



**Kent County Council
Children, Families and Education Directorate**

ASSESSMENT POLICY

OF

DOWNS VIEW INFANT SCHOOL

Responsible People named in this Policy

Assessment Leader

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Head Teacher

Tracy Kent

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Rationale

The purpose of this policy is to support school improvement and the raising of standards of achievement for all our pupils.

This policy intends to:

- make clear our vision of the role of assessment as part of teaching and learning at Downs View Infant School
- provide clear guidelines for the implementation of the policy
- make transparent the procedures in place for monitoring and evaluating assessment practices
- define clear responsibilities in relation to assessment
- provide clear definitions and purposes for different types of assessment

Fundamental Principles of Assessment

All assessment should:

- support individual pupils to make progress in their learning
- relate to shared learning objectives
- be underpinned by the confidence that **every** child can improve and **every** child can achieve
- help all pupils to demonstrate what they know, understand and are able to do include reliable judgements about how learners are performing, related, where appropriate, to national standards
- involve both teacher and pupils reviewing and reflecting upon assessment information
- provide feedback which leads to pupils recognising the 'next steps' in their learning and how to work towards achieving these
- enable teachers to plan more effectively
- provide us with information to evaluate our work, and set appropriate targets at whole school, class and individual pupil levels
- inform and enable parents to be involved in their child's progress

Roles and responsibilities

The Assessment Leader will:

- have an overview of progress and attainment through school, comparing it to Local and National results and having sight of a three year trend. This will apply to overall cohorts as well as identified groupings such as boys, girls, disadvantaged, free school meals, SEN and any other grouping deemed statistically significant.
- ensure each class teacher uses pupil tracking to analyse the performance of individuals and vulnerable groups, then to set individual pupil progress targets
- ensure each class teacher carries out ongoing formative assessment during teaching
- ensure summative assessment tasks are carried out and that the resulting data is collated centrally.
- ensure all staff are familiar with current Assessment policy and practice
- prepare and deliver reports to staff and Governors.

Key Stage/Year group Leaders will:

- track progress throughout their Key Stage/year group and report to the Headteacher three times per year, or sooner if needed.
- have a good working overview of progress and attainment in their key stage and be able to discuss this, with evidence.

Maths and English Leaders will:

- track progress across the school in their subject and report to the Headteacher three times per year.
- maintain records in their subject leadership files.
- lead moderation meetings for their subject within school and attend outside moderation meetings
- monitor and evaluate the use of English and Maths targets.
- have a good working overview of progress and attainment in their subject and be able to discuss this, with evidence.

Foundation subject Leaders will:

- track progress across the school in their subject and report to the Head Teacher twice per year through their impact assessment report.
- maintain records in their subject leadership files.
- lead moderation meetings for their subject within school and attend outside moderation meetings
- have a good working overview of progress and attainment in their subject and be able to discuss this, with evidence.

The Inclusion Leader will:

- track progress and set targets for the children identified as having Additional Needs and maintain records.
- have a good working overview of progress and attainment of vulnerable groups and be able to discuss this, with evidence.

Class Teachers will:

- ensure assessments are carried out by the deadlines set and the results are recorded in the agreed manner
- have a good working overview of progress and attainment in their class and be able to discuss this, with evidence.

Support Staff will:

- have a good working knowledge of which ability band children they support are working in, whether they have any identified additional needs and how best to support the children in meeting them.

How we assess at Downs View Infant School

Summative Assessment

What is it?

This is 'snapshot' testing which establishes what a child CAN do at a given time

EYFS

Baseline Assessment:

On entry to Reception all children are assessed to create a baseline assessment. This baseline offers a principled approach to on-entry assessment. It does not include any predetermined tasks or tests and will not disrupt settling in routines. Instead, as part of everyday practice, practitioners build their knowledge of each child through observations, interactions and every day activities. Professional knowledge is used to make a series of judgements about each child based on Development Matters. The baseline assessments are completed within the first 3 weeks of a child joining their class. In order to ensure that children are assessed at the optimum time within these 3 weeks, practitioners adopt a simple 'screening' process using the Leuven Scales of Well-Being & Involvement.

Ongoing Assessment in the Early Years: The main EYFS assessment method is through practitioners' observations of children in different teaching and learning contexts, including both adult focused activities and child initiated play.

Observations take place on a daily basis practitioners make spontaneous observations in order to capture significant moments of children's learning. Observations are evaluated, children's learning priorities are identified and relevant learning opportunities are planned to support children to make the next steps and progress.

Other methods of assessing children in the EYFS setting include engaging alongside children in their play, annotation of children's written work, talking with children about their task or play and in Diaries.

Diaries: Diaries record children's progress over the academic year in all Areas of Learning and Development of the EYFS framework. Samples of children's work are gathered, along with photographic evidence and observations. All staff are responsible for collecting evidence about the children in the setting to reflect their development. EYFS practitioners input their assessment onto the Target Tracker recording programme at the end of each term.

At the end of the EYFS, assessment of each child's development is completed using the Early Years Foundation Stage Profile (EYFSP). The EYFSP provides a summary of every child's development and learning achievements. This data is reported to the local authority and nationally to be used for local and national data statistics.

Key Stage 1

Statutory Assessments

A Year 1 phonic screening test takes place in June. The purpose of this test is to confirm that all children have learned phonic decoding to an age appropriate standard. If a child does not pass the Year 1 phonic screening test they will be retested in June whilst in Year 2.

Pupils are statutorily assessed at the end of Key Stage 1 as to whether they meet the National standard. Maths, Reading & SPAG (optional in 2019/20) are through formal testing and Writing is through teacher assessment. At KS1 the test is used as evidence to support teacher assessments.

The purpose of the tests is to provide a summative end of key stage attainment result. It provides a point at which comparisons can be made locally and nationally to the children's performance. This data is reported to the local authority and nationally to be used for local and national data statistics.

Assessment Collection

Teacher's formative assessment is ongoing throughout the year against the National expectations for their year group. Overall teacher assessment judgements are made 4 times a year in Reading, Writing, and Maths as to the progress of the children toward the end of year expectations for year group. These assessments are recorded using the Target Tracker assessment system and the children are assessed as to whether they are Beginning, Beginning +, Working within, Working within+, Secure or Secure + toward the end of year expectations.

As well as teacher assessment the children are assessed in Reading using the PM Benchmark scheme to support the judgements.

SEN children are tracked using Development Matters/Boxall when appropriate. Assessment against the national expectations for Foundation subjects are made at least twice per year or after each subject/unit has been taught and recorded on the Target Tracker assessment system and the children are assessed as to whether they are Beginning, Beginning +, Working within, Working within+, Secure or Secure + toward the end of year expectations.

Formative Assessment/Assessment For Learning

What is it?

Day-to-day, ongoing assessment as part of the repertoire of teaching strategies, based upon how well pupils fulfil learning objectives. It is about providing feedback and involving pupils in improving their learning.

Strategy	Purpose
Planning: Identifies valid learning and assessment objectives that ensure differentiation and progression in delivery of the National Curriculum.	Ensures clear learning objectives, differentiation and appropriate delivery of the National Curriculum; short-term plans show how assessment affects next steps by the development of activities and contain notes on pupils who need more help or more challenge.
Sharing learning objectives and success criteria with pupils:	Ensures that pupils are focused on the purpose of each task, encourages pupil involvement and comment on their own

Pupils know and understand the learning objective and expectations of what is required to achieve the task.	learning; keeps teachers/teaching assistants/children clear about the expectations required to achieve the learning objective.
Pupil self-evaluation and peer evaluation: Pupils are trained and encouraged, in oral or written form, to evaluate their own and their peers' achievements against the learning objective and success criteria. They reflect on the successes and areas for development to ensure progress against the learning objective.	Empowers each pupil to realise his or her own learning needs and to have control over future targets; provides the teacher with more assessment information – the pupil's perspective.
Feedback/ Marking: Must reflect the learning objectives/success criteria of the task to be useful and provide an ongoing record; of children's progress. Marking/feedback can be oral or written in symbol form.	Tracks progress diagnostically, informs the pupil of successes and weaknesses and provides clear strategies for improvement.
Target setting: Targets set for individuals, over time, for ongoing aspects – e.g. writing and are shared with parents/guardians during three times a year. Marking for improvement symbols also make children aware of their successes and next steps.	Ensures pupil motivation and involvement in progress; raises achievement and self-esteem; keeps teacher informed of individual needs; provides a full record of progress.

Moderation

The moderation of English, Reading and Maths takes place termly within Year groups and across Key Stages. Cross school moderation takes place twice a year with schools within the CATs network. EYFS and Key Stage 1 assessments are externally moderated annually, with moderation visits taking place every four years for Key Stage 1.

Monitoring and Evaluation

The Head teacher and Assessment Leader will ensure this policy is implemented consistently throughout the school using strategies such as discussion with teachers, pupils, sampling pupils' books and reports, lesson observations, learning walks and drop ins.

English and Maths subject leaders will carry out monitoring on a termly basis and will carry out assessment moderation, book and planning scrutinies as part of this process.

Foundation Subject Leaders will look at assessment practices within their subject as part of the termly monitoring of their subject.

Equal Opportunities

Equality of opportunity is a fundamental right for all children regardless of race, culture, gender or special educational needs. This policy is written for all and recognises that every child has equal opportunities:

- we have high expectations of all pupils and of all groups of pupils
- we carry out data analysis of pupil performance identifying areas of development for all pupils and groups of pupils, comparing their progress with national expectations and are committed to taking action where underachievement is identified
- we recognise and value all forms of achievement