



# Thomas Russell Infants

## Assessment Procedures

### 1 Introduction

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.

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 Purpose

The purpose of assessment in our school is to provide information: -

- 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.
- To provide the pupils' 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 the child's swift transfer and continuous progress.
- To provide the leaders and governors with information which allows them to monitor and make judgements about the effectiveness of the school and identify strengths and weaknesses in the curriculum and to utilise this information to inform school improvement planning.
- To provide regular information for parents to enable them to support their child's learning.
- To provide parents with information about the performance of the school.

### Process

#### 5 Assessment for Learning

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. English lessons may 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

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.

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.

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 Assessment is continuous throughout the year with individuals being assessed against skills grids for maths, reading and writing continually using work which has been produced independently. Each term the children's work is moderated across school and with cluster schools to ensure that judgements are accurate. Next step targets are identified and shared with parents. 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 Classroom Monitor.

6.2 This information enables us to track attainment and progress at an individual, group, class, year group, key stage and whole school level. This information is also used to identify pupils who need to be targeted for additional support and to set the focus of discussions in pupil progress meetings.

### **Data Analysis**

The assessment leads utilises the assessment data from the trackers and analyse the information, reporting the headlines for their year group to leaders and governors. The headteachers' then analyse and collate the whole school and local and national comparable information. This information is utilised to inform the:

- Pupil Progress meeting discussions,
- School Self Evaluation,
- Termly data reports to Governors,
- School Development Plan

### **Pupil Progress Meetings**

These are held on a termly basis and are attended by the year group teachers and a senior leader. The focus of the pupil progress meetings is:

- to discuss attainment and progress generally within the class using the termly data report to provide context and any additional information gained from the data analysis
- to set realistic but challenging targets for individual pupils, classes and cohort
- to discuss provision for any pupils requiring additional support and devise plans for how these targets will be achieved

## **End of Year Assessments**

Assessment data is reported annually to the Local Authority/DFE at the end of:-  
Year 1 (Phonics Screening Test)  
Year 2

## **Marking and Feedback**

See our Marking and Feedback policy to read how this supports our assessments process.

## **7 Reporting to parents**

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.

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 areas for development and ways in which they could help at home. At the second meeting and third meeting of the year, we evaluate their child's progress as measured against progress targets and age related expectations. Year 1 and 2 parents receive information about their child's attainment in reading, writing and maths.

During the summer term we give all parents a written report of their child's progress and achievements during the year. 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**

Whole school moderation takes place for maths and English, 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.

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.

## **10 Monitoring and review**

This policy is reviewed annually.

Last reviewed September 2022

To be next reviewed September 2023