

# CHURCH ASTON INFANT SCHOOL



## Assessment Policy

December 2017

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## The Purposes and Principles of Assessment

At Church Aston Infant School we believe the key purpose of assessment is to move children on in their learning. Continued monitoring of each child's progress gives a clear picture of what each child is capable of and how they can be helped to develop their learning. It is important that the teacher knows what has been remembered, what skills have been acquired, and what concepts have been understood. This enables teachers to reflect on what children are doing and informs future planning. The outcomes of our assessments will help children become involved in raising their own expectations. Such attainment needs to be compared with the child's previous work, against other children in the cohort, against the Local Authority and against National attainment. Our assessments will also provide information for others including:

- Parents to show progression/concerns, and involve them in the teaching process
- Other teachers and staff to help them plan and gain informed views
- Outside agencies to provide evidence of attainment
- SENCo to provide evidence of attainment

In Church Aston Infant School it is the responsibility of the Governors to ensure that the Assessment Policy is maintained and reviewed annually. It is the responsibility of the Head teacher to ensure that all staff responsible for assessing pupils have a shared understanding of all aspects of summative and formative assessment. All staff will be kept up-to-date with developments in assessment practice through continuing professional development to help them become confident in understanding technical aspects of data such as: 'scaled scores' and the strengths and weaknesses of assessment. There should be a shared understanding of the importance of engaging pupils and parents in the assessment process.

'The Final report of the Commission on Assessment without Levels' (Crown Copyright 2015) states;

'The overriding principle of good assessment is that it should be clearly tied to its intended purpose. There are three main forms of assessment: **in-school formative assessment**, which is used by teachers to evaluate pupils' knowledge and understanding on a day-to-day basis and to tailor teaching accordingly; **in-school summative assessment**, which enables schools to evaluate how much a pupil has learned at the end of a teaching period; and **nationally standardised summative assessment**, which is used by the Government to hold schools to account. Good formative assessment ranges from the probing question put to a pupil as they think something through; quick recap questions at the opening of a lesson; scrutiny of the natural work of pupils; right through to formal tests.'

### In-School Formative Assessment

High quality formative assessment is an integral part of teaching and learning. It is likely to take place on a daily basis and will take the form of:

- Question and answer during class
- Marking of pupils' work
- Observational assessment
- Regular short re-cap tests
- Scanning work for pupil attainment and development

It will have multiple benefits:

- Improving the quality of teaching
- Contribute to the raising of standards
- Enable schools to deliver education in a way that best suits the needs of the pupils and strengths of the staff

Teachers will assess pupils' knowledge and understanding of a topic or whether a skill can be demonstrated with increasing independence, and identify where there are gaps. Rich question and answer sessions targeted at individual pupils will inform the teacher of each pupils learning. This identifies for the teacher what needs to be focused on in future lessons. It can prompt the teacher to consider how their teaching approach can be adapted to improve pupils' understanding. In turn the teacher can consider the best assessments to use in order to accurately evaluate whether the new approach has been effective.

It is important that the information gained from formative assessment can help all pupils to understand what they need to improve. How this information is shared with the pupils is dependent on the activity and their age. This may be done orally (e.g. through targeted question and answer), or in writing. It may be communicated to individuals, groups or the whole class. Please refer to the **Marking and Feedback Policy 2017** for more information.

Time needs to be allowed before the assessment to ensure pupils are prepared for it in a way which clarifies its purpose and after the assessment to support pupils in identifying what they have learned from the assessment about where they need to target their efforts. For the youngest children this will need to be supported so that they can be helped to understand their achievements.

This approach identifies where early intervention can be provided promptly to address any concerns in pupils' progress.

## **In-School Summative Assessment**

In-school summative assessment is an integral part of teaching and learning. It will form part of the review process and takes place:

- At the end of a unit of work
- To support judgements at the end of a Key Stage or as they move from one class to another
- At a review for pupils with SEN and disabilities on levels of independence, confidence and attitudes to learning.

In Church Aston Infant School we use a combination of teacher assessment and specific external commercial tests which enables the school to measure attainment and demonstrate improvement over a long period of time.

The selected commercial tests have been validated and align with the school's assessment principles and are administered in line with the test protocols. There will always be strengths and weaknesses of relating to different types of assessment. Teacher assessments are moderated in school with all teaching staff and are also moderated within the local cluster of schools with local leaders. This validates the judgements made by teachers and enables judgements to become more accurate.

It will be used by teachers to inform parents, teachers and curriculum leaders of the current attainment and how secure a pupil was in their knowledge of the previous year's curriculum and how ready they are for progression.

## **Parents**

Parent/Teacher meetings will be used to verbally inform parents of their child's attainment and progress. These meetings will be used to communicate to parents how their child has already shown improvement and how they can support their child to improve further by building on previously learned knowledge and skills.

These conversations will be used as a stimulus for home/school links to develop pupils' learning so that pupils can be supported at home more effectively.

## **Teachers**

The information provided by the assessment can support the following year's teacher in differentiating the support given to pupils in the class to achieve the positive outcomes. Teachers will use their professional judgement to decide which evidence is the most appropriate for targeting and informing teaching and learning.

## **Pupils**

Assessment outcomes need to be communicated to pupils to ensure they have the right impact and contribute to pupils' understanding of how they can make further progress in the future. This may take the form of pupil voice meetings. These may need to be supported for the youngest children or for those with specific needs through the use of visual methods.

## **Nationally Standardised Summative Assessment**

Nationally standardised summative assessments will include:

- National Curriculum Tests at the end of Key Stage 1
- Phonics Test at the end of Year 1

These assessments are set by the Government and can be used to compare children's achievement from school to school. The scaled scores enable progress to be measured through the Key Stages.

## **Teaching Strategies and Learning Opportunities**

At Church Aston Infant School we provide for differing abilities and strengths, and aim to provide learning experiences, which accommodate a variety of learning and teaching styles. We use differentiation as a planned process of intervention in the classroom to maximise potential based on individual need. We, therefore, need to take account of adult perception as well as task and test results to analyse strengths and weaknesses of a child. This is particularly important in subjects where attitudes and verbal responses are the measure of the child's learning and achievement.

It is important that formative and summative assessments are incorporated into the planning process. Directed time is allocated for staff to plan each week. It is expected that all staff will support

each other through their subjects and expertise. Planning should indicate appropriate assessment opportunities.

## Information about how assessment outcomes will be collected and used

The majority of information will be shared with pupils to aid their understanding of what they need to do to progress. A smaller proportion of information will be shared with parents. This includes Statutory Assessment results at the end of the Foundation Stage and Key Stage 1 and also includes the Phonics results at the end of Year 1. This statutory information will be sent to the Local Authority and Government and some may be used for evaluating teacher and school performance. Any collection of assessment outcomes should guard against causing unnecessary workload and being a distortion of outcomes.

## Recording

Recording needs to be ongoing, manageable and useful. Not everything needs to be recorded. Vast amounts of data are not necessary. At Church Aston Infant School the purpose of recording assessment outcomes is to:

- Help teachers monitor children's progress
- Recognise achievement and celebrate this with the child.
- Aid memory: we cannot remember everything so it is best to write it down, especially to note specific achievements, quick progress, gaps in learning etc.
- Note strengths and weaknesses
- Document evidence
- Inform planning
- Form a basis for reporting to:
  - Children
  - Parents
  - Local Authority
  - Government
- Provide a summary for discussion, and informs verbal and written reports

## Reporting

The report format provides opportunities for comments by the:

- Class teacher
- Parent
- Head teacher

Our reports are written in the summer term and are summative and informative; they provide information on children's progression and achievements to date. Comments are subject specific, and are written to clearly show how well a child is progressing against their own targets and against the cohort in general.

Reports follow the agreed procedures laid down by legislation and report all legal requirements. A child's attendance is noted, as well as authorised and unauthorised absence. Opportunity is given for parents to discuss this report with teachers.

Home/reading records provide a two-way communication about each child's progress in reading.

## **SEND**

It is important that any form of assessment is inclusive of all abilities. It will be necessary to find alternative ways to enable pupils to demonstrate their understanding through practical application that can be observed or discussion with the pupil and parents. Pupils can provide useful insight into their own understanding and their views alongside the value of feedback will enhance pupils' learning. All children have differing needs and those with SEN and disabilities may be more complex than others. It is the responsibility of the class teacher with the SENCo to find the best way to accurately assess progress, attainment and wider outcomes of pupils with SEN and disabilities.