

Banks Lane Infant & Nursery School

Assessment Policy

October 2022

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Statement of intent

Assessment is integral to effective teaching and learning. Through internal assessment, such as observation, questioning, discussions and feedback, we can gather information about each child's abilities, learning needs and attainment, and use this information to adapt teaching and learning practices to meet a pupil's individual needs.

Via this continuous feedback mechanism, we can ensure that each pupil receives teaching specific to their needs, enabling them to reach their full potential.

We believe that assessment for learning should:

- Be at the heart of classroom practice.
- Focus on how pupils learn.
- Promote a commitment to learning goals.
- Provide pupils with constructive guidance to enable improvement.
- Develop pupils' ability to self-assess, to enable them to become reflective self-learners.
- Recognise the achievements of all learners.
- Maximise children's potential to retain new learning

Aims

We aim to:

- Enable every pupil to progress through the curriculum at an appropriate level.
- Create a picture of each pupil's performance and use this information to challenge, inspire and motivate.
- Celebrate pupils' achievements.
- Only use additional assessment as necessary, for example, to inform classroom practice, introduce further adaptations and plan the necessary support for pupils with SEND.
- Ensure judgements are made in an honest and transparent manner and are supported by other professionals from both inside and outside the school.
- Use assessment data to track pupils' progress, to ensure they reach their full academic potential.

Legal framework

This policy has due regard to all relevant legislation and statutory guidance including, but not limited to, the following:

- Equality Act 2010
- Education Act 2002
- Data Protection Act 2018
- The General Data Protection Regulation (GDPR)
- STA (2019 & 2020) 'Key stage 1 assessment and reporting arrangements (ARA)'
- STA (2019 & 2020) 'Key stage 1 teacher assessment guidance'

This policy operates in conjunction with the following school policies:

- Homework Policy (Remote Learning)
- Marking and Feedback Policy
- Behaviour Policy
- SEND Policy
- Disciplinary Policy and Procedure

Roles and responsibilities

The governing board is responsible for:

- Monitoring and evaluating the effectiveness of this policy through discussions with the headteacher, the SLT and teaching staff, in addition to relevant reports.

The headteacher is responsible for:

- Monitoring the performance of the SLT.
- Supporting the SLT and subject leaders with regards to effective assessment and the pursuit of outstanding teaching standards.

The SLT is responsible for:

- Setting priorities for improvement based on evidence gathered via monitoring procedures such as classroom observations, learning walks, footprint reviews/work scrutiny, pupil voice, progress reviews and outcomes.
- Championing and celebrating high-quality teaching and assessment.
- Ensuring there is a common understanding of what good and outstanding assessments look like.
- Promoting and facilitating the sharing of good practice.
- Discussing the use of assessment with subject leaders
- Monitoring the accuracy of assessment information.

- Tracking the attainment and progress of pupils over time.
- Comparing data to ensure that no groups of pupils or individual pupils are disadvantaged, whatever their ability.
- Ensuring that the curriculum is meeting the needs of pupils.
- Ensuring the setting of homework is high quality and underpins progress.
- Evaluating the impact of assessment on standards.
- Ensuring appropriate interventions take place when pupils are underperforming.
- Supporting staff who are not reaching the expected teaching standards.

Subject leaders are responsible for:

- Producing and keeping under review a curriculum progression document with clear end points, progressive curriculum knowledge and skills and key gap analysis grids.
- Monitoring curriculum progression documents for their subject across school.
- Ensuring that information, including key gaps from transition points are used to enable pupils to build on prior learning.
- Using learning walks, lesson observations, footprint reviews/work scrutiny, pupil voice feedback, and feedback from classroom teachers and teaching assistants to monitor and improve standards.
- Regularly sampling pupils' work through homework and classwork to ensure quality and consistency, and to implement strategies for improvement.
- Accurately assessing success in their subject, using data from day-to-day monitoring and robust analysis of data over time.
- Using assessment data to review the performance of year groups, vulnerable groups and individuals across the subject they are responsible for.
- Presenting data at SLT meetings and governing board meetings as required.
- Setting targets for teaching staff based on the outcomes of data analysis.
- Establishing CPD for teaching staff as required.
- Championing the importance of accountability against targets.
- Ensuring that marking follows expectations.
- Providing appropriate exemplar materials where appropriate.
- Acting on data quickly to ensure maximum impact.
- Monitoring and measuring the impact of intervention strategies.
- Ensuring staff record assessment information in line with agreed policy.
- Ensuring that staff engage with training and other procedures for moderation.
- Monitoring feedback from reports and acting on the feedback provided.
- Liaising with classroom teachers and communicating to teachers any concerns regarding assessment.
- Providing development points for teachers or year groups and monitoring their progress towards them.

- Ensuring that the use of interventions and differentiated support is recorded appropriately.
- Celebrating and rewarding success.

Classroom teachers are responsible for:

- Pupils' progress in their classes.
- Assessing and marking pupils' work in line with the school's Marking and Feedback Policy.
- Setting and marking homework in line with the schools' Homework Policy, and ensuring that homework enables pupils to make progress and track their progress effectively.
- Informing parents, and colleagues where appropriate, where issues with homework have been identified.
- Self-evaluating their subject knowledge, understanding of educational initiatives, and the quality and effectiveness of their teaching and classroom management.
- Ensuring that assessment data is accurate and reliable.
- Using assessment data as a diagnostic tool to inform planning.
- Using assessment data to differentiate learning to match pupils' needs.
- Using their analysis of marking and assessment data to develop intervention strategies where appropriate.
- Stimulating pupils' learning by focussing on areas of development identified through assessment.
- Ensuring that teaching, learning and assessment motivates pupils and builds their confidence and self-esteem.
- Encouraging pupils to reflect on their learning and helping them to identify their next steps for improvement.
- Using the expertise of, and feedback from, TAs to inform teaching and assessment.
- Celebrating and rewarding success.

TAs and 1:1 support workers are responsible for:

- Gathering and submitting assessment data as required, either verbally or using written templates.

Pupils are responsible for:

- Reflecting on their learning and setting themselves challenging targets, with the support of their teachers.
- Asking for help when needed and accepting support from others where offered.
- Acting on feedback.
- Understanding targets set and working hard to achieve them.

Parents are responsible for:

- Supporting their children in completing their homework and ensuring deadlines are met.
- Encouraging their child to reach targets set by the school.
- Contacting the relevant member of school staff where any issues or concerns arise.
- Signing reading records and homework diaries, as appropriate.
- Supporting extra-curricular activities.
- Attending parents' evenings.

Teachers use assessment for learning to provide ongoing assessment, through the use of focussed feedback and/or observations of pupils' work, against learning objectives and success criteria. This information is then used to assess progress towards meeting learning objectives, and to identify and set next step targets for each pupil.

Assessment methods/materials

- Observing pupils' interactions, holding discussions with pupils and observing pupils' learning against specific objectives and learning criteria
 - Use of class feedback records to identify development points for groups or individuals or to recognise achievement.
 - Checking understanding as a group and as individuals
 - Targeted questioning to determine how secure pupils' understanding is
 - Using lesson objectives and success criteria to make pupils aware of what they are learning and how they can deepen their understanding
 - Self-assessment and peer assessment, enabling pupils to review, edit and improve their work and become reflective learners
 - Coaching pupils using verbal feedback to guide them and prompt improvement
 - Providing verbal and written feedback to pupils that is closely matched to their learning needs
 - Assessment of exemplar work of different levels
 - The use of assessment criteria and test materials
- Annotated class marking and feedback records made by class teachers and other adults are used to record other important information about pupils' progress. Tests may be used to identify progress and gaps in learning. Termly pupil progress reviews are used to identify and analyse specific needs, progress and set targets in reading, writing and maths for classes and cohorts.

Planning for assessment

The national curriculum programmes of study are used to guide our teaching. These documents have been interpreted by subject leads in terms of curriculum intentions, themes, topics and pupil progression. End points identify what children should know and be able to do under National Curriculum requirements and gaps records provide a means for identifying which children will need additional support.

Lessons contain clear learning objectives, which may be differentiated and displayed as learning labels for children in Key Stage 1.

Learning labels in books, allow for children to indicate whether work has been completed independently or with support. Labels may contain learning objectives for more than one subject enabling children to demonstrate independent learning in one subject and supported in another.

Teachers use focussed feedback, which wherever possible takes place within the lesson, to set the next steps to show where the pupil is in relation to this aim and how they can achieve the aim. Teachers record lesson marking and feedback on class records and use this information when planning for subsequent lessons.

Reporting

Reporting to parents and carers provides the opportunity for communication about their child's achievements, abilities and future targets.

We provide opportunities for parent consultation evenings/days in the autumn and spring terms so that parents can discuss how well their child has settled and are able to be involved in the target setting process.

We provide parents with an end-of-year written report by end of the Summer term, which includes the results of statutory tests and assessments, and gives information relating to progress and attainment

Parents and carers of pupils with SEND are involved in the co-construction of SEND Support plans, including details of current attainment and targets. These are reviewed three times a year in consultation with parents and pupils.

We give parents the opportunity to discuss their child's progress by appointment.

KS1

Reports for pupils at the end of KS1 include:

- Outcomes of the statutory national curriculum teacher assessment in English reading, English writing, maths and science .
- A statement that teacher assessment outcomes take into account the results of statutory national curriculum tests in English reading and maths.

- Where appropriate, a statement explaining why any national curriculum test has not been taken.
- Comparative information about the attainment of pupils of the same age in the school.
- Comparative information about the attainment in the core subjects of pupils of the same age nationally.
- Arrangements for discussing the report with the pupil's teacher.

Moderation

Regular moderation of levelling takes place each term to ensure consistency. Teachers meet in year groups, phases or in cross-year groups/ phases to analyse pupils' work against national curriculum or EYFS requirements. During the summer term, teachers in Reception and Year 2 are involved in formal teacher assessments, as part of end of key stage assessments. LA moderation takes place as arranged by the LA for these end of Key Stage assessments.

Baseline assessment

In addition to the statutory Reception Baseline Assessment we carry out school based baseline assessments for the following purposes:

Strategies for baseline assessment include:

- To check on children's retention of learning from the previous year, relative to age appropriate expectations.
- To establish the learning needs of new starters to school.
- To establish children's retention of prior learning across the curriculum at the start of a new topic or unit of work.

Formative assessment

Formative assessment creates a positive learning environment where pupils can see the steps necessary for their own success. It enables teachers to set appropriate work at the level necessary for pupils' continuing progress.

Formative assessment is a powerful way of raising pupils' achievement. It is based on the principle that pupils will improve most if they understand the aim of their learning, where they are in relation to this aim and how they can achieve the aim.

Formative assessments are used to:

- Identify pupils' strengths and gaps in their skills/knowledge.
 - Identify the next steps for learning.
 - Inform future planning.
 - Enable appropriate strategies to be employed.
 - Facilitate the setting of appropriate targets for the class, group and individual.
 - Track the pupil's rate of progress.
 - Facilitate an evaluation of the effectiveness of teaching and learning.
 - Inform future teaching and learning strategies.
 - Identify individuals and groups for specific intervention support.
- Formative assessment is used to guide teaching and learning and help pupils achieve their targets. It is not used to judge a teacher's performance.
- Methods of formative assessment include the following:
- Question and answer sessions
 - Hot seating
 - Quizzes
 - Self-assessment
 - Observation
 - Dialogue
 - Review of pupils' work

Summative assessment

Summative assessment is important for:

- Accurate information regarding a pupil's attainment and progress.
 - Informing both parents and teachers of a pupil's attainment and progress.
- Summative assessments:
- Identify attainment through one-off tests or teacher assessment of a range of evidence at any given point in time.
 - Record performance in a specific area on a specific date.
 - Provide end of key stage test data against which the school will be judged.
 - Ensure statutory assessments take place at the end of KS1.
 - Provide information about cohort or groups' areas of strength and weakness to build from in the future.
 - Are used to determine a pupil's final teacher assessment.
 - Are used to judge a teacher's performance.
 - Are used to monitor the progress of individuals and groups of pupils.

EYFS

Reception Baseline Assessment (RBA)

Within the first six weeks of children starting school, staff conduct the RBA.

The RBA:

- Is an activity-based, age-appropriate assessment of children's ability in early mathematics, literacy, communication and language.
- Is expected to take approximately 20 minutes per child.
- Can be paused and completed in more than one sitting.
- Is administered by a Reception teacher, Reception TA or suitably qualified EYFS practitioner, e.g. the SENCO.
- Will be used to create a baseline for school-level progress measures and will measure the progress children make from Reception until the end of Year 6.

When carrying out assessment and reporting functions, we administer the RBA in compliance with the provisions outlined within both the ['Reception baseline assessment and reporting arrangements'](#) document, and Annex B of the ['Statutory framework for the early years foundation stage'](#).

After completion of the RBA, EYFS practitioners receive a series of short, narrative statements that tell them how pupils performed in the assessment – school uses these to inform their teaching approaches.

We ensure that confidentiality of assessment materials is maintained and follow guidance on how to keep materials secure when they are received. The RBA materials are not used for any other purpose.

For children with visual and hearing impairments school will provide modified and adapted assessment materials. Where it is felt that the RBA is inaccessible to a child, school will consider disapplying individual children who, despite access arrangements, are unable to participate. Parents will be involved in these discussions.

The headteacher signs a headteacher declaration form once each academic year and ensures that the RBA is being delivered in line with statutory requirements.

Early Years Foundation Stage Profile (EYFSP)

To summarise and describe children's learning and development at the end of the EYFS school completes an EYFSP for each child, unless, in line with DfE guidance, an exemption applies.

This assessment takes place in the Summer term.

When carrying out assessment and reporting functions, we complete the EYFSP in compliance with the provisions outlined within the '[Early years foundation stage assessment and reporting arrangements](#)' document, and the '[Statutory framework for the early years foundation stage](#)'.

Teachers are aware of the need to ensure that the assessments provide a reliable, valid and accurate judgement of each child's progress at the end of the EYFS.

We assess each child against the ELGs and provide a commentary describing each child's skills and abilities against the three characteristics of effective learning:

- Playing and exploring
- Active learning
- Creating and thinking critically

Throughout the year EYFS practitioners collect and collate materials, observational records and information within a child's Learning Journey which is recorded on the Seesaw App. Parents are able to contribute to their child's Learning Journey and to view in school activities.

Development Matters is used to assess progress and development across key 'milestones' across the seven areas of learning.

Profile judgements are made on the basis of the cumulative evidence recorded over the course of the year. Evidence includes:

- Knowledge of the child.
- Photographs.
- Written and/or drawn evidence.
- Planned and unplanned observations of day-to-day interactions.
- Video, tape, audio or electronic recordings.
- The child's view of their own learning.
- Information from parents or other relevant adults.

EYFS practitioners use this evidence to judge whether a child's learning is:

- Not yet reaching expected levels (emerging).
- Meeting expected levels (expected).

Assessment does not entail prolonged breaks from interaction with children, nor require excessive paperwork. When assessing whether an individual child is at the expected level of development, EYFS practitioners draw on their knowledge of the

child and their own expert professional judgement, and are not required to prove this through collection of physical evidence.

Accurate assessment requires a two-way flow of information between settings and the child's home, which is established through our Seesaw App.

Monitoring meetings

The headteacher, SLT and subject leaders meet in July and September with the aim of monitoring the effectiveness of assessment, analysing performance data, setting targets for improvement, discussing training requirements and ensuring high standards are upheld.

Assessment updates are planned into the staff training schedule each term to ensure that all staff are aware of the latest data, priorities for improvement and target groups.

Assessing pupils with SEND

Assessment provides pupils with SEND with the support they need to reach their full potential and allows teachers to develop a learning pathway for every pupil.

For all pupils working below age related expectations in KS1, the Stockport SEND tracker is used to record progress and identify achievable targets.

In EYFS, progress is tracked using the Development Matters milestones as they work towards the Reception Early Learning Goals.

Assessment is used to identify pupils' SEND requirements and determine their ongoing support needs as early as possible.

Assessment methods are adapted for some pupils with SEND. Adaptations include:

- Adapting the use of questioning to allow sufficient response time.
- Using visual stimuli.
- Using alternative means of communication.
- Adapted tests, such as the use of braille, large print, readers and scribes, and extended time.
- Use of sloping boards, overlays or other resources to support pupils in demonstrating their knowledge and understanding.

High expectations are held for pupils with SEND and SMART targets are set within their SEND Support plans.

When teachers assess pupils with SEND against the expected standards, they assess each pupil against what the pupil can achieve with reasonable adjustments in place.

If a pupil has a disability that prevents him or her from demonstrating attainment as described in their learning goals, assessments are based on their preferred method of communication.

Teachers aim to ensure that all pupils can demonstrate attainment of learning goals with reasonable adjustments in place, but **assessment standards are never compromised**.

If a pupil cannot demonstrate attainment of a learning goal with reasonable adjustments in place, the learning goal can be excluded from the teacher assessment judgement – teachers will use their professional discretion when making such judgements.

During termly pupil progress meetings, teachers meet with the SENCO to analyse pupils' needs and plan support. Analysis is based on formative/summative assessments, the views of parents, the views of the pupil, and information from external professionals.

A graduated approach to supporting pupils with SEND focuses on our universal offer with quality first teaching supporting the learning needs of the vast majority of our pupils. The graduated approach can be used by teachers to assess those children who require targeted support and to establish support needs.

Malpractice and cheating

Teachers will ensure that assessments are fair. They will remain vigilant to malpractice and escalate any alleged, suspected or actual incidents of malpractice/cheating.

Pupils found to be cheating during assessments will have their assessments scrutinised and adjusted or dismissed in line with teachers' professional judgements.

Teachers who fail to report malpractice/cheating, or are found to be manipulating pupils' assessment scores, will be dealt with in line with the Disciplinary Policy and Procedure

Reporting to parents

The school will send an annual report to pupils' parents and make arrangements for parents to discuss the report with their child's teacher if necessary.

The reports will cover the academic year from September or from when a child joined the school and will be available to parents before the end of the Summer term.

The report will cover the pupil's achievements, general progress, attendance record, results from the Phonics Screen and outcomes of teacher assessments. For pupils who did not take one or more of the KS1, the headteacher will notify the Chair of Governors.

If a pupil changes school before the end of the academic year, the receiving school will write their annual report, having received the necessary information from the pupil's former school.

If a pupil is registered at more than one school, both schools will write an annual report.

Record keeping

The school ensures that the collation, retention, storage and security of all personal information complies with data protection legislation.

Educational records are maintained and disclosed to parents at their request; these records include information about current and former pupils.

The school keeps curricular records on every pupil, including a formal record of all academic achievements, skills, abilities and the progress they make at school – these will be updated once a year.

When transferring records to a pupil's new school, the headteacher will ensure the statutory requirements for the transfer are fulfilled.

The school's Records Management Policy and Data Protection Policy will be followed at all times.

Monitoring and review

This policy will be reviewed bi-annually by the headteacher and Governing Board.

Any changes to this policy will be communicated to all members of staff.

The next scheduled review date for this policy is October 2024.