

Carlton Central Infant and Nursery School

Assessment Policy

At Carlton Central Infant and Nursery School we use our assessments to raise the learning standards and expectations throughout the school to enable every child to fulfil their potential.

Through assessment at Carlton Central we aim:

- To raise attainment for all pupils and inform target setting by gathering a range of information about the performance of individuals, groups of pupils, cohorts, key stages and whole school information

Types of Assessment

There are three broad categories of Assessment

- **Formative:** Identify future targets for the class, group and individual as appropriate within the subject areas.
- **Diagnostic:** Identify children's strengths and weaknesses.
- **Summative:** Monitor children's progress. This is an essential tool for identifying progress over a period of time.

Effective assessment in the school is characterised by:

- Meaningful and useful information about the pupils' achievement and progress transferring with the pupils as they move from:
 - Foundation Stage (Foundation Stage Profile) to Key Stage 1.
 - Key Stage 1 to Key Stage 2.
 - Class to class

Uses of assessment

- To promote continuity and progression between year groups.
- To ensure a consistent approach to judging children's attainment.
- To have high expectations and give every learner confidence that they can succeed.
- To establish what learners already know and build on it.
- To use assessment for learning in order to motivate and help children take their next steps in learning.
- To give children ownership by involving children in self-evaluation.
- To provide information to inform the school's self evaluation process that will then be built into the school's improvement plan.
- To track the individual progress of every child.
- To identify and support children with SEN.
- To ensure consistency between groups of children and ensure there are no gaps between the achievement and attainment of groups of children.
- To assist in evaluating the impact of our teaching and learning.

Roles and responsibilities

Class Teachers/TAs:

Class teachers and T.A.s are responsible for the ongoing and everyday assessment, which is built in to all of our teaching and learning. Teachers make assessments on a continuous basis by observing the ways in which pupils work, asking questions to determine levels of understanding, identify difficulties, and using further questions to direct pupils through tasks. Class teachers also carry out assessment activities. They retain records to pass on to future teachers and report on children's progress to parents and carers. Assessments should also be shared with other colleagues within the school who may work with a particular child, (SEN Support Staff and outside agencies). All class teachers maintain assessment folders. The folders will contain all assessment information for the current class; Teachers are also supported in entering their own class assessments into our electronic tracking system, EAZMAG. Teachers and TAs should have a good working knowledge of each child's ability and gaps.

Pupils:

The children themselves have a central role in the assessment process. We encourage our pupils to be aware of where they are on the learning journey; where they need to be, and what they have to do to get there. They are given opportunities to assess their own work and celebrate progress.

Parents and carers:

We emphasise to our parents that they have a key role in supporting their children's learning. All parents and carers are expected to attend Parents' Evenings in order to find out about their child's progress and what the next steps in their learning should be, and how they can support them in this. We welcome and encourage input from parents/carers regarding their children's progress.

SENCo:

The Special Needs Co-ordinator may gather assessment information about individual children through the use of additional assessment materials. The results and recommendations of these assessments will also be shared with class teachers and with parents/carers and support staff. Results of such assessments will also form part of applications for additional support.

Administrative Support Staff:

The entering of pupil performance data into the school's computer systems is the responsibility of the administrative support staff and the assessment co-ordinator. Foundation Stage Assessments and end of KS1 Assessments are entered by the teaching staff, supported by the administrative team and the assessment co-ordinator.

Assessment Co-ordinator:

The Assessment Co-ordinator has overall responsibility for Assessment at the school, under the direction of, and in liaison with, the Head Teacher and will:

- Be responsible for the collation of all pupil performance data in school.
- Arrange for computerised management of pupil performance data.
- Oversee the analysis of pupil performance data.
- Liaise with other key staff, including: -
- Class teachers (re. Pupil performance Target Setting).
- Curriculum Co-ordinators (re. Subject-specific pupil performance analysis and target setting).
- The Senior Management Team (re. School Improvement Planning).
- SENCO
- The Head Teacher (re. Whole School assessment and target setting issues).

Head Teacher:

- Will report to governors on the outcomes and implications of assessment information.
- Will take part in an Annual Performance Review, and will use the outcomes of the Review to establish whole school improvement targets for the School Improvement Plan.
- Outcomes will also inform the agreement of objectives for the purpose of Teachers' Performance Management.
- Will liaise closely with the assessment co-ordinator, SENCO and take an active role in the tracking of pupil progress.

It is continuous assessment within the daily routine or lessons which is the most valuable form of assessment. It is frequently carried out by:

- Examining the child's work/product and assessing against agreed criteria, then setting appropriate targets that are shared with the pupil.
- Children following up on feedback.
- Discussion with the child, individually or in groups, asking questions etc.
- Encouraging the pupils to pose questions.
- Intervening in small groups to ascertain the child's understanding of the work.
- Listening to the children read, discussing books and using running records to record progress and to diagnose difficulties.
- Marking of work to an agreed policy.
- Asking children to research or discuss something and come up with ideas and conclusions.
- Assessment, using appropriate criteria for maths, science, English and ICT.
- Knowledge of Individual IEP's for special needs in line with the code of practice.
- Ongoing records of children's work.
- Assessing Pupil Progress.
- Observing children undertaking directed or self-chosen independent activities.

Effective every day assessment is promoted by;

- Sharing learning objectives at the start of every lesson.
- Enabling pupils to engage in self assessment.
- Referring back to learning objectives during and at the end of the lesson.
- Writing a learning objective on children's work so the teacher and pupil can refer to it.
- Ensuring that children understand the L.O. and know what they have to do to achieve it.
- Ensuring children know that there is always more to learn.

Foundation Stage

Carlton Central Foundation Stage adheres to the principles of assessment for learning. . The Foundation Stage practitioners analyse and review what they know about each child's development and learning and then make informed decisions about the child's progress. This enables them to plan the next steps to meet each child's development and learning needs. All practitioners who interact with the child contribute to the assessment process, as well as the children and parents/carers

Children are assessed on entry, throughout and at the end of F1, and throughout F2 against the Early Years Foundation Stage Profile. The data is logged onto EAZMAG for analysis by the Foundation Stage and assessment co-ordinators to identify the next steps for learning.

Teachers participate in regular moderation meetings, both in house and with other local practitioners. This provides an external quality assurance and validation of our teacher assessments.

An emphasis is placed upon assessing the children through a majority of child initiated activities.

Currently children in EYFS are assessed against the Foundation Stage Profile and the 17 Early Learning Goals.(ELG) At the end of the year children are reported as to whether they are 'emerging', 'expected' or 'exceeding' for each ELG and whether they have achieved a good level of development. (GLD)

From September 2015, all children entering Reception will take part in a baseline assessment. This will be used to assess the progress of children who enter reception year. The baseline assessment will

score each pupil against the typical expectations for children at the start of the reception year. It will be linked to the learning and development requirements of the Early Years Foundation Stage (EYFS). This is so that staff can tailor learning to the needs of the cohort, groups and individuals.

Tracking

Tracking is monitored and reviewed regularly by the Foundation co-ordinators and the Assessment co-ordinator.

Ks1 assessment of Maths, English and Science

Statutory Phonics Screening Check

In June all pupils in year 1 sit a phonics screening check. Pupils who do not achieve the required threshold at the end of year 1 repeat the check at the end of year 2. Children who have not passed the screen or who are risk of not passing the screen will be given extra support through intervention groups.

Statutory Assessment at the end of Key stage 1 - Year 2

Year 2 children will be assessed against the end of key stage performance descriptors for the 2014 national curriculum. Children in year 2 will sit test papers and tasks which will be used to inform teacher assessment. This will be shared with our junior school to ensure a smooth transition.

The tracking of each child's progress is the responsibility of the class teacher who put the children into target groups according to each child's ability. The results of class assessments are put onto our electronic tracking system, EAZMAG. Individual pupil progress over time can then be monitored by the class teacher, the subject co-ordinators, the assessment co-ordinator and the head teacher so that timely interventions can be made to ensure no child is slipping behind. Individuals, vulnerable groups, as well as gifted or talented pupils, can be identified and the appropriate support given. All teachers in the school will maintain, short, medium and long-term recording for assessment:

Short-term recording will:

- Have clear learning objectives and success criteria where appropriate.
- Inform planning at short and medium term levels
- Be useful when talking to other teachers/SENCO/Nurture lead
- Help identifying particular issues.
- Inform the teaching approach.
- Inform the grouping of pupils.
- Inform the deployment of staff.

Verbal assessment will be used to:

- Make lesson aims and objectives explicit.
- Check oral understanding of pupils.
- Use a variety of different types of questioning to enable pupils to self assesses.

Constructive marking and feedback will be used to:

- Celebrate achievements with the pupils.
- Provide targets for children to work towards
- Help children to understand the next steps they need to make in their learning
- Provide examples of modelling to help children understand concepts more clearly.
- Mark/respond to pupils work, including highlighting developmental points and including annotations for other adults where appropriate.

Medium-term recording:

Periodic assessment will,

- Allow teachers to make judgments about national curriculum levels attained.

Long-term recording

Long term assessment will include:

- The Foundation Stage Profile.
- Statutory assessments at the end of KS1.
- Any other periodic assessments that have been agreed to be used by the school e.g. Read Write Inc. trackers.

Recording achievement.

- Subject co-ordinators monitor their subject every term to ensure that the curriculum is being covered effectively and work is of a similar quality across subjects.
- End of year results are recorded on Assessment Manager.
- Assessments are recorded onto EAZMAG. Each class teacher is responsible for recording results every term.
- The assessment co-ordinator, the Head Teacher, SENCO and other members of the senior management monitor and analyse the results, on the senior management version of EAZMAG to look for gaps.
- Achievements are celebrated in each class with stickers, achievement boards, certificates, and stars etc.
- Certificates from the Head Teacher, dinner staff, and from other agencies are awarded in The Gold book assembly.
- Photographs celebrating achievements are displayed around school.
- Assessment folders contain evidence of children's achievements.
- Reports are sent out at the end of each term.
- Parents/carers are always welcome in our school. Much liaison between parents/carers and teachers take place informally, but parents are invited to make appointments for extended discussions.
- There are three parent/carer evenings arranged each year for parents to discuss their child's progress and achievements with the class teacher.
- Reviews take place with the SENCO on a regular basis to discuss children with IEP'S.
- Children with complex needs are discussed formally with the SENCO, teacher, parents/carers and appropriate outside support agencies.

Transfer of information

- Reading diaries
- Assessment sheets for core subjects
- Records of achievements
- Entry and baseline assessments
- Annual reports to parents
- IEP's and appropriate information
- Medical information
- Confidential information

Standardisation/Moderation

The process of moderation is an essential part of our school assessment system. As a school we ensure that time is set aside each term for moderation to take place. The purpose of this is to ensure that our data is accurate and consistent across the cohorts, school and other schools. Teachers and support staff are involved in the moderation process to ensure agreement on the criteria for the ARE's in the following ways

- With colleagues in school – key stage meetings, staff meetings, 1-1 with subject leaders,

- With colleagues from other schools through local networks, cluster meetings, joint staff meetings
- By attending LA sessions to ensure our judgements are in line with other schools
- By using national exemplification materials (where available)
- Through external moderation of Foundation Stage and Key Stage 1

Policy reviewed Oct 15

To be reviewed Oct 17