

## **GRANGE INFANT SCHOOL**

### **ASSESSMENT POLICY**

#### **Rationale**

Assessment, of all children's achievement, behaviour and attitudes is the process by which children's progress is monitored. It is used to provide information for a variety of audiences and purposes.

#### **Why do we assess? (our aims)**

- To define each child's ability: what the child knows, understands and can apply
- To indicate the child's learning strengths and weaknesses
- To ensure early identification of children with SEN
- To inform future planning of learning and target setting: at individual, group, class, cohort and strategic level
- To ensure continuity and progression in children's learning
- To communicate accurate, useful information about the child for children, teachers, parents and appropriate agencies
- To comply with statutory requirements

#### **How do we assess?**

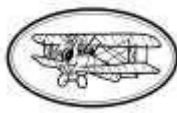
##### **Summative Assessment (Assessment OF learning)**

Systematic recording of information which leads towards a summary of where the child has reached at a specific point in time e.g. SATs, EYFSP, Annual report statements, half termly teacher assessments

##### **Evaluative Assessment**

Analysis of all assessment information to inform the strategic planning and direction of the whole school by evaluating the impact of planning, teaching, and the curriculum on pupils achievement

##### **Diagnostic Assessment**



Finding out what attitudes, knowledge, understanding or skills are learned or not properly learned or applied and therefore may be preventing children making the expected progress.

### Formative Assessment

Includes both assessment for learning-practice which provides information to pupils about **what** to improve, and assessment **AS** learning –any practice which takes **the what** to improve and turns it into **how** to improve.

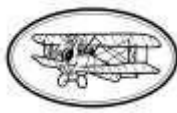
### Principles of Formative Assessment

Assessment for learning will:

- be part of effective planning of teaching and learning
- focus on how children learn
- be recognised as central to classroom practice
- be regarded as a key professional skill for teaching staff
- be sensitive and constructive
- take account of the importance of learner motivation
- promote commitment to learning targets
- provide learners with constructive guidance about how to improve
- develop learners capacity for self-assessment
- raise pupil achievement and maximise progress

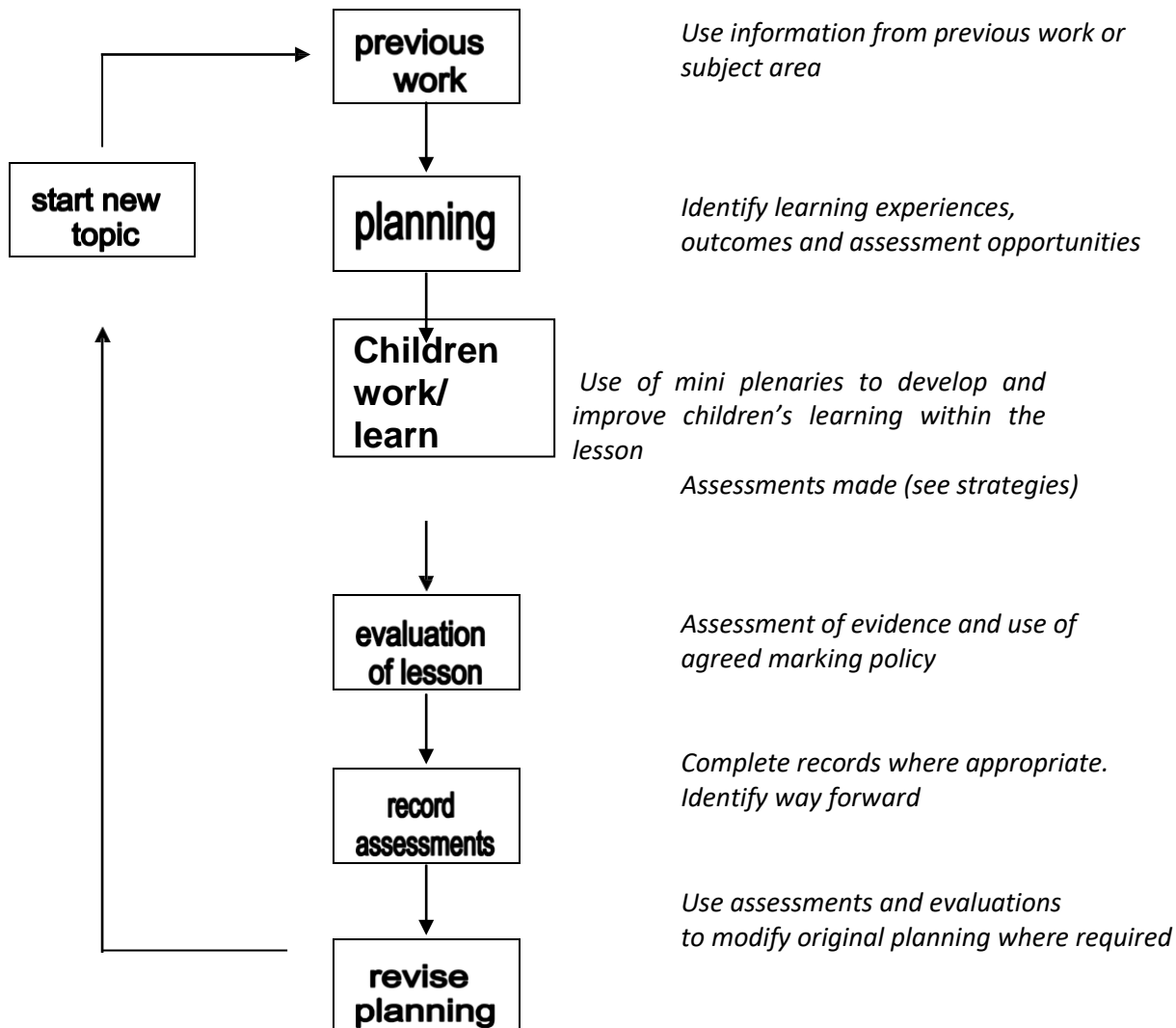
### Strategies for Assessing Learning

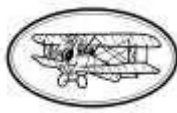
- observation
- questioning / discussion to deepen and further develop learning and understanding
- photography, video, audio taping
- analysis of oral or recorded work
- marking (see marking policy)



- statutory profiles and tests
- use of talk partners to deepen understanding and collaboratively review and improve learning
- pupil generated success criteria
- encouraging the development of a growth mind-set to ensure the children have the motivation to improve their learning
- Separating the learning objective into key skills and context to help children transfer key skills between their learning

### Planning for Assessment





### **Reporting to Parents**

Parents have the opportunity to meet formally with their child's teacher each term. Parents will be supported in helping their child to learn through the completion of a 'Target and Review' Sheet. (Appendix 1)

Annual written reports are sent home in the summer term.

Key Stage 1 summary results are reported to parents individually and printed in the school's prospectus.

### **Early Years Foundation Stage Learning Journey Books**

In the Foundation Stage, children's progress is documented through written teacher observations, photographs and children's own work. This is used as a formative assessment tool and as evidence towards their end of Foundation Stage achievement.

### **Moderation**

Moderation is used regularly to ensure consistency of teacher analysis and judgements of attainment.

### **Differentiation**

Assessment will reflect the school's policies on SEN, Equality, Gifted and Talented children. Any child experiencing difficulty in making progress in line with expectations for their age will have an IEP. Similarly, those children exceeding the expectations for their age will have differentiated learning tasks to meet their needs. Assessment tasks will be free from stereotyped or biased expectations.

### **Record Keeping**

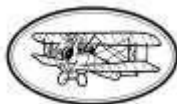
Timings of summative assessments are detailed on the School Assessment Schedule. (Appendix 3)

Class assessment data is held in the class Assessment File.

Summative records are input into Target Tracker Software for the Foundation Stage Profile and Reading, Writing and Maths at Key Stage 1 by the Administrative Assistant.

Target Tracker Reports are analysed in terms of implications for teaching and learning each term and held in the class assessment file.

Curriculum leaders ensure staff are confident and familiar with assessment tasks and recording formats. Curriculum leaders are responsible for ensuring assessments are carried out and results collated for analysis.



### **Using Assessment information for school improvement**

Assessment information provides vital evidence for each class teacher, curriculum leader, year group leader and the leadership team. Analysis of assessment data is used to:

- inform lesson planning to meet the needs of the learner
- inform individual target setting
- evaluate targeted support e.g. SEN, EL, EAL
- provide evidence of strengths and development areas to enable curriculum leaders to plan strategically
- judge the effectiveness of differing aspects of the school's work
- enable comparison with similar schools / county / national standards
- track school standards over a period of time
- inform strategic planning

## **Appendix 1**

### **Target and Review Parent Support**

*Research shows that the children who make the most progress in their learning are those who are supported in their learning at home by parents. This Target and Review sheet is designed to help us work together to help your child make good progress.*

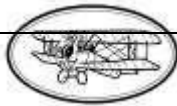
**Child's Name..... Year Group.....**

**Teacher.....**

#### **Autumn Term**



**Ways in which you can help:**



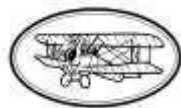
### **Spring Term**



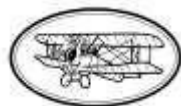
**Ways in which you can help:**

### **Summer Term**

Please refer to the end of year summary report for your child. Regular practising of the targets during the summer holidays will stop children forgetting what they have learned and give them the best start to the next school year.



Grange Infant School Assessment Schedule					
Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Summative KS 1 Reading, writing, maths grades (baseline for year, Performance Management data)	Reading, writing, maths levels	Reading, writing, maths levels	Reading, writing, maths levels	Reading, writing, maths levels  KS 1 SATs	Reading, writing, maths levels (Performance Management Data)
Report Statements: Foundation Subjects	Report Statements: Foundation Subjects	Report Statements: Foundation Subjects	Report Statements: Foundation Subjects	Report Statements: Foundation Subjects	Report Statements: With Final PDL & Lit & Num Assessments
Target & Review Sheet (Parent s' Evening)		Target & Review Sheet (Parents' Evening)			Parents' Evening
EYFS: ALL (baseline for year, Performance Management data)	EYFS: PSE, CLL & PSRN	EYFS: PSE, CLL & PSRN	EYFS: ALL	EYFS: PSE, CLL & PSRN	EYFS: ALL
Analysis: Implications of data for Teaching & learning	Analysis: Implications of data for Teaching & learning	Analysis: Implications of data for Teaching & learning	Analysis: Implications of data for Teaching & learning	Analysis: Implications of data for Teaching & learning	Analysis: Implications of data for Teaching & learning
Subject data analysis (Performance Management)	Monitoring	Analysis & evaluation for Budget Bids & Strategic Planning	Monitoring	Monitoring	Collate Subject assessment data from all year groups
Target Tracker (Set up & Baseline data for class and pupil groups) Annual Reports Set up & curricular statements for year	TT up date  Annual Reports: enter curricular assessments	TT up date  Annual Reports: enter curricular assessments	TT up date  Annual Reports: enter curricular assessments	TT up date  Annual Reports: enter curricular assessments	TT up date  Annual Reports: enter curricular assessments & PDL & final Lit & Num assessments



Target Tracker (Performance Management ) SATs Feedback (staff) SIP review	TT Autumn Package Analysis of National data. Staff feedback SEF 3 HT Performance Management	TT Analysis re Implications for T & L  LLP Validation	TT Analysis for strategic planning	TT Analysis re Implications for T & L	TT SATs analysis
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**KEY**

**Class Teacher**

**Yr Group Teams**

**Subject Leader**

**Admin Officer**

**Leadership Team**