

**Alvaston Infant and Nursery School**

**Assessment Policy – This has been ratified by the FGB**

**September 2022**

**Review Sept 2024 or sooner if required**

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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** |  |
| **Sept 22** | **MA** | **Various changes, including removal of data drops, flexibility in assessment approaches, RBA added,** | **Sept 22** |  |

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

**Assessment Policy**

**1.1 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.

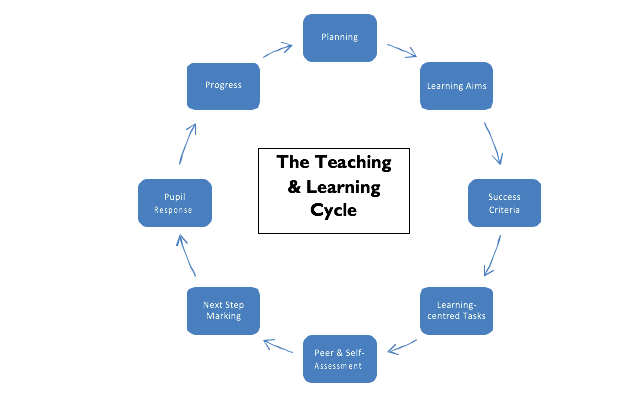
Detailed analysis of assessment information plays a crucial role both in raising standards and in school self-evaluation, by identifying areas of strength and weaknesses such as individual, groups, classes, year groups and at a whole school level. This information then guides strategic planning at these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

**1.2 Aims**

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

* Are for children to demonstrate what they know, can do 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.



**1.3 Assessment for Learning**

* Teachers will select key assessment questions and document on the Medium Term Planning, which will be taken from the Knowledge and Skills documents. These will be assessed during the unit of work so that any gaps in learning can be addressed.
* A pre-assessment task will be administered at the beginning of a unit of work. This will be to gauge what the children already know against any **key** learning for that unit. It should not be onerous and should enable teachers to form a general view of what knowledge, skills and concepts the children already have and plan accordingly. The assessment task might take on a variety of forms, depending upon the subject being taught and the year group. For example quizzes, play-based and exploratory activities, written tasks and discussions. Teachers might use a range of stimuli such as photographs, video clips, maps and toys. In order for all pupils to be assessed equitably, teachers will plan for opportunities, which enable **all** pupils to show what they know and can ‘do’, and therefore, activities which promote verbal communication and language development must always be considered.
* In response to the pre-assessment task, teachers will record an **estimation** in theAssessment Section of the MTP for each child as to whether they are currently Working Towards (W), Meeting (M) or Exceeding the curriculum expectations for the unit of work. As the children will not have been taught the full curriculum content for the unit, it is likely that the majority of pupils will still be Working Towards the curriculum expectations. Any **brief** notes can also be made if they help to inform teacher judgements.
* Teachers will then record the percentage of children working at each assessment level. Progress can then be measured at the end of the unit of work.
* Assessment tasks and tests will be planned for as part of teaching and

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. As part of the planning process and accompanying planning documentation, questions for possible assessment evidence will be highlighted so that teachers can start to ‘build a picture’ of what pupils know and can do. Children are involved with planning their own learning and will be given the opportunity to complete pre and post learning assessment tasks to ensure that teachers are planning for the children’s immediate needs and assessing them effectively.

For example, this might be in the form of objects, pictures, toys or digital resources. In order for all pupils to be assessed equitably, teachers will plan for opportunities, which enable **all** pupils to show what they know and can ‘do’, and therefore, activities which promote verbal communication and language development must always be considered. 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.

**1.4 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 and scaffolding

**Consistent & Reliable Teacher Assessment**

* Strong evidence base
* Periodic Assessments used to inform planning
* Robust moderation practices
* Robust pupil progress tracking
* 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
* Time for children to respond
* Integral Self & Peer Assessment

**1.5 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.

**1.6 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 to assess whether 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.

**1.7 Assessment in EYFS**

In the Early Years, teachers and practitioners will observe the development of children and will track their progress using a bespoke tracking system, Birth to 5.

In line with statutory guidance, Reception children will undertake the Reception Baseline Assessment within two weeks of the children starting school (so long as this has not been taken in a previous setting). In addition, teachers make observations of the children to further inform their own teacher assessment judgement. Following this, the progress of each child will be tracked and monitored termly using our school’s bespoke assessment system. At the end of the academic year, the school will report whether each child has met the Early Learning Goal for each area of learning. 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.

There is a robust moderation cycle in place in the EYFS to ensure that judgements are aligned and accurate. The Year Group Lead will determine when moderation occurs and this will be shared with the Headteacher.

**1.8 Assessment in KS1**

**Timetable of Assessment**

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| Subject | Assessment | Key Assessment Points and Data Submissions |
| Reading | KS1 Reading Assessment Framework (ongoing)\* Year 2 will use the end of KS1 TAF and Year 1 will use the school’s Personalised Reading Assessment Framework for Year 1.  \*Additional reading tasks **may** be administered by class teachers in order to inform their judgements when completing the Reading Assessment Framework, which **might** include PM Benchmark, running records and comprehension tasks (including Viper Question Stems) and word check lists. Year Group Leads will ensure there is consistency across classes and moderation activities will take place in order to verify judgements. | Nov (end), Feb, June  (Teachers will carry out own informal baseline assessments to help inform predictions) |
| Phonics | Diagnostic Assessment (AI&NS) As a ‘Baseline’ in September and on-going on an individual needs basis | As above |
| Phonics Screening ‘Check Ups’ (Year 1 only) and Year 2 retakes  Teachers may decide to administer additional checks to monitor pupil progress | September, December, March |
| Phonics Screening Check Year 1, and Year 2 retakes | June |
| Writing | Writing Assessment (Using AI&NS Assessment Framework) | Nov (end), Feb, June  (Teachers will carry out own baseline assessments to help inform predictions)  \*Year 2 to use end of KS1 TAF standards only to inform judgement in line with statutory guidance |
| Mathematics | KS1 Mathematics Assessment Framework (ongoing) Year 2 will use the end of KS1 TAF and Year 1 will use the school’s Personalised Mathematics Assessment Framework for Year 1.  \*Additional mathematics ‘mini tests’ **will** be administered by class teachers in order to inform their judgements when completing the Mathematics Assessment Framework, which might include topic tests and end of unit quizzes. These will ideally be administered with a ‘gap’ between the teaching and assessment to check that learning is embedded. Year Group Leads will ensure there is consistency across classes and moderation activities will take place in order to verify judgements. | Nov (end), Feb, June  (Teachers will carry out own baseline assessments to help inform predictions) |
| Other Curriculum Areas | AI&NS Holistic Assessment Approach  A baseline assessment will be administered at the beginning of a sequence of learning. This might be an exploratory task, quiz, a play-based activity, discussion or a combination of tasks (see 1.3).  Assessment opportunities will be ‘built in’ to the teaching and learning sequence and could take on a variety of forms, as outlined above. An end of unit assessment task might also be administered if it is thought that the task will consolidate or help to inform the teacher judgement. | Teachers will assess pupils at the beginning of a sequence of learning and make an attainment judgement at the end. See below for further clarification. Individual Year Group Leads will work with their teams to discuss the data collated and how this will impact upon future learning opportunities, including the need for revisitation. |

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

**1.9 Tracking Progress and Attainment**

**Mathematics**

Play and exploration activities will be implemented at the beginning of each mathematical topic. Teachers will make their own observations / assessments to aid future planning. The MTP will highlight which area of the AI&NS Assessment Framework or TAF is to be assessed each term for WTS, EXS and GDS. TAFs will be updated regularly and the work evidenced by the TAF must be independent. ‘Mini’ assessments, administered after a gap between topics will help to inform assessment judgements with regards to the TAF.

**Phonics**

At the beginning of the academic year, pupils in Reception, Year 1 and Year 2 will undertake a ‘Phonics Diagnostic Assessment’, so that teachers can identify and address gaps quickly. The diagnostic assessment is then used as an on-going tool to ensure that pupils read books which are closely matched to their phonic ability and provides a detailed assessment so teachers can ‘plug’ any gaps in pupils’ knowledge.

**Reading and Writing**

An AI&NS Assessment Framework or TAF is used to assess each child. This enables teachers to clearly track the progress and attainment of individuals, identify gaps and plan appropriate next steps. Over the course of the year, 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. For attainment in Year 1, children need to have met all of the criteria from the assessment framework, however, teachers are able to use their own judgement to award a standard. In Year 2, all criteria must be met to award a standard. This will be awarded as PKS, WTS, EXS or GDS

**2.0 Subjects across the Curriculum**

At the beginning of a new unit of work, teachers will implement a pre-assessment task (see 1.3), which will assess what the children already know and can do, including any key knowledge and skills that are intended to be taught (as outlined on the Medium Term Planning and Assessment document). The sequence of teaching and learning which follows, will subsequently be derived from or adapted in light of the outcomes of this assessment and **brief** notes made on the Pre-assessment section of the Medium Term Planning and Assessment document (e.g. regarding revisitation opportunities, support or extension ideas for groups or individuals).

The teacher will make a ‘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 the percentage of children who are ‘Working Towards’ the expected outcomes, already achieved the ‘Expected’ outcomes or already ‘Exceeded’ the expected outcomes (as outlined on the Medium Term Planning and Assessment document) will be calculated and recorded. At this point in the sequence of learning, it is 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, including revisitation and application tasks, and the teacher will build up a ‘holistic’ view of the child so they are able to make a summative assessment judgement at the end of a unit of work. For example, whether each child is ‘Working Towards’ the expected outcomes, has achieved the ‘Expected’ outcomes or ‘Exceeded’ the expected outcomes (as outlined on the Medium Term Planning and 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, those who have achieved the ‘Expected’ outcomes or those who have ‘Exceeded’ the expected outcomes. These percentage outcomes will then be compared to the initial percentages obtained from the pre-assessment 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 in 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 2024 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.

