



## Assessment Policy

March 2022

Version	Date	Author	Summary
1.0	April 2016	Rachel Park	Curriculum and Resources Committee
2.0	May 2020	W. Southgate	FGB
3.0	March 2022	Suki Taylor	Some wording changes

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## **Vision Statement**

Here at Southwood Infant School we put the children at the centre of all we do. We want all our children to enjoy their time here and to make excellent progress both academically and personally. We recognise that every child is unique and deserves the opportunity to be happy, feel valued and experience success. We believe that children learn best through first-hand experience and our curriculum is designed so that pupils are stimulated and motivated to learn. We have high expectations of our children and promote the highest standards of behaviour, based on our strong school values of Excellence, Respect and Enjoyment.

This policy supports and reinforces the aims of Southwood Infant School, valuing all children and staff equally and as individuals.

## **Aims:**

Effective assessment is an essential element of good teaching and learning. At Southwood Infant School, Assessment for Learning (AfL) is utilised as a tool for raising attainment and securing good progress for all pupils.

High quality feedback to children about their learning helps them to understand how to be successful, what they have achieved and what they need to do to improve further. Good assessment practice ensures lesson planning is based upon a sound knowledge of pupils' learning styles, attainment, progress and the next steps in their learning. Reporting to parents through formal parent consultations, an annual written report and information about their child's attainment ensures that teachers and parents are working together to allow each child to achieve their full potential.

Detailed analysis of assessment information plays a crucial role both in raising standards and in school self-evaluation, by identifying areas of strength and weakness at an individual, group, class, year group and whole school level. This information then guides strategic planning at these levels. This analysis is also essential in enabling the governors to have a clear understanding of the performance of the school.

## **Purposes**

The purposes of assessment at Southwood Infant School are:

- for children to demonstrate what they know, understand and can do in their work.
- to help children understand how well they are doing and what they need to do next to improve their work.
- to allow teachers to plan work that accurately reflects the needs of each child.
- to track the attainment and progress of individual pupils, groups and cohorts of pupils and thus inform future planning and to close any gaps in attainment.

- to provide the next teacher with information which will ensure smooth transition and promote continuity and progression across the school.
- to provide receiving schools with information to ensure children's swift transfer and continuous progress.
- to provide the Senior Leadership Team with information which allows them to monitor and make judgements about the effectiveness of the school and identify strengths and weaknesses in the curriculum, utilising this information to inform school improvement planning.
- to provide subject leaders with information which allows them to monitor and make judgements about the effectiveness of practice within their subject area.
- to provide governors with information on the school's performance which will aid their monitoring procedures.
- to provide regular information for parents which will enable them to support their child's learning.
- to provide parents with information about the performance of the school.

At Southwood Infant School we believe that Assessment is only effective when it is viewed as part of the cyclical process of Teaching & Learning:

Assessment for Learning is about:

- Providing effective feedback to children.
- Actively involving children in their own learning.
- Adjusting teaching to take account of the results of assessment.
- Recognising the profound influence assessment has on the motivation and self-esteem of children, both of which are crucial to learning.
- Considering the need for children to be able to assess themselves and to understand how to improve.

### **Key Elements of Assessment for Learning at Southwood Infant School:**

- Effective Marking & Response
- Next step marking (Think Pink Pens)
- Extension / Support marking
- Time for children to respond ( Purple Polishing Pens)
- Self & Peer Assessment
- Green for marking & Pink for next steps
- Accurate 'Within Lesson' Assessment for Learning
- Range of high quality questioning
- Pupil Talk
- Self & Peer assessment opportunities
- Flexible planning
- Flexible groupings
- Cut-away strategy used effectively

- Consistent & Reliable Teacher Assessment
- Strong evidence base
- Periodic Assessments used to inform planning
- Robust Moderation practices
- Robust pupil progress tracking
- Timely interventions for stuck & stalled pupils
- Booster Groups: Keep Up not Catch Up
- 'Learning Focussed' Planning
- Clear Learning Aims & Success Criteria
- Clear focus on 'Learning', including
- Rich tasks, high quality learning outcomes
- Effective & appropriate differentiation
- Scaffolding & Deepening (Differentiation)

**These strategies will result in:**

- The majority of children making at least expected progress
- The majority of children meeting or exceeding age-related expectations
- Some children exceeding their expected progress
- Planning appropriate interventions so that stuck and stalled children make accelerated progress in order to narrow the gap
- An appropriate level of challenge for children of all abilities
- Children who understand and respond to teachers' marking
- Children who know and understand themselves as learners (self-assessment)
- A culture of mutual respect and support of each other as learners
- A common and consistent language for learning
- Accuracy and consistency in whole school assessment procedures
- A clarity of learning in all lessons across the school

**Learning Objectives & Success Criteria**

Clear, focused learning objectives should be the building blocks of every lesson. Teachers should ensure that learning objectives are based upon knowledge, skills and understanding; there should be a clear distinction between the task and the intended learning and this distinction should be made clear at the planning stage. Once a clear learning objective has been set, success criteria should be generated in the following way with the children using the phrase 'I can'.

'Scaffolding' should identify how children who are struggling will access key learning e.g. through resources / adult support / re-presenting the learning in a different way (e.g. a simpler calculation strategy). 'Deepening' should not introduce new learning but should allow children to extend and deepen their understanding by applying the new learning in a different context or in a more extensive way.

## **Assessing Reading, Writing and Maths at Key Stage One**

Children are assessed regularly against the end of each phase and at the end of year objectives for their year group using Key Performance Indicators (KPI's) from the Hampshire assessment model. Throughout the year, teachers assess children against these objectives, using the Hampshire Assessment Model. At each Assessment Phase, teachers will make a judgement about whether each child is 'secure for age related expectations' for meeting the end of year objectives. These judgements will be informed by the following assessment materials:

- Hampshire Phased Objectives
- HAM model and information booklet
- Year 2 Interim descriptors/Year 1 National Descriptors/EYFS
- Own professional judgement and knowledge of the child e.g. taking into account how far the child has to go before achieving the objective
- Ongoing assessments made by teachers
- When making judgements about a child's 'secure to meet ARE (age related expectations), teachers should look for evidence in children's books, as well as using ongoing assessment judgements and ephemeral evidence.

### **HAM model and KPI's**

The Model KPI's should be used regularly (ideally weekly) to assess each child against current learning objectives. Children are assessed using the following assessment language:

Working Towards Age Related Expectation = Blue

Close to Age Related Expectation = Orange

At Age Related Expectations (Secure) = Green

Greater Depth (Beyond Age Related Expectation) = Purple

At Southwood Infant School, our Periodic Assessment Phases using the Hampshire model are as follows:

Phase 1: End of November

Phase 2: End of February

Phase 3/4: End of May/June

When making these judgements, teachers should refer to the criteria given and the exemplification material provided by Hampshire.

## **Moderation & Standardisation**

Regular moderation of 'secure in ARE' will take place within Year Teams and from the SLT, under the direction of the Assessment Manager. The moderation process should remain the same as it was when moderating levels; when moderating judgements, teacher should look for evidence of each objective being achieved.

Southwood Infant School also takes part in two large cluster moderation sessions in the Spring term, as well as regular cluster events with local schools. We also attend county standardisation meetings for reading, writing and maths at KS1

## **Foundation Subjects**

Teachers keep an on-going class assessment record in an excel format for Science, History, Art, Design and Technology, R.E, Computing and Geography with clear learning objectives. Objectives which have been achieved should be coloured as above for Working Towards-Blue, Close to-Orange, Secure-Green or Beyond-Purple against each child's name.

Subject Leaders are responsible for reporting upon standards in their subjects to the Headteacher and the governing body.

## **Responsibilities**

The Headteacher will:

- Maintain an overview of assessment in the school
- Ensure assessment data (both internal and external) is collated and analysed, utilising the information to support school improvement and thus raise standards at a whole school level
- Ensure that statutory requirements are met
- Manage the whole school data systems
- Keep up to date and inform staff on latest information and requirements.
- Lead pupil progress meetings.
- Inform Governors about the school's performance on at least a termly basis.

The Assessment Manager (Assistant Headteacher) will:

- Lead all staff in meeting expectations and keeping up to date with changes to assessment
- Review and update the policy
- Monitor and evaluate the policy to ensure it is being consistently used by all teachers
- Have a clear and detailed understanding of what the assessment information means about the school's performance
- Utilise assessment information to raise standards at a whole school level, leading developments and changes in assessment practices

- Ensure consistency in assessment procedures and judgements, including through internal moderation procedures
- Remain up to date with Assessment pedagogy and practices
- Oversee the planning for able child extension groups and opportunities, in response to assessment data
- Monitor the attainment and progress of able children across the school

Key Stage Leaders will;

- Ensure their team are fully up to date and aware of the school's policy and procedures regarding assessment
- Utilise assessment information to inform them of the effectiveness of practice within their year group and to use this information to raise standards
- Produce termly cohort reports

SENCO will;

- Monitor and report on the progress of pupils on the SEND register
- Use assessment data to update the SEND register, in consultation with other staff
- Ensure all tests for SEND children are administered, and results collated
- Ensure Individual Education Plans are reviewed and new targets set termly, in line with the SEND policy
- Provide guidance and support in assessment procedures for children on the SEND register
- Ensure structured interventions are in place for SEND children and guide and support staff in delivering and assessing these to ensure they are effective in closing the gap and in ensuring individual children's IEP (individual education plan) targets are met.

Subject Leaders will;

- Ensure plans include clearly defined learning objectives and identify assessment opportunities
- Advise colleagues on assessment and recording in their subject
- Utilise assessment information to inform them of the effectiveness of practice within their subject and to use this information to inform subject action plans and raise standards within their subject area

Class Teachers will;

- Identify learning objectives to be assessed on planning
- Use and monitor pupil target sheets for reading, writing and maths
- Mark children's work in accordance with the marking policy
- Make regular assessments against AREs & EYFS strands and use these to inform planning.

- Attend regular pupil progress meetings to agree targets and strategies for all children, and to identify additional support for those children whom are not making good progress.
- Prepare and write annual reports for parents, as well as, November and March target sheets for parents meetings.
- Provide samples of assessments and marking for monitoring and moderation
- Keep appropriate records of children’s attainment and progress
- Ensure that the specific assessments requested by the SENCO are carried out for pupils with SEND and that Individual Education Plans are maintained and regularly reviewed in accordance with the school’s SEND Policy

Teaching Assistants will;

- Deliver intervention programmes under guidance from the SENCO and class teachers
- Annotate and mark children’s work as appropriate and in line with this policy, in order to inform Teacher Assessments
- Maintain regular communication with class teachers and other staff regarding pupil progress and attainment
- Support teachers in the delivery of assessment tasks and tests, ensuring children’s independence

### Annual Assessment Cycle

Autumn	Spring	Summer
YR Baseline Assessment (September / October)	Ongoing Classroom Assessments	Year R end of FS Assessments (June)
Ongoing Classroom Assessments	Year R FSP Assessments (Feb / March)	Year 1 Assessment data June
Phase 1 Assessments (November) YR – Y2	Phase 2 Assessments (February)	Year 2 Assessment data June
Targets shared with parents at Parent Consultations (October/ November)	Progress data shared with parents at Parent Consultations and short report given to parents with targets, effort and achievement (February/ March )	Ongoing Classroom Assessments
Milestones Meetings (SLT & Governors)	Pupil Progress Meetings (March)	Year 2 Statutory tests (May)
Pupil Progress Meetings (December)	Milestones Meetings (SLT & Governors)	Year 1 Phonics Screening (June)
ASP Online analysis (November)		Annual Reports to Parents (June)
Language link testing of Year R children and new starters to the school		DEST testing in Year R and spelling and reading tests in KS1 for selected children.
		Milestones Meetings (SLT & Governors)
		End of Year Data Analysis (all year groups)



