



Written: Summer 2024

Review: Summer 2025

Rationale

This policy intends to:

- Make clear our vision of the role of assessment as part of teaching and learning at Valley End Infant School.
- Provide clear guidelines for the implementation of the policy.
- Describe the procedures in place for monitoring and evaluating assessment practices.
- Define clear responsibilities in relation to assessment.
- Provide clear definitions, procedures and purposes for different types of assessment.

Principles of Assessment

All assessment should:

- Enable individual pupils to make progress in their learning.
- Relate to shared, clear learning objectives and success criteria.
- Be underpinned by the confidence and acknowledgement that **every** child can and will make progress.
- Help all pupils to demonstrate what they know, understand and are able to do.
- Include reliable judgements about how learners are performing, related, where appropriate, to national standards.
- Involve both teacher and pupils reviewing and reflecting upon on-going classroom assessment, marking and feedback.
- Provide feedback which leads to pupils recognising the 'next steps' in their learning and how to work towards achieving these.
- Enable teachers to plan more effectively in order to meet the learning needs and next steps of **all** pupils.
- Provide the school with information to evaluate teaching and learning and set appropriate pupil, class and school targets.
- Be analysed and then used to adapt whole school approaches to teaching and learning to ensure the best outcomes possible for every child.
- Enable parents to be involved in their child's progress.

Roles & Responsibilities

- Teachers in partnership with Higher Level Teaching Assistants (HLTAs) and Teaching Assistants (TAs), Learning Support Assistants (LSAs) are responsible for carrying out summative and formative assessments with individual pupils, small groups and whole classes.
- The outcomes of summative assessments are reported to the Headteacher, GST, the SENdco (if appropriate) and the relevant Subject Leader.

The Headteacher, Assistant Headteacher, the SENdco and the relevant Subject Leaders are responsible for ensuring that:

- Each class teacher uses the pupil tracking programme, Arbor, to analyse the progress and attainment of individual, groups and vulnerable groups of pupils and to set individual pupil attainment targets.
- All staff are familiar with the current Assessment Policy and practice.

The Headteacher and Assistant Headteacher are responsible for:

- Monitoring standards in the Core and Foundation Subjects.
- Analysing pupil progress and attainment, including individual pupils and specific pupil groups.
- Identifying pupil groups who are vulnerable to underachievement in relation to age.
- Prioritising key actions to address underachievement of individuals and groups.
- Reporting to governors on all key aspects of pupil progress and attainment, including current standards and trends over previous years.
- Holding teachers to account for the progress individual pupils make towards their end-of-year targets.
- Enabling class teachers to meet every half term for pupil progress meetings.
- Ensuring that national summative assessments and tests (EYFS baseline and end of year assessments, Year 1 phonics test) are administered and reported according to statutory guidelines.

Subject Leaders are responsible for:

- Ensuring all staff are familiar and with the Assessment Policy, practice and guidance for their particular subject.
- Ensuring that assessments of individual pupils and groups are being carried out for their particular subject.
- Monitoring standards in their subject according to the school's assessment system and processes.

Monitoring, Moderation and Evaluation

- The Headteacher and the Assistant Headteacher will take overall responsibility for ensuring that the Assessment policy is put into practice within the school.
- Policy and practice will be reviewed regularly with staff.
- Early Years Foundation Stage assessments are moderated every three years by the Local Authority
- End of Key Stage 1 assessments are regularly moderated by the Local Authority in response to statutory requirements.
- Each term, staff moderate and agree Key Stage 1 and EYFS assessments and assessment evidence both internally and externally with other schools within GST.

Types of Assessment

There are three main types of assessment:

- 1) In-school formative assessment. This is used by teachers to evaluate pupils' knowledge and understanding on a day-to-day, lesson-by-lesson basis and to then tailor teaching accordingly.

In-school formative assessment is achieved by:-

- Assessing pupils' understanding and next steps against specific learning objectives and success criteria.
- Assessing pupils' understanding and next steps against pupil's individual targets.
- Questioning pupils and then assessing a pupil's depth of understanding from their responses.

- Adapting, shaping and extending lessons and class activities in response to pupils' understanding or misunderstandings.
- Assessing pupils' understanding whilst working with groups of, or individual pupils.
- Assessing pupils' understanding by listening to their responses, answers and explanations.
- Assessing pupils' understanding and next steps through quality marking and feedback.
- Making judgements related to pupils' self and peer assessments.
- Assessing pupils' understanding by observing and listening to the responses of pupils through open-ended activities and tasks.
- Planning future class lessons and activities based on the outcomes, pupil responses and understanding from previously taught lessons and activities.

2) In-school summative assessment. This enables the school to evaluate how much a pupil has learned at the end of a teaching period and measures attainment and progress.

In-school summative assessment is achieved by:-

- Collecting assessment evidence through pupil responses, understanding, observations and work sampling in line with in-school assessment procedures as set out below.
- Moderating and agreeing assessment evidence against assessment descriptors (see below) amongst Valley End staff and staff from other GST schools.

In-School Assessment Procedures.

Early Years Foundation Stage (EYFS):-

In EYFS, assessments are made using the Early Years Foundation Stage Profile within the:-

Prime areas:

- Personal, social and emotional development
- Physical development
- Communication & language

Specific areas:

- Literacy
 - Mathematics
 - Understanding of the world
 - Expressive arts and design
- At the beginning of each academic year, teachers use The Base-line Assessment to assess pupils' understanding of the Prime and Specific areas as described above.
 - Each term, through on-going observations and assessments, each child's level of development is assessed within the different areas of the EYFS profile. The results of these on-going assessments are then inputted into Arbor each term.
 - Each child's level of development is assessed against the Early Learning Goals. The children are assessed to have either met or not met expectations in each area. This will then show if children have met or not met the ELG. This information is then passed onto

the Year 1 teachers through Arbor and also through handover meetings alongside a short commentary on each child's skills and abilities in relation to the three key characteristics of effective learning.

- Each term, the Headteacher enables teachers and year groups to meet and discuss the attainment and progress of each pupil in relation to their end of year target.

Key Stage One:-

- In Reading, Writing and Mathematics, assessments are made against our end of year assessment grids provided by GST. These are linked to the National Curriculum but break down each objective into clear objectives.
- Relevant objectives are assessed during each half term using the language of 'Working Below Year their year group' (BLG), 'Working Towards Expected'(WTS), 'Working At Expected' (EXS) or 'Greater Depth' (GDS). Teachers keep on-going records and evidence of these assessments.
- At the **beginning** of each academic year, children's end of year assessment creates their baseline for the current academic year. These baseline will then automatically create their targets for the end of year.
- At the **end** of each term, using the end of year assessment grids, teachers make an overall judgement whether pupils are 'Working Below' their current year group (BLG), 'Working Towards' year group expectations (WTS), 'Working At' year group expectations (EXS) or 'Greater Depth' (GDS).
- During that first term, some pupils will be identified to make accelerated progress and will be given new targets.
- Each term, the Headteacher enables teachers and year groups to meet and discuss the attainment and progress of each pupil in relation to their end of year target.
- The Foundation Subjects are assessed at the end of each unit of work using a whole class grid. Children are identified to be BLG, WTS, EXP or GDS. Subject leaders create these grids and ensure they are complete by staff and used to inform future planning.

- 3) Nationally standardised summative assessments. These are assessment procedures that are set by the Department for Education in order to judge the attainment of pupils against national expectations.

Early Years Foundation Stage

Teachers in Reception carry out a Baseline Assessment on all children within 6 weeks of them starting school. This provides a clear starting point for all children starting at our school and enables us to look at value added and differences in cohorts.

Year 1:-

Year 1 pupils undertake a phonic test during the Summer Term. This is administered and marked internally by class teachers or by the Headteacher. Pupils are tested on their ability to segment and blend phonemes into real words and pseudo (alien) words. There is a pass mark and teachers report to parents as to whether or not their child has passed or failed the phonics test. Pupils who do not pass the test, retake during Year 2.

Year 2:-

During the Summer Term, at the end of Key Stage 1, Year 2 teachers use national frameworks for teacher assessment in Reading, Writing, Maths and Science. Teachers report teacher

assessment judgements against nationally expected standards in these subjects using teacher assessment frameworks. In Reading, Writing and Mathematics, teachers assess as to whether pupils are 'working towards' the expected national standard, 'at' the expected national standard or 'working at a greater depth' within the expected standard. Teachers collect assessment evidence and information over the academic year in order to inform teacher assessment at the end of Key Stage 1. There is no greater depth assessment in Science.

Please refer to the following supporting policies:

- Mathematics
- English
- Science
- Physical Education
- Computing
- RE
- Teaching and Learning
- Marking and Feedback
- Equalities
- Special Educational Needs and disabilities