

**Alvaston Infant and Nursery School**

**Assessment Policy**

**November 2020**

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| **Review date** | **By whom** | **Summary of changes made** | **Date implemented** | **Date ratified** |
| **November 2020** |  |  |  |  |
| **March 21** | **MA** | **Changes to timelines and foundation subjects** | **March 21** |  |

**This Policy has been ratified by the Governing Body and a signed copy is kept in the Office.**



**Assessment Policy**

**Introduction**

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

We strongly believe that giving children high quality feedback about their learning helps them to understand how to be successful, what they have achieved and directs them to the next steps in their learning. Therefore, they can act upon advice and feedback and become better learners. Good assessment practice ensures lesson planning is based upon a sound knowledge of pupils’ prior learning and it should encompass a range of different learning styles. Reporting to parents through formal parent consultations, progress reports and an annual written report gives them valuable information about their child’s attainment. It also ensures that teachers and parents are working together and we believe this will allow each child to achieve their full potential.

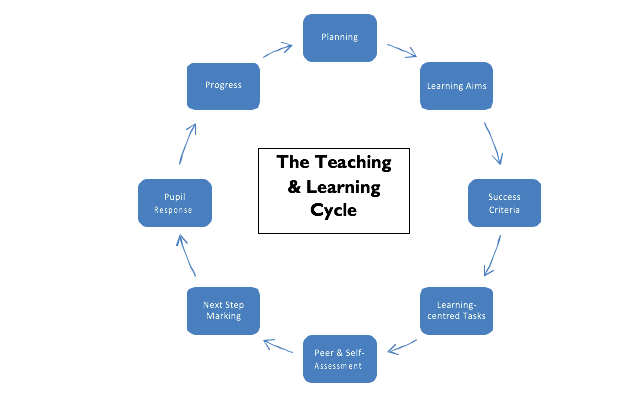
Detailed analysis of assessment information plays a crucial role both in raising standards and in school self-evaluation, by identifying areas of strength and weaknesses such as individual, groups, classes, year groups and at a whole school level. This information then guides strategic planning at these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

**Aims**

At Alvaston Infant School, we want to ensure that assessments:

* Are for children to demonstrate what they know and understand.
* Assess whether learning has ‘stuck’ (sticky learning) and connections have been made.
* Establish where revisitation is needed.
* Enable children to see what they are doing well, and together, with a teacher, they identify next steps.
* Are completed during lessons, when possible, and that immediate feedback and intervention work should be completed timely.
* Are ongoing and are used to form targets, which are shared with parents regularly.
* Allow teachers to plan work that reflects the needs of each child.
* Are a way of evaluating teaching and learning.
* Are used to track the attainment and progress of individual pupils, groups and cohorts of pupils and thus inform future planning.
* Enable the Senior Leadership Team and Subject Leaders to monitor progress. It will allow them to make judgements about the effectiveness of the school, which will subsequently identify strengths and weaknesses. This information will then be used to drive school improvement.
* Provide Governors with information regarding school improvement, which will aid their monitoring procedures.
* Inform parents about how their child is progressing, in relation to their own year group’s expectations and should give them valuable information regarding how to support their child’s learning.

At Alvaston Infant and Nursery School, we believe that effective assessment should be a continuous cycle.



**Assessment for Learning**

We ensure that assessment for learning is integrated into all lessons and we focus upon: where learners are, where they need to go next and how to best get them there. Children are involved with planning their own learning and will be given the opportunity to complete pre and post learning tasks to ensure that teachers are planning for the children’s immediate needs and assessing them effectively. These will mainly be in the form of Exploration and Revisitation Weeks. These assessment opportunities will be well planned and will be centered around play, speech, language and communication. Teachers will also consider children’s wellbeing and involvement and will evaluate how this impacts attainment and progress.

We strongly believe that assessment is an integral part of our teaching practice. Planning will be adapted daily to reflect this. At Alvaston Infant and Nursery School, we ensure that children know what they are learning and are given time to reflect upon their learning, through discussion, questioning and self/peer assessment. Teachers will make notes upon individual children’s needs and these notes will form personalised targets for the children. These are regularly shared with parents, and adults in the classroom, will have dedicated time with the children to address these needs. Personalised targets will be made in relation to all curriculum areas and in relation to personal development and skills e.g. tying shoe laces.

We aim for all of our children to become reflective and resilient learners who embrace challenges and complete them at a level which is appropriate to them, with the majority meeting or exceeding ARE (Age Related Expectations). Children will be fully involved in the marking and feedback process and will know how to further improve their work. Children who develop misconceptions or who do not meet the intended learning outcome will be part of a timely booster/intervention group, so that we are diminishing gaps/differences. These will be short and frequent and should not exceed 15 minutes. Children accessing interventions will be regularly monitored to ensure they are not part of unnecessary interventions.

**Key elements of AfL at Alvaston Infant and Nursery School:**

**‘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)

**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

**Accurate ‘Within Lesson’ Assessment for Learning**

* Range of Questioning
* Pupil Talk
* Self & Peer assessment opportunities
* Notes taken to inform individualised targets
* Flexible planning
* Flexible groupings

**Effective Marking & Response**

* Next step marking (Green for Growth)
* Verbal feedback
* Immediate extension / Support marking
* Time for children to respond
* Integral Self & Peer Assessment

**Learning Intentions and Success Criteria**

At Alvaston Infant and Nursery School, we believe that children should know the intended learning outcome are should know what ‘good work’ looks like and what is expected of them. Learning Intentions are based upon knowledge, skills and understanding and are realistic for children to achieve. These will be shared with the children at an age-appropriate level. Learning intentions will be broad and transferrable so that children can make connections across the curriculum.

In English, maths, and other subject areas, where appropriate, success criteria will be shared with the children and they will be asked to reflect upon the success criteria through self/peer assessment. This will make children more reflective and critical learners.

**Summative Assessments:**

These assessments will focus upon reviewing performance over a period of time and will be used alongside teacher assessment where appropriate (E.g.in Year 2, when children have sat their End of KS1 tests). These assessments give the teacher a clear sense of whether pupils are able to use the knowledge, skills and understanding they have developed in different contexts and learning has ‘stuck’ and is committed to the long term. Summative assessment will also inform the teacher’s medium- and long-term planning and can provide the evidence to link pupils’ attainment to national standards.

**Assessment in EYFS**

In the Early Years, teachers and practitioners will observe the development of children and will track their progress using the Early Excellence Tracker (EExAT), which is linked to their chronological age. This promotes a holistic approach and and considers the whole child.

Each child will undertake an initial baseline assessment. Following this, the progress of each child will be tracked using developmental milestones, which are timetabled for individual pupils at six monthly intervals, culminating in a EYFS Profile Score at the end of Reception. The EYFS Profile provides a reliable, valid and accurate assessment at the end of the EYFS, which can then be analysed and used diagnostically when pupils make the transition into Key Stage One. Assessing in this manner allows practitioners to create a bespoke curriculum, which meets the needs of individual learners.

There is a robust moderation cycle in place in the EYFS to ensure that judgements are aligned and accurate.

**EYFS Internal Moderation Timetable**

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| --- | --- | --- |
| **Term** | **Areas for moderation** | **Evidence** |
| Autumn 1 | Leuven scales – Well-being / Involvement / Characteristics of Effective Learning. |  |
| Autumn 2 | Communication and Language / maths / (supports LA/Understanding and mathematical reasoning) |  |
| Spring 1 | Physical Development and Literacy (Gross and fine motor skills to support physicality of writing) (Communication and language links with Literacy) |  |
| Spring 2 | Personal, Social Emotional Development and Expressive Art Design (Interactions to support Imaginative and dramatic play) (Links can be made to CL/CoEL etc.) |  |
| Summer 1 | School/team to decide area for moderation. |  |
| Summer 2 | ELGs Moderation |  |

**Assessment in KS1**

**Timetable of Assessment**

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| --- | --- | --- |
| Subject | Assessment | Assessment Points |
| Reading | PM Benchmark Assessment (done formatively with the teacher)  This will be triangulated with the KS1 Reading Assessment Framework (For Year 1 and Year 2)  Summative Reading Assessment – Year 1 only (to support teacher assessment) | September (Baseline), December, March and May / June  Progress and attainment data will be formally analysed in: Sept, Dec, March and May/June.  \*Year 2 to use end of KS1 TAF  To be done in May/June |
| Phonics | Diagnostic Assessment (AI&NS) | September and as needed |
| Phonics Screening ‘Check Ups’ (Year 1 only) and Year 2 retakes | November, February and April |
| Phonics Screening Check Year 1 | June |
| Writing | Writing Assessment (Using AI&NS Assessment Framework) | September (Baseline), December, March and May/June\*  Progress and attainment data will be formally analysed in: Sept, Dec, March and May/June.  \*Year 2 to use end of KS1 TAF |
| Mathematics | Maths Teacher Assessment Framework (Independent Work only) | Ongoing (Ideally a few weeks after you have taught a certain concept / topic)  Progress and attainment data will be formally analysed in: Oct, Feb and April/May. |
| Summative Test (to support TA Framework) | Baseline, Feb and June  (Y2 SATs will count for the summative assessment in June) |
| Other Curriculum Areas | AI&NS Holistic Assessment Approach  (evidence will be gathered through a variety of means, including ‘built in’ assessment tasks, quizzes, work, discussions and an end of unit task) | Exploratory, baseline assessment at the beginning of a unit of work and a revisitation assessment a minimum of 2 weeks after the intended learning has been taught. Assessment judgements will take the form of a holistic approach, taking account of a range of evidence gathered throughout each unit of work. |

* KS1 SATS will also be administered in Year 2 for mathematics and reading in May

**Tracking Progress and Attainment**

**Writing**

In writing, each child has an AI&NS Assessment Framework or TAF in the back of their exercise book. This enables teachers to clearly track the progress of individuals, identify gaps and plan appropriate next steps. The Assessment Frameworks enable us to make judgements with regards to both progress and attainment, which are recorded on a progress tracker. Two points of progress is deemed to be satisfactory progress, three points of progress is deemed to be good progress and four points of progress is deemed to be outstanding progress. With regards to attainment, the pupil has to have met all the criteria within a standard for that standard to be awarded. This will be awarded as PKS, WTS, EXS or GDS. Teachers can use their discretion as to whether to mark off standards as they go along or at certain data collection points.

**Mathematics**

In mathematics, children have an AI&NS Assessment Framework or TAF in the back of their exercise book. This enables teachers to clearly track the progress of individuals, identify gaps and plan next steps for individuals, groups and classes of children. The internally devised summative assessments and KS1 SATS mathematics tests also provide us with summative data to help inform our teacher assessment judgements and plan for future learning. Teachers can use their discretion as to whether to mark off standards as they go along or at certain data collection points.

**Reading**

In reading, the teacher assessment framework will be used alongside PM Benchmarking as our main form of assessment. The assessments will be used to track progress by assessing each child’s reading level and reading skills. Children will be expected to make 3+ reading stages progress per year. This will be deemed satisfactory progress. If the child makes 4 stages of progress, this will be deemed good progress and 5 stages of progress will be deemed outstanding progress. The PM Benchmark tool should help teachers make judgements about what reading stage each child is working at and should be used diagnostically to inform the next steps in learning. This information will be recorded on a Reading Progress Tracker. With regards to attainment, the pupil has to have met all the criteria within a standard for that standard to be awarded. This will be awarded as PKS, WTS, EXS or GDS. Teachers can use their discretion as to whether to mark off standards as they go along or at certain data collection points. A summative assessment and KS1 SATS reading tests also provide us with summative data to help inform our attainment judgements and plan for future learning.

**Phonics**

At the beginning of the academic year, pupils in Years 1 and 2 will undertake a ‘Phonics Diagnostic Assessment’, so that teachers can address gaps quickly for those pupils who are in danger of falling behind. Interventions / Booster Groups will then be put in place to address these needs and help pupils to ‘keep up’ with their peers. Mock phonic screening checks will also be undertaken with pupils at risk of falling behind as / when appropriate to inform next steps and future planning.

**Subjects across the Curriculum**

At the beginning of a new unit of work, an exploratory formative assessment week will take place. Teachers will plan a series of activities, which will aim to assess key knowledge and skills that are intended to be taught, retrospectively. This will be to assess prior knowledge, skills and understanding and teachers will adapt / amend their planning as a result. This will involve children discovering things for themselves and will be centred around speech, language, communication and play. Teachers will make notes / observation against the intended learning aims. Observations must not be recorded in a lengthy manner and class teachers / support staff will then make **brief** notes on the Medium Term Planning / Assessment document. These may be key words which will enable the class teacher to: encompass prior knowledge, skills and understanding; consider what revisitation opportunities might be needed; note what particular support or extension might be required for individuals or groups of children.

It is imperative that these activities are suited to the age and ability of the children and that children are not ‘capped’ by their recording ability, unless this is a key element, which is being assessed.

After the initial exploration week has taken place, the teacher will make a ‘sensible’ and ‘best fit’ judgement as to where each child is benchmarked. The children’s initials will be recorded on the appropriate assessment section of the document and a percentage of children who are ‘Working Towards’ the expected outcomes, already achieved ‘Expected’ outcomes or already ‘Exceeded’ expected outcomes (as outlined on the Medium Term Planning / Assessment document) will be calculated and recorded. Teachers and support staff will also make a judgement regarding the child’s wellbeing and involvement throughout the week.

At this point in the sequence of learning, it is highly likely that the majority of the class will be ‘Working Towards’ the unit’s expected outcomes, however, this should not be assumed.

Planned assessment opportunities will then be built into units of work and the teacher will build up a ‘holistic’ view of the child when making a summative assessment judgement at the end of a unit of work by taking into account a range of evidence throughout the unit. For example, discussions, quizzes, observations, written tasks. At the end of the unit, teachers will wait at least 2 weeks and a revisitaion week will be planned for. This will again be centred around practical experiences and speech, language and communication. The teacher / support staff will engage in these activities, asking questions and facilitating conversations (where necessary) and they will then make a summative judgement as to whether each child is ‘Working Towards’ the expected outcomes, has achieved the ‘Expected’ outcomes or ‘Exceeded’ expected outcomes (as outlined on the Medium Term Planning / Assessment document). The initials of each child will be recorded in the assessment section on the document and any brief notes / findings or opportunities for future revisitation will be recorded. These must be kept brief and in note form.

The teacher will then calculate the percentage of children who are ‘Working Towards’ the expected outcomes, who have achieved ‘Expected’ outcomes or already ‘Exceeded’ expected outcomes. These percentage outcomes will then be compared to the initial percentages obtained from the exploratory week, to examine the proportion of children who have demonstrated progress as a result of the teaching and learning sequence. This process should enable Class Teachers and Subject Leads to analyse data and examine the impact of the teaching and learning across different subject areas. Through triangulating this evidence, with lesson and book looks and through discussions with the children and the teaching staff, Subject Leads will be able to make robust and fair judgements about the teaching and learning across the school in their subject areas. Class Teachers must inform their Year Group Lead and the Curriculum Lead that their assessments have been completed.

**Moderation of Assessment:**

Moderation of assessments will take place in and across year groups. At the end of the Summer Term, there will be a Moderation Week, where staff will spend time with their new class and their previous class teacher and they will work together to moderate any assessment judgements which have been made. This robust system of moderation will ensure that judgements are sound and are agreed upon by the appropriate staff members. Staff will also attend local moderation meetings and training within their local cluster of schools.

Moderation and Quality Assurance (QA) will also be undertaken by Subject Leaders, in line with the School Improvement Plan and Monitoring Cycle.

**Reporting to Parents:**

At the beginning of each year, parents will be invited in to the class to meet the class teacher. At this meeting, the teacher will outline the curriculum expectations for the corresponding year group. Formal Parents’ Meetings will take place during the year during October and February, and also upon request from any parent. Parents will be kept up-to-date with their child’s progress and assessment data will be shared with them.

Parents will receive a short report, which will inform the parents of the progress being made by their child in February. This will also document where their child is working at (in February) in relation to Age Related Expectations. E.g. PKS, WTS, EXS or GDS. During the Parents’ Meeting in February, there will also be a discussion regarding whether their child is on track to reach end of year Age Related Expectations. The formal Summer Term report, which will include summative data, will be sent out in July.

Personalised targets will be shared with parents regularly. Teachers may hold other meetings with parents to discuss pupil progress and parents are actively encouraged to come in to school if they have any concerns or questions about their child’s progress.

**Responsibilities:**

Teachers are responsible for ensuring that assessment practices are effective within their own classroom. They will ensure that the school Assessment Policy is adhered to and that ‘Assessment for Learning’ addresses children’s immediate needs and extends and consolidates learning. They will ensure that they adapt planning, where necessary, to meet the needs of the children. Teachers will administer assessments in a fair and professional manner and will report data in the agreed format in a timely manner. Children who are not making expected progress will have timely interventions to support their learning. This will be shared with parents so that they can work alongside teachers in order to give their children the best possible chance to make progress and succeed.

The Senior Leadership Team will hold Pupil Progress Meetings with staff at regular points throughout the academic year to monitor and address issues concerning children who are at risk of not making the expected progress. Disadvantaged pupils and pupils with SEND will be a large focus of these meetings.

The Senior Leadership Team will provide feedback to the Governing Body about progress and attainment in key areas. This analysis will be used to drive whole school improvement.

**Monitoring**

Monitoring will take place by the Headteacher, Senior Leadership Team and Subject Coordinators.

This policy should be read alongside our Marking and Feedback Appendix (below).

**Policy Review:** This policy will be formally reviewed in September 2022 by the Senior Leadership Team or sooner if appropriate.

Alvaston Infant and Nursery School Feedback and Marking Policy Appendix:

At Alvaston Infant & Nursery School, we believe that feedback and marking is a crucial part of planning, teaching and learning. Responding to pupils’ work through constructive comments, acknowledges achievement, promotes positive attitudes and behaviour and leads to an improvement in standards. At Alvaston Infant & Nursery School, teachers follow an agreed system and we are consistent with our procedures, which means that children receive personalised ‘in the moment’ feedback and they are able to act upon advice immediately. This consistent approach supports children with their learning and gives clear messages to parents, so that they know what their child needs to do to improve. It is the Class Teacher’s responsibility to ensure that anyone involved in marking their children’s work follows this policy and guidance.

Feedback and marking must:

* Be completed in purple and green pen, so that children can clearly see what they have done well (purple) and they can see what they need to do to improve their work (green for growth).
* Be followed up by the children. They must be given time to reflect upon and respond to the comments and activities. (E.g. forming the letter f, putting in a conjunction, ordering 2 digit numbers, completing a number problem.) These green for growth activities are brought to the child’s attention though the use of a small flower (green for growth). Teachers may need to supervise the child completing their next step activity.
* Use and follow the agreed symbols: Context Indicators, General Marking Symbols, English and maths symbols. These must also be displayed in every classroom and at the back of the children’s maths and English books. (See below.) There may be other comments you may wish to add that are not defined with a symbol.
* It is at the teacher’s discretion as to how many symbols a child is given, however, this should not exceed a maximum of 3 per lesson.
* Show evidence of pupil assessment (red, amber, green in the form of a smiley face) against a learning objective.
* Not correct every incorrect spelling. Instead, teachers should choose a maximum of 3 words to correct. These must be sound buttoned for the children and will be written on the bottom 3 lines of their page. Teachers should consider the appropriateness of the spellings chosen for children to correct.
* Use teacher script.

**Where appropriate, most pieces will summarise what the children have done well and will recommend areas for improvement.**

For teacher assessment purposes and for a point of reference (for the teacher), the margin may be used to evidence assessment criteria. E.g. CEW (common exception word), conjunctions etc. This may reduce workload for teachers, should they choose to do this.

Target Setting

In KS1 teachers must:

* Continually make observations and notes regarding each child’s individualised learning. These must be completed on ‘post-it type’ paper. These observations will then be collated in book form, with every child having a target book. Each child to receive a personalised learning target at least every 2 weeks (some targets may take longer to achieve). These targets MUST be shared with parents, so that they can work on their child’s target with them. For children who have not achieved a target at the end of the 2 week cycle, use the time to do a 5 minute 1:1 session with the child, centred on their target. Their target will then remain the same. It is at the Teacher’s discretion whether to renew a target. Targets should focus on the full curriculum.

