

# **THOMAS RUSSELL INFANTS' SCHOOL**

## **Assessment Policy**

### **1 Introduction**

- 1.1 At Thomas Russell Infants' School we believe that effective assessment provides information to improve teaching and learning. We give our children regular feedback on their learning so that they understand what it is that they are doing well and what they need to do better. This allows us to base our lesson plans on a detailed knowledge of each pupil. We give parents regular reports on their child's progress so that teachers, children and parents are all working together to raise standards for all our children.
- 1.2 We at Thomas Russell Infants School are fully committed to giving all our children every opportunity to achieve their very best, by offering a range of activities and styles of teaching to all. Equality of opportunity is a reality for our children, irrespective of all learning requirements.

### **2 Aims and objectives**

- 2.1 The aims and objectives of assessment in our school are:
- to enable our children to demonstrate what they know, understand and can do in their work;
  - to help our children understand 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 provide regular information for parents that enables them to support their child's learning;
  - to provide the Headteacher and governors with information that allows them to make judgements about the effectiveness of the school.

### **3 Methods**

#### **3.1** Assessment can take one or more of the following forms:

- i. *Formative* - to ascertain children's ability so that future work can be planned to broaden and extend knowledge and understanding, or support and consolidate concepts still to be understood. It is ongoing and informs teachers and pupils.
- ii. *Summative* – to specifically assess a child's level of understanding at the end of a particular phase of learning: to inform teachers and parents. It indicates whether a child is ready to progress to the next stage of learning. It provides data of achievement by individuals and of groups of pupils, which enables the tracking of coverage and progress across the Key stage. Standardised Attainment Test (SATs) results and teacher assessments at the end of the Key Stage provide official overall Summative assessments of each child in English, Mathematics and Science. This information is used to set school targets of achievement: to raise standards. The data is printed and used in the RAISE on line reports, enabling studies of school's performance compared to national trends and other like schools and to look at such issues as the difference in performance between girls and boys. It informs teachers, pupils, parents and Local Education Authority (LEA). In the same way, the phonics screening test at the end of year 1 allows judgments to be made about each child's phonic knowledge.

- iii. *Diagnostic* - to affirm teachers' evaluation that a child has a learning difficulty. A variety of systems are available as recommended by the SENSS advisory teacher. Initially the child's teacher and / or the SEN co-ordinator administer these. Should it be felt that insufficient progress has been made and further support or advice is needed, the child is referred to a member of the SENSS team and to the Educational Psychologist for further assessment, diagnosis and action. It informs pupil, parents and LEA.
- iv. *Baseline* – to assess a child's ability in numeracy, literacy and oracy on entry to school. School implements assessments that provide the baseline for planning and target setting. The assessments are re-administered at the end of Reception and a 'Foundation Profile' is completed for each child. The outcomes are used to analyse individual progress, (the "value added" factor,) identify any learning difficulties or gifted and talented pupils, inform future curriculum planning and facilitate target setting. It informs teachers and parents.
- v. *Evaluative* – to take note of: any tasks that did not allow the children to learn effectively; tasks that inspired the children & caught their imaginations to take the learning further; particular children who struggled with a new concept; groups that worked well together. This information is used to modify future planning or target work more precisely to those children who need something different. Medium term plans can also be adjusted in light of these evaluations.

#### **4 Target setting**

- 4.1 We set termly, individual targets with each child and communicate these to parents. In reception these may support personal & social development, as well as other areas of the foundation stage profile. These are made available to the children on target cards which are referred to throughout the term. Targets are revised at the end of each term or before if necessary.

#### **5 Assessment for Learning**

- 5.1 We plan our lessons with clear learning objectives. We base these upon the teacher's detailed knowledge of each child. We strive to ensure that all tasks set are appropriate to each child's level of ability. Our lesson plans make clear the expected outcomes for each lesson. Literacy lessons include the use of achievement lists to ensure that the children are aware of the expectations of the lesson. We annotate planning, noting specific information relating to the learning taking place and the progress made. We use this information to aid teacher assessment
- 5.2 In all lessons teachers are constantly assessing to ensure that the learning is appropriately challenging for each child's level of ability. Various strategies are used to aid this including careful use of questioning, observation, checking children's understanding, discussion, analysing and engagement of children in the review process.
- 5.3 All work is marked in accordance with the marking and feedback policy which helps the teacher to further assess the degree of understanding. Marking against the achievement lists and / or written comments help identify what the child has done well and what their next steps should be. The children are given time to read these and respond to the marking, correcting work as necessary.
- 5.4 Self assessment of their own work against the achievement criteria or learning objective is also an integral part of the assessment process. This can be either recorded or verbal.

#### **6 End of Term Assessments**

- 6.1 As well as the ongoing assessment, all children produce an independent piece of writing at the end of each term. These are assessed and levelled against the writing skills ladders and next steps are identified. The maths skills ladders are completed in the same way. For reading, skills ladders are used on a weekly basis and each child's progress is recorded. Using this information we make judgments about the work of each child in relation to the National Curriculum

recommended levels of attainment. As a result of continuous formative assessment, teachers are able to judge pupils' levels of attainment and record the progress of each child for reading, writing and maths. This information is recorded on Assessment Manager and mark sheets and trackers are produced. Foundation stage teachers follow the guidance in the new Foundation Stage Framework and the e-profile.

6.2 The mark sheets are analysed each term by the Headteachers and pupil progress meetings take place between Headteachers and class teachers to discuss progress and attainment.

## **7 Reporting to parents**

7.1 We have a range of strategies that keep parents fully informed of their child's progress in school. We encourage parents to contact the school if they have concerns about any aspect of their child's work and they are invited to make comments via the home/school book.

7.2 Each term we offer parents the opportunity to meet their child's teacher. At the first meeting of the school year we talk with parents about their child's strengths and / or weaknesses and ways in which they could help at home. At the second meeting of the year (which we hold in the spring term) we evaluate their child's progress as measured against targets and expectations. Year 1 and 2 parents receive information about their child's attainment in reading, writing and maths, using national curriculum level descriptors and Staffordshire's skills ladders. At the third meeting of the year we review their child's written report and the targets identified in it for the next school year (see next paragraph).

7.3 During the summer term we give all parents a written report of their child's progress and achievements during the year. In this report we also identify target areas for the next school year. We write individual comments on all subjects of the National Curriculum and on religious education. In this written report we include a space for parental feedback.

In reports for pupils in Year 1 and 2 we also provide details of the levels achieved in the national tests and teacher assessments for reading, writing and maths.

Each of our teachers gives parents a termly update that identifies the main areas of study for that particular class. This enables parents to support any elements of the work during the term.

## **9 Consistency**

9.1 Whole school moderation takes place for maths and literacy, ensuring that judgements are consistent across school. Moderation also takes place on a termly basis between year group teachers ensuring consistency and accuracy in levelling across year groups.

9.2 Subject leaders gather examples of children's work within their subject area. Subject leaders use the national exemplification materials to make judgements about the levels of the children's work. All our teachers discuss these levels, so that they have a common understanding of the expectations in each subject. By doing this we ensure that we make consistent judgements about standards in the school.

9.2 It is each subject leader's responsibility to ensure that the samples that they keep of children's work reflect the full range of ability within each subject.

## **10 Monitoring and review**

10.1 This policy is reviewed annually.

Last reviewed November 2013

To be next reviewed November 2014

