

Stonehouse Park Infant School



The BEST start for every child so every child can be
the BEST they can be.

Assessment Policy

**(This policy should be read in conjunction with our
Learning & Teaching Policy, SEND policy,
Curriculum Learning Pathways)**

Updated: January 2021

Ratified by Governors: March 2021

Review Date: January 2022

Our Vision Statement

For every child to set out confidently on the adventure of learning: curious about the world, excited about their future, positive of their ability and caring towards other people.

Our Aims:

Curious about the world

- To promote awareness and understanding of other cultures.
- To develop the children's motivation, discovering their special interests and talents.
- To introduce children to a wide range of new experiences, ideas and activities.
- To encourage the children to ask questions about the world, talk about their ideas and express their opinions.

Excited about their future

- To make children excited about learning and eager to move on to the next stage of their learning.
- To help children to look beyond their immediate surroundings and their own personal circumstances.
- To shape a curriculum which will develop the knowledge and skills that children will need to meet the challenges of their future lives.
- To involve children in problem solving and develop their capacity to be active citizens

Positive of their ability

- To help children to reach the highest levels of achievement in all they do.
- To demonstrate to all children that they are able to learn and that they can succeed.
- To provide the highest quality of teaching for all children and to meet every child's individual needs.
- To develop children's awareness of their own learning and the value of resilience, perseverance and dedication.

Caring of other people

- To develop sensitivity to the feelings and concerns of other people.
- To demonstrate compassion, respect for others and develop a moral understanding.
- To learn how to co-operate and work with other people.

Assessment at Stonehouse Park Infant School

Intent

Purpose of Assessment

Since the removal of levels, we have worked hard as a school to provide timely and effective assessment that improves and informs our teaching and learning. Assessment should be child centred and focus on children's individual progress as well as attainment. Assessment should support the child in knowing what they have done well at and what their next steps in learning are. For effective assessment, teachers and key persons need to check learners understanding in a systematic and timely manner to ensure that misconceptions are addressed and feedback supports children's next steps.

Rigorous and routinely assessment systems also allow the Senior Leadership team to monitor and evaluate progress and attainment across the school, ensuring effecting teaching and learning strategies are being employed across the school. This allows leadership to work strategically to address areas on improvement for teaching and learning. Additionally it allows leadership to quickly identify vulnerable children who need support and additional provision, ensuring all children needs are met throughout the school.

Good Assessment at Stonehouse Park looks like:

- Positive partnerships with parents allows teachers, TAs and key persons to gain a holistic and well-rounded assessment of the child.
- A rigorous and timely assessment routine that identifies vulnerable children and evaluates teaching and learning strategies across the school.
- Children taking responsibility of their own learning by discussing what they have done well in and what their next steps in learning are.
- Developing and maintaining a highly skilled team that access continued professional development.
- Commitment from all stakeholders in the implementation of effective and continued formative and summative assessment.

Implementation

Assessment approaches

At Stonehouse Park Infants we use a range of summative and formative assessments.

Summative approaches:

- End of Year 2 SATS
- Phonics Screening test
- EYFS profile.
- 2 year olds developmental check

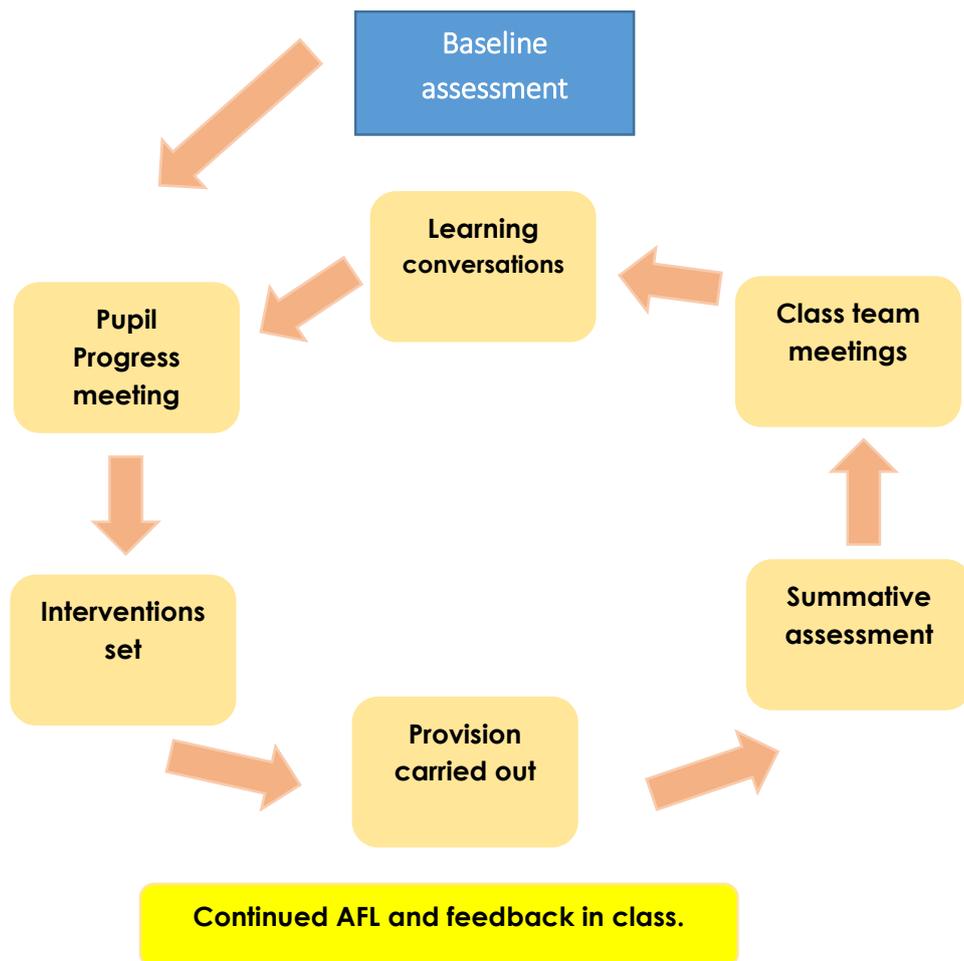
- Completion of baseline assessments within the first 4 weeks of school and nursery.
- Holistic summative assessment completed termly, using a range of evidence.

Senior Leadership ensure that all national tests are applied in accordance with the statutory framework. The Governors ensure that information about the school's national results are reported to parents every year. They also report these on the schools website.

Formative approaches:

Formative approaches happen in the here and now and are the continual assessments that staff make to inform their teaching and that shape the children's understanding and learning. These Formative Assessments not only inform and shape the planning and teaching daily but it feeds into the termly tracking systems and learning conversations that are completed by the teaching staff and nursery leaders termly.

Therefore we have a rigorous and timely assessment system in place:



Baseline assessment

Baseline assessments are always taken once children enter nursery and school and when they transition to a new year group. This marks an assessment from their starting points.

Pupil Progress Meetings

Progress meetings are held every term between class teachers/ nursery leaders and the head teacher to discuss children's progress and attainment. In these meetings intervention outcomes are discussed, as well as their impact. Teachers/nursery leaders track individual's progress and attainment and make summative assessments. These are completed using the teachers, teaching assistants' and key persons' assessments from throughout the term and are used to identify vulnerable children who are not making expected progress from their baseline starting points. These will include all groups, including SEND, Vulnerable children, Prior Higher attainers and Prior Middle attainers.

Interventions

Through these meetings children's learning needs and next steps are identified and interventions for the coming term decided. This information is then transferred onto our school provision map, where clear outcomes and provision to address the children's learning needs are set; ready to be evaluated once the interventions have been completed. Evidence of these Interventions and staff's formative assessments on how the children have achieved within these sessions are recorded in the interventions green book, tracking the progress and achievement on the children throughout the term and shared with the Class Teacher weekly.

Assessment for Learning and feedback in class

During all learning sessions teachers and room leaders provide children with clear expectations, ensuring learning intentions and the success criteria is clear. These are reviewed with children at the end of every series of learning sessions. To accompany this throughout learning sessions, Teachers and Teaching Assistants and Key Persons will provide children with feedback on what they have done well and what their next steps will be. This may not always be written but being provided to children verbally.

This daily formative assessment will be used to adapt and shape the next sessions teaching sequence, with teachers discussing and sharing this information with their team. Through this daily formative assessment, children's grouping and learning partners regularly change, as well as the activities and provision they access.

Throughout the term children are encouraged to take responsibility for assessing their own progress in an age appropriate manner. They are encouraged to set their own next steps and ask for help and advice where needed. Where appropriate they are also asked to evaluate the learning of their peers.

Teacher and TA progress meetings

Each term Teacher and TA teams in school and key persons and nursery leaders in nursery, will get together to discuss children's progress and attainment. This information will be used to frame children's summative assessments and identify children that teams feel need targeted support. This discussion time is also used to evaluate the Interventions that have happened, and identify vulnerable children that need additional support and provision through intervention next term.

Learning Conversations

In school each term children participate in learning conversations with their Class Teacher. These conversations celebrate the children's achievements throughout the term and agree next steps and targets for the coming term. These are recorded on the Learning conversation proforma and are stored in children's learning journals to be shared with parents. Developmental and Age appropriate language will be used in these conversations and recorded in a way that is understood by children's maturity. In nursery children sit with their key person to share their learning journals.

The role of parents in assessment

Stonehouse Park Infants feel for effective assessment it is vital that parents work with staff in partnership. All nursery and YR parents are offered an individual appointment with the headteacher and a home visit with the key person/teacher before their child starts school or nursery. This provides an opportunity for parents to talk about their child so that an individual induction programme may be planned. In Key Stage 1 parents will share children's strengths, likes, interests and home circumstances with the class teacher in a get to know you meeting before their child moves into the next class.

This partnership for assessment will continue into the year with parents invited to attend parent-key person or parent-teacher learning conversations. This is where parents share their views on their child's progress and attainment and find out how they can support their child with their next steps at home. Parents are also invited into nursery and school termly to join in with Happy Hour. This is where Parents can look in children's books, alongside their child. They can observe the work completed and progress their child has made throughout the term. and are invited to leave comments on their children's work.

Additionally, Parents are encouraged to share any concerns about their children's progress and attainment promptly.

Accurate assessment

At Stonehouse Park Infants we strive to ensure that our assessments are accurate and that we are up to date with local and national updates regarding assessment. Senior Leadership also strive to ensure that assessment is used appropriately and that assessments are moderated regularly. All teachers participate termly in moderation

with Cluster schools and additionally will participate termly in in-house whole school moderation. All moderation is outlined in the annual plan. The EYFS and Year 2 teachers will participate in Local Authority moderation training sessions annually.

During PPA Staff will bring samples of work completed that week, to peer moderate within their year group team. Teachers will ensure that across the year group there is quality of opportunity, accuracy of assessment, high expectations of presentation and that progress is evident.

Nursery and YR staff meet together to share children's learning journals and talk through the summative assessments they have made and the supporting evidence for those assessments.

In addition to this SLT ensure all staff working with children have regular training on formative assessment and how to use this for future learning.

The Learning and Achievement committee will oversee the implementation of the assessment system as well as monitoring the children's progress and attainment.

Marking

Rationale:

At Stonehouse Park Infant School we believe that marking and feedback should:

- Provide a constructive response to children.
- Focus on success and progress towards learning objectives/ next steps.
- Focus on the process of learning to learn.
- Enable children to be reflective learners, evaluating their own learning.
- Be a way of recording our formative assessment.

Principles:

Marking and feedback should:

- Be manageable for the adults completing this task.
- Be carried out by the adult who has led that learning session/activity.
- Give children opportunities to be aware of and reflect on their learning needs.
- Give recognition and genuine praise for achievement and effort.
- Respond to individual learning needs, responding face to face where ever possible.
- Inform future planning, the next day's/session's teaching and setting next steps for individual children.
- Provide evidence of challenge when children are ready for the next step.
- Be 'child friendly' and inclusive using language that can be understood by the child.

- Record what children have said about their learning as well as what they have done.
- Be seen by children as being positive in helping them to learn and make progress.
- Focus on the learning objectives, success criteria and learning to learn skills rather than just the completed piece of recorded learning.
- Allow specific time for children to read, reflect and respond to marking at an age/ developmental stage appropriate level.
- Encourage self and peer assessment and evaluation where possible.

Strategies:

Refer to the Marking Symbols appendix

During each session the children need to know what the learning intentions and success criteria are. It is vital that learning objectives/intentions and success criteria are identified at the planning stage and that these are learning led- skills, knowledge etc. and not content led. It is important that these are shared with the children using 'child friendly' language and are displayed in their books on printed sticky labels so that every child has a clear understanding of the 'success' that they are aiming for. However, verbal steps to success may sometimes be more appropriate e.g. P.E, Forest School etc.

At the end of the session/activity assessment can then take place, by the adult leading the activity and the child. Sometimes peer assessment will also take place.

Verbal and written feedback should focus on the learning intention, success criteria and the child's individual targets. Feedback should always celebrate the successes, provide reminders of 'even better if' and where relevant, set out the next steps.

Children need to be given time to respond to the marking, verbally at the time if the adult is marking with the child, or at the start of the next session. Children also need to be given time to practice frequent errors e.g. letter formation, spelling common words etc. Where this practice exercise is in their practice books, adults need to annotate the learning journal/maths book with a P.B. This process is vitally important as it will ensure children improve their learning and make better progress.

Self and Peer Marking:

Children should be encouraged to self-evaluate their own learning as a matter of course and as they become more mature, help to evaluate the learning of their peers. Children need to be taught skills and strategies for feedback. Feedback should always be kind and helpful. Ground rules for feedback should be agreed. Children should always say what they like first and then suggest ways the learning could be improved.

Impact

Assessment and marking should:

- Raise standards of attainment as well as improving children learning skills and responses.
- Enable children to be actively involved in their own learning by providing effective feedback.
- Increase children's self-esteem through a shared understanding of the learning processes and the routes to improvement.
- Enable teachers/ key persons to adjust teaching to take account of assessment information, focusing on how pupils learn, reducing barriers to learning.
- Ensure the tracking of pupil performance and in particular identify those pupils at risk of underachievement allows timely intervention to be provided for children who are under performing.
- Provide the SLT/headteacher with a strategic insight into how teaching and learning strategies are supporting individual pupils, groups and cohorts; allowing them to act on areas of need and support quickly.
- Ensure parents are well informed about their child's strengths, weaknesses and progress by the information provided during the assessment routine and system.
- Ensure governors have a clear and precise understanding of assessment and how it is used to support teaching and learning, being clear on the context of the progress and attainment across the school.