to use Target Tracker statements to assess whether a pupil is on track to meet end of year expectations</p>	<p>Schools use these to make the End of Key Stage levelling easier and to monitor progress during the year.</p>
<p>End-of-Year Teacher Assessments: Teacher assessments are made for pupils in all year groups at the end of YR, 1 and 2. Target Tracker will provide you with the information.</p>	<p>To provide information to parents and to the next year's teaching team.</p>
<p>Class Tests: Created by an individual teacher (or year group) and used in day-to-day lessons (e.g. mental maths, times tables, spelling tests).</p>	<p>To improve pupils' skills and establish what they have remembered or learnt so far</p>
<p>End-of-Year Teacher Assessment: In Year R, 1 & 2 teachers decide if a pupil is working below/expected/above national expectations.</p>	<p>To provide information to parents and next phases of education.</p>