

Assessment Policy

This policy is a whole school policy including EYFS

1 Introduction

1.1 We believe that effective assessment provides information to improve teaching and learning. We give our children regular feedback on their learning so that they understand what it is that they need to do better. This allows us to base our lesson plans on a detailed knowledge of each pupil. We give parents regular reports on their child's progress so that teachers, children and parents are all working together to raise standards for all our children.

2 Aims and objectives

2.1 The aims and objectives of assessment in our school are:

- To enable our children to demonstrate what they know, understand and can do in their work;
- To help our children understand what they need to do next to improve their work;
- To allow teachers to plan work that accurately reflects the needs of each child;
- To provide regular information for parents that enables them to support their child's learning;
- To provide the principal with information that allows them to make judgements about the effectiveness of the school.

3 Planning for assessment

3.1 We use our school's long term plans to guide our teaching. In these plans we give details of what is to be taught to each year group. In our medium and short term plans opportunities for assessment are identified.

3.2 We use the Early Years Foundation Stage, the National Curriculum 2014 and commercial schemes of work to support our teaching. However, we are not restricted by these and can be flexible on how we deliver the curriculum as long as the year's learning objectives are met. We use the assessment guidance in the National Curriculum to help us identify each child's level of attainment alongside annual external assessments.

3.3 We plan our lessons with clear learning objectives. We base these upon the teacher's detailed knowledge of each child. We strive to ensure that all tasks set are appropriate to each child's level of ability. Our lesson plans make clear the expected outcomes for each lesson. We are aware of those individual children who do not achieve at the expected level for the lesson, and we use this information when planning for the next lesson. At the end of the lesson we conduct a plenary session and refer back to the

learning objective, this acts as a mutual assessment opportunity.

- 3.4** The children undertake assessment tests in each year group using GL Assessment tests. We also use annual reading and spelling tests. All of this information is used alongside teacher assessments. Teachers also make regular assessments of each child's progress in all subjects.
- 3.5** Each teacher regularly reviews the children's progress. Teachers discuss the children's progress with parents three times a year at parent consultation evenings, and report annually on each child's progress at the end of the academic year with a school report plus twice yearly interim reports.

4.0 Foundation Stage Assessments

We make regular assessments of children's learning and we use this information to ensure that future planning reflects identified needs. Assessment in the EYFS takes the form of observation, and this involves the teacher and other adults as appropriate. We use all the information gained from ongoing assessments to shape and modify the teaching programme for individual children and groups of children. Assessment information is shared with parents at parent consultations, through the school reports and daily through conversations and through the learning journal.

At Springmead School, we use the Early Years Profile to record judgements against the EYFS Profile. Each child's level of development is recorded against the ELGs. Within the final term of the EYFS, we provide a written summary to parents, reporting their progress against the ELG's. We give the opportunity for parents to discuss these judgements with the EYFS teacher.

This observation and assessment process underpins the Four Theme: A Unique Child, Positive Relationships, Enabling Environments and Learning and Development.

Planned Observation:

- *Observations will be planned into the curriculum once every term for each child. They will take the form of either a narrative or a tracking observation.*
- *The key person will observe each of their key children.*
- *Observations will be recorded on the planned observation sheet pro-forma.*
- *Next steps for the child will be recorded on the observation sheet and will feed into planning for the term.*
- *Observations are shared with parents via the learning diary.*

Informal Observations:

- *Daily observations will be recorded using the online Tapestry Learning Journey as well as childrens Learning Diaries*
- *The observations will show day-to-day learning of children's achievements, interest and learning styles.*
- *Information is fed into the planning for each child.*

The Learning Diary:

- *The learning diary is a celebration of the children's learning experiences throughout the EYFS. This is a shared book with parents, carers and staff.*
- *A scrapbook format of evidence of the child's learning. Giving evidence of children's achievements, interests and learning styles.*
- *Includes: - Photos/work/informal observations/comments from parents and staff/communications from parents and staff.*
- *The learning journey goes home and comes into school on a daily basis.*

The Tracking Document:

- *In nursery the tracking document is 'A Child's Personal Pathway' this is an overview of each child's progress.*
- *Every term, staff will look at each child's observations and learning journey and will track the stage the child is working in within Development Matters. The relevant date of observation or evidence is recorded on the tracking sheet.*

The Foundation Stage Profile:

- *In reception the children's progress is tracked using the Foundation stage profile.*

Cohort Overview

- *Each year group in the EYFS progress is recorded using a tracking document to show attainment and progress.*

The Characteristics of Effective Learning (A Unique Child)

Throughout the school Building Learning Power is used to underpin all learning.

Within the foundation stage it provides our children with a framework to involve and engage children in all aspects of playing and exploring. It encourages them to be active in their learning and supports them in creating and thinking critically.

5.0 Assessment for Learning (to be read in conjunction with the Feedback, Marking and Presentation Policy, this gives more detail on Assessment for learning)

- Peer assessment – at least one opportunity a week
- Self assessment – at least one opportunity a week
- Marking with opportunity for follow up work – at least one opportunity a week, with follow up comment
- My Voice- completed each half term by child and teacher

6 Recording

- 6.1** We recognise various methods of assessing a child's learning. The type of assessment that we make varies from subject to subject. All subjects are assessed regularly. Such assessments inform the next stage of planning.
- 6.2** Our teachers record the progress of each child to monitor their progress. Each teacher passes this information on to the next teacher at the end of each year.
- 6.3** As a general rule maths is marked with children – a dot is written next to any work which is incorrect; when the work is corrected a tick and a letter 'c' (for correction) are added. In this way we know our verbal comments are being taken on board.

7.0 Reporting to parents

- 7.1** We have a range of strategies that keep parents fully informed of their child's progress in school. We encourage parents to contact the school if they have concerns about any aspect of their child's work.
- 7.2** Regular comments are included in the home/school diary on academic as well as social progress.
- 7.3** We offer parents the opportunity to meet their child's teacher formally three times a year. At the first meeting of the school year we review the targets we have identified for their child. During the summer term we give all parents a written report of their child's progress and achievements during the year.
- 7.4** Results of reading and spelling tests and levels for English, Maths and Science are included in the report for years 2 to 6.
- 7.5** Long Term curriculum plans are available on the school website, parents can see details of work to be covered in the forthcoming half-term or term.

8.0 Consistency

8.1 All subject leaders collect examples of children's work within their subject area to make judgements about the performance of the children's work. By doing this we ensure that we make consistent judgements about standards in the school.

8.2 It is each subject leader's responsibility to ensure that the samples that they keep of children's work reflect the full range of ability within each subject.

9.0 Monitoring and review

This policy is the Principal's ongoing responsibility and its effectiveness is reviewed annually in consultation with the staff.

Signed:

Date: