Stalyhill Infant School

Assessment Policy

Date Adopted:	Autumn 2021
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Staff Member:	HT

At Stalyhill Infants we will continuously strive to ensure that everyone is treated with respect and dignity. Each person will be given fair and equal opportunities to develop their full potential regardless of their gender, transgender, ethnicity, culture and religious background, sexuality, disability, or special educational needs and ability. The school will actively promote equality and foster positive attitudes and commitment to an education for equality.

What is assessment?

At Stalyhill Infant school, assessment is a continuous process which involves the seeking and interpreting of evidence and information for use by learners and their teachers to decide where the learners are in their learning, where they need to go next and which is the best way to get there. We believe that assessment should not only be ***for*** and ***of*** learning but should also be seen ***as*** learning.

An integral part of the National Curriculum Statutory procedures; this policy outlines the purpose and management of assessment information in our school.

Assessment is not separate from, but an integral part of the curriculum plan and its strategies for teaching and learning.
Recording achievement recognises not only the skill and knowledge in written form but also practical skills, social attitudes and personal qualities that represent the wider aims of education.

Additional point to note: As a school we continually work to develop the ethos that comes with having a Growth Mindset, and the development of this ethos has had a profound effect on the way we teach and assess learning. We have moved away from traditional methods of differentiation and grouping, to a more flexible approach which assumes that all children are capable of achieving their age-related expectations given the right amount of support and scaffold and the right learning opportunities.

Please read this policy in conjunction with the following policies:

- **Feedback for Learning policy**
- **Teaching for Learning**
- **Special Educational Needs and Inclusion**

Why do we assess children's learning?

- To give learners clear and accurate feedback at the point of learning, on their attainment and progress
- To clarify the learner's present understanding and competence and gauge progress.
- To assist in the diagnosis and identification of special needs.
- To chart the learner's progress and achievement throughout the school.
- To improve the continuity and progression of learning.
- To ensure continuity and coherence throughout the school and to assist in the smooth transition to other schools.
- To give the SLT and subject leaders a clear picture of progress and achievement within the school.
- To provide relevant information to various outside agencies and other key stakeholders when appropriate.
- To be the basis of clear and accurate reporting of progress and attainment to parents.
- To promote the greater involvement of learners and parents in the teaching and learning process.

What does assessment look like at Stalyhill Infant School?

Purpose	Also known as…	Characteristics	What does this look like in school?	Audience
Assessment ***for*** learning	Formative Assessment	Assessment ***for*** learning helps teachers form a clear picture of the abilities and needs of the learner. Assessment is done for the purpose of measuring what the learners can and cannot do at any given point in the learning process, and informs future planning decisions. It: ➢ Is ongoing ➢ Is usually tied to learning objectives and intended outcomes ➢ Provides information that informs decisions about future planning ➢ Allows teachers to provide immediate feedback that guides the learning.	• Targeted questioning • Verbal feedback at the point of learning • Challenge questions • Observations of learning and play • Peer assessment • Use of plenaries • Pre-assessment tasks** • Baseline assessment** ** as well as informing future learning, pre-assessment tasks and baseline assessments also enable teachers to evidence the progress of learners by providing a clear starting point.	Teachers Learners

Assessment ***as*** learning	Self-assessment	Assessment ***as*** learning involves the learners in the process of looking at their learning and reflecting on their own abilities. With teacher guidance and through focused activities, learners are encouraged to think about and assess their own learning. It: ➢ Is ongoing ➢ Is usually tied to learning objectives and intended outcomes ➢ Assists learners in becoming aware of their learning process ➢ Involves self-monitoring and self-evaluation ➢ Requires teacher direction and support	• Pupil discussion • Reflection weeks • Self-assessment • Continuous Provision • Lead learners	Learners Teachers
Assessment ***of*** learning	Summative assessment	Assessment ***of*** learning measures the learner's abilities to meet outcomes after learning and practise have occurred. It can be formal or informal. It: ➢ Is tied to learning outcomes – **Age Related Expectations** ➢ Occurs at the end of a year, term or unit of learning ➢ Is used to evaluate whether learners have achieved the learning outcomes and to what degree ➢ May be used to make decisions about the learner's next placement	• EYFS profile • End of Key Stage 1 SATS • End of year summative assessment • Post-assessment tasks • Phonics Screening Check • Scrutinising the learning in children's books, floor books and learning stored on iPads or other technology	Leadership incl. Governors Parents Local Authority Government External agencies Receiving schools

Characteristics of Effective Learners / Meta-cognitive strategies

CORE

Read,Write Inc. – 6 weekly assessments

Scarborough Reading Rope diagnostics

Talk 4 Writing – end of unit assessments

White Rose Maths – end of unit assessments

Assessment at Stalyhill Infant School

Foundation subjects

Progressive curriculum in place – expectation that children progressing as planned will meet ARE.

Formative assessment completed at the end of each topic/unit

Identification of children with barriers to learning / not meeting and support/scaffolds put in place

End of year summative assessments made against 'Sticky Concepts'

Early Years Foundation Stage

Progressive curriculum in place – expectation that children progressing as planned will meet GLD.

Ongoing, formative assessment of learning at end of each unit / topic.

Identification of children with barriers to learning / not meeting and support/scaffolds put in place

End of year summative assessments made against ELGs/GLD

What are we assessing against?

Since the removal of National Curriculum levels, all schools are working towards learners meeting and exceeding **End of Year Expectations** or **Age Related Expectations (ARE).**

For each subject, there are a set of statements which outline what a learner should know or be able to do in order to be 'meeting' the expected standard for their year group.

At Stalyhill Infants, we make our assessment judgements against the corresponding year group statements. We have adopted the language of 'Working Towards', 'Meeting' or 'Exceeding' when we are discussing learner's attainment in the different subjects. Learners are continually assessed in the ways outlined above and teachers use these assessments to make ongoing judgements as to the progress and attainment of each learner throughout the year, culminating in an overall end of year judgement.

We recognise that children's learning is not always linear and rates of progress can be dependent on a range of factors. Due to this we do not ascribe a unit of measurement to in-year progress but instead consider whether we believe a learner to be 'On track to meet', meaning that their learning is moving forward at an expected and largely consistent rate, without barriers, and the teacher is satisfied that they will go on to meet the end of year expectations.

How do we reach judgements on each child's progress and attainment?

At the end of each term, class teachers meet with SLT to discuss the attainment and progress of each child individually and the class as a whole. This 'Pupil Progress meeting' focuses primarily on the core areas of learning – phonics/reading, writing and maths, but also considers each child holistically and in regards to other subjects and general learning behaviours.

During Pupil Progress meetings, a professional and diagnostic dialogue takes place and a number of proformas are completed relating to the progress and attainment of the class and individuals. These include;

- Simple View of Reading – **Appendix 1**
- Class on a page – **Appendix 2**
- Class ranking – **Appendix 3**

Next steps for learning, along with any additional support or challenge required for individual children, are then identified and discussed within the meeting and plans are put in place.

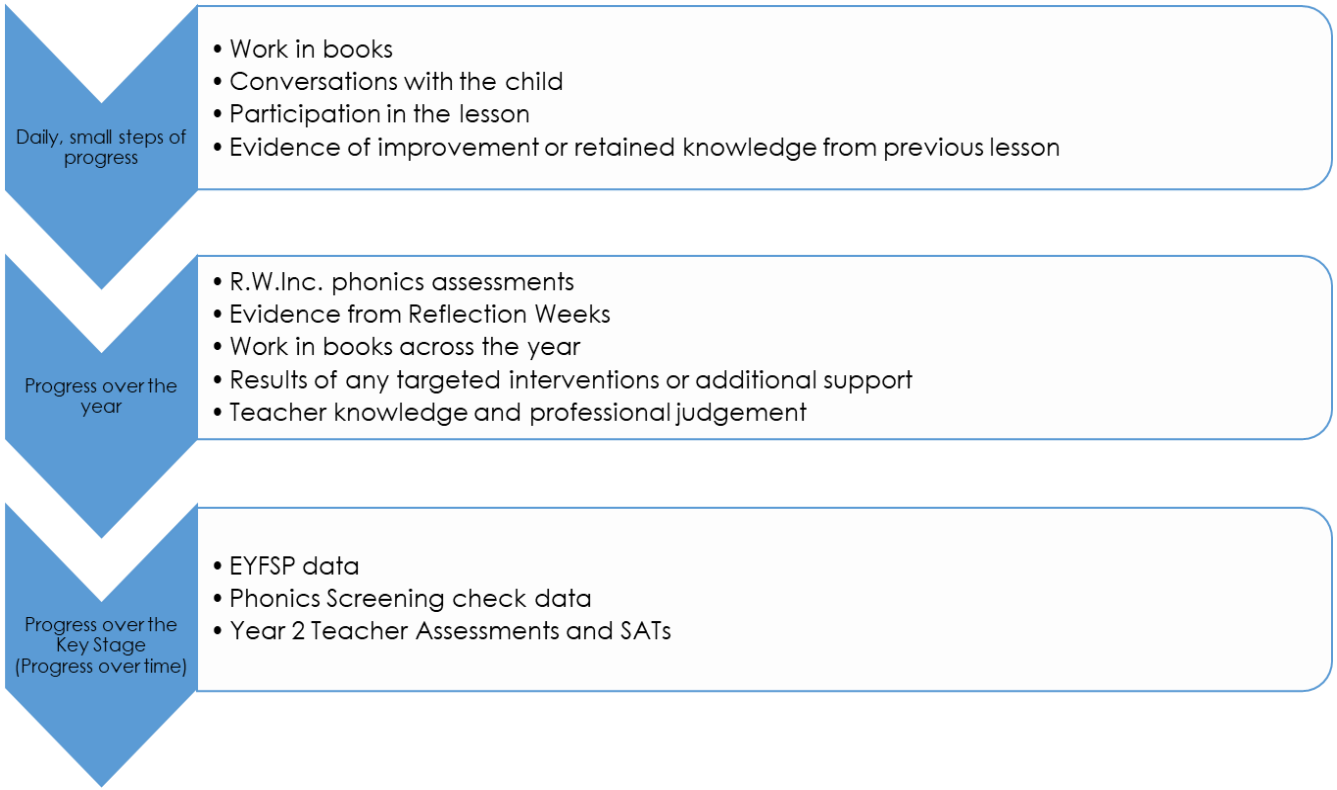
At the end of each academic year, alongside a judgement on attainment, a summative judgement regarding each child's progress in the core subjects is also made, primarily as an indicator for parents and receiving class teachers.
Here a child may be judged to have made;

- expected progress
- less than expected progress
- more than expected progress

These judgements are made based on starting points.

At the end of Year 2, a formal judgement on the progress made by a child from EYFS to the end of Year 2 is identified using EYFSP data and Year 2 teacher assessments. This is considered to be 'Progress over time' and is the only unit of progress formally reported on.

Sources of evidence used when assessing progress



How do we know our judgements are secure?

We recognise the value and need to ensure that our assessment judgements are secure and therefore place a great deal of emphasis on the process of moderation;

Once per term, all the staff will meet together to carry out formal internal moderation in which they will look at a range of work from a chosen number of children in a class in order to validate that teacher's assessment judgements.

Staff in each year group will also informally carry out this exercise regularly, during their planning sessions.

Alongside this, staff in all year groups will link up with staff from several other schools throughout the year to carry out the same moderation tasks but this time externally, this includes moderating work with colleagues from the Stalybridge Moderation cluster, Junior school (Y3 team), and colleagues from within and outside of Tameside LA, including Teaching Schools.

As an Infant school we are externally moderated by the Local Authority at least every other year for our end of KS1 results and are also subject to EYFSP moderation and Phonics Screening Check monitoring visits.

What does assessment look like within the Foundation Stage?

Assessment in Reception has changed significantly in light of the EYFS Reforms (2021).

The six areas of learning assessed during a child's time in Foundation Stage and completed by the end of the Reception year are:

- Personal, Social and Emotional Development
- Communication and Language
- Literacy
- Mathematics
- Physical development
- Expressive Arts and Design
- Understanding the World

At Stalyhill Infant School, we know that the best use of staff time in Reception is working directly with children, both individually and in groups, to move children's learning forward and teach key skills and knowledge. In line with the new EYFS reforms, we have therefore removed the need for staff to complete high numbers of daily observations, formally record all achievements and complete tick lists.

At Stalyhill Infant School our EYFS curriculum has been written in line with Development Matters 2021, with the addition of further skills, knowledge and experiences that we feel are appropriate for our children, families and community. We are confident that this comprehensive, progressive and carefully designed curriculum will enable the vast majority of children to reach the ELGs by the end of the year.

Baseline Assessment

On entry to Reception, a Baseline Assessment is completed on each child. This is usually done within the first 2 weeks of a child attending school full-time. The Baseline Assessments give staff a clear starting point for children and are used to evidence each child's progress during their time in school from Reception to Year 6.

Ongoing, formative assessment

Staff in Reception meet each week to discuss children's attainment and progress against the intended learning outcomes, in all areas of the curriculum, for that week. Within these discussions staff identify children that have not reached the desired outcomes and any barriers to learning that have been identified. These children are then targeted for immediate, additional input in order to close the gaps as quickly as possible. Any identified gaps and barriers across the cohort are also used to inform future planning and next steps in learning.

One piece of English and one piece of maths learning is collected per child, per week, these are kept in the children's books. All other areas of learning are documented in the class floor books.

At the end of each half term, a Reflection week is held, during which staff provide tasks and activities that enable the children to showcase the learning they have completed over the half term. This provides staff with a clear opportunity to assess knowledge and skills as well as the depth of knowledge and independence the children are able to evidence when completing the tasks.

It is at this point that staff complete formal observations and record their assessments of children's learning.

Summative Assessment

At the end of each term, Reception teachers complete a termly data tracker for each child, based on their teacher knowledge, learning recorded in books and any additional evidence collected, including assessment information collected during Reflection Weeks. Reception staff engage in regular moderation, within the staff team, whole school staff and externally within the cluster, to ensure assessment judgements are accurate and to clearly identify what outcomes staff would expect to see at each particular stage in the year. They then share this data with SLT in the termly Pupil Progress meeting.

In the summer term children are finally assessed against the EYFSP and a final assessment judgement is made.

How do we assess children with SEND?

At Stalyhill Infant school we know the importance of and are committed to, early intervention;

If teachers have a concern about a particular child, they will discuss with the SENCo what action to take in the interests of the child. In some cases, small adjustments to the child's provision or routine may be all that is required to remove any barriers to learning, however where need is greater, an Individual Education Plan (IEP) may be put in place, these are then reviewed termly with the whole team surrounding the child.

In many cases therefore, the progress of children with SEND is therefore measured against their own personal IEPs rather than against End of Year expectations.

How do we report to Parents?

In the final half term, teachers report to parents on their child's progress and achievements in all curriculum areas, together with comments on personal and social development through an annual report. The child's attainment in all subjects but particularly Reading, Writing, Maths and Science will be reported to parents in terms of 'Working towards', 'Working at', or 'Working above' End of Year expectations.

Parent's expectations for information:

- How is my child doing (achievement)?
- Is my child reaching the level expected for their age (attainment)?
- Is my child improving (progress)?
- Is my child working hard (effort)?

The class teachers provide outline plans for each half term through curriculum summaries to parents.

Parents are invited to attend two Parents Evenings during the course of the year to discuss their child's progress and achievements.

End of Key Stage 1 SATs results and teacher assessments are sent to parents (with comparative data) with the annual report. Year 1 and 2 Phonics Screening Check results are also distributed to parents with the annual report.