



Assessment Policy

Aims and Principles of Assessment

- The school ethos promotes and emphasises the opportunity for all children to succeed when taught and assessed effectively.
- Assessment is an integral part of teaching and learning.
- Drawing on best assessment practice and focusing on the Curriculum, assessment lies at the heart of children's education.
- High quality, in depth teaching is supported and informed by high quality formative assessment (ongoing assessment).
- There is always a clear purpose for assessing and all forms of assessment are carefully selected to ensure that they accurately report the intended outcomes.
- Assessment data is collected only where necessary and reported in a way that is clear and of use to the intended audience.
- Assessment is used to focus on monitoring effective teaching and supporting children's progress, attainment and wider outcomes.
- Assessment provides information which is clear, reliable and free from bias and informs teaching and learning.
- Assessment supports informative and productive conversations between staff and with pupils and parent/carers.
- Children take responsibility for achievements and are encouraged to reflect on their own progress, understand their strengths and identify what they need to do to improve.
- We achieve our assessment without adding unnecessarily to teacher workload.
- We use a range of ways to assess outcomes from marking to summative assessment analysis in Progress Meetings.
- Assessment is inclusive of all abilities and all vulnerable groups.

Assessment and the School Curriculum

At Eastfield Infant and Nursery School we always aim to provide a curriculum which is balanced and broad. It promotes the spiritual, moral, cultural, academic and physical development of pupils and prepares the children for the opportunities, responsibilities and experiences of later life.

Highly effective assessment provides an insight into the quality of teaching and learning and can help to identify the need for early intervention if progress is not evident.

The National Curriculum provides an outline of core knowledge around which teachers can develop exciting and stimulating lessons to promote the development of pupils' knowledge, understanding and skills.

Following the removal of National Curriculum levels for the attainment and progress of children, schools have been given the opportunity to develop their own internal assessment systems that more closely support teaching and learning.

Eastfield Infant and Nursery School has established a curriculum and assessment framework that accurately shows pupils' attainment and progress, informs teaching and learning and recognises the professionalism of all staff supporting its pupils.

Forms and Purposes of Assessment

Assessment can take a range of forms and their outcomes can be used for a variety of purposes. At Eastfield we endeavour to select and use assessments judiciously, selecting forms of assessment appropriate to their intended uses.

Before using any assessment, we need to consider:

- Why are pupils being assessed?
- What are we trying to measure?
- What is the most appropriate assessment method?
- How will the information generated by the assessment be used?
- How will we report assessment outcomes?

At Eastfield Infant and Nursery School we use three broad forms of assessment:

1. Day-to-Day In-School Formative Assessment

This is an integral part of teaching and learning. It helps children to measure their own strengths and areas for development. It allows teachers to understand pupil performance on a continuing basis, enabling them to identify when pupils are struggling, when they have consolidated learning and when they are ready to progress. In this way, it supports teachers to provide appropriate support (corrective activities) or extension (enrichment activities to deepen understanding) as necessary and informs progress.

Formative assessment enables teachers to evaluate their own teaching of particular topics or concepts and to plan future lessons accordingly.

Confident and appropriate use of in-school formative assessment provides the school's Senior Leadership Team with assurance that each child's attainment and progress is understood by teaching staff and that teaching is appropriate and responsive to the needs of all children.

In-school examples:

- observations
- asking probing, open ended questions
- marking of pupils' work
- regular short re-cap activities
- during lessons, scanning work for pupil attainment and development (AfL)
- discussions with children
- reflecting on success criteria
- pupil self-assessment
- peer marking

2. In-School Summative Assessment

In-school summative assessments are used to monitor and support children's performance. They provide children with information about how well they have learned and understood a topic or course of work taught over a period of time, providing feedback on how they can continue to improve.

Teachers use in-school summative assessments to inform parent/carers about achievement, progress and wider outcomes as well as identifying next steps.

Teachers make use of in-school summative assessments to evaluate both pupils learning at the end of an instructional unit or period and the impact of their own teaching. Both these purposes also support teachers in planning for subsequent teaching and learning.

In-school summative assessments are also used at whole school level to monitor the performance of pupil cohorts, to identify where interventions may be required and to work with teachers to ensure pupils are supported to achieve sufficient progress and expected attainment.

In-school examples:

- Reception Baseline Assessments
- Reading Comprehension Papers
- Phonics assessments through our systematic scheme, Little Wandle
- Grammar, punctuation and spelling (Y2 only)
- Regular extended writing tasks (also known as "free write")
- Maths Arithmetic and Problem-Solving papers
- short, end of topic or unit tests or independent tasks
- PIVATS for pupils with SEND

The school uses an electronic data collection programme to collect and analyse all data. PIVATS is used in KS1 for children with SEND who are not yet accessing the National Curriculum.

3. National Standardised Summative Assessment

Nationally standardised assessments are used to provide information on how children are performing in comparison to children nationally. They provide parent/carers with information on how the school is performing in comparison to schools nationally. Teachers have a clear understanding of national expectations and assess their own performance in the broader national context.

Nationally standardised summative assessment enables the school leadership team to benchmark the school's performance against other schools locally and nationally and make judgements about the school's effectiveness. The Government and Ofsted also make use of nationally standardised summative assessment to provide a starting point for Ofsted's discussions, when making judgements about the school's performance.

At Eastfield Infant and Nursery School, these National assessments are carried out at the end of Reception (Good Levels of Development), end of Year 1 (Phonics Screening Check).

4. Reception Baseline Assessment

The Reception Baseline Assessment (RBA) is a national assessment, designed to capture the starting points of all Reception children in mathematics, literacy and communication and language.

It is not used to label or track individual pupils. Schools are required to carry out the assessment within the first 6 weeks of pupils starting reception.

The assessment produces a series of short, narrative statements that tell teachers how their pupils performed in the assessment which can then be used to inform teaching within the first term.

The assessment will enable the Department for Education to create school-level progress measures which show the progress pupils make from reception until the end of key stage 2 (KS2).

Recording and Reporting Assessment Outcomes

Assessment data and information is collected only where necessary and reported in a way that is clear and of use to the intended audience. We only collect assessment data that is needed to support educational outcomes for pupils.

Teachers make professional judgments of pupil attainment against Key Performance Indicators (KPIs) – the big ideas that tell us whether a pupil understands and has internalised what they have been taught.

Teachers are expected to know if pupils are on track to meet or exceed age-related expectations. They are best placed to make such judgements through their thorough knowledge of the curriculum and their accurate judgement of each pupil's abilities.

English and Maths Leaders provide teachers with a standards file to ensure judgements made in each year group, in each subject are fair and accurate. The standards files are used in whole school moderation and cross-school moderation to ensure continuity and consistency.

Governance, Management and Evaluation

The Head Teacher is accountable to the Governing body for the implementation of the assessment policy. They have responsibility for ensuring:

- The assessment policy is up-to-date
- Is representative of best assessment practice
- That appropriate standards of performance are applied and maintained over time
- That all staff are supported in its use and application.

The Senior Leadership Team monitor and evaluate the impact of the policy on teaching, learning and teacher workload. The central question at the heart of evaluation is this: are our assessment systems fit-for-purpose?

The Senior Leadership Team ensures that curriculum and assessment framework remain aligned and judge the effectiveness of the assessment policy by consideration of the following criteria:

- The impact on teaching and learning is positive and clearly visible
- The impact on teacher and pupil workload is appropriate
- The validity of assessments used in the school – that is, it measures what it claims to measure

- The reliability of assessments used in the school – that is, all measurements are consistent
- That data and reporting are ethical and informative
- The cost and impact on staff development and other resources are manageable and provide value for money
- The quality, availability and efficacy of commercial assessments and supporting materials are well validated and the outcomes and information from the assessments are beneficial and reflect the ethos of the school

The Senior Leadership team analyses the attainment and progress of all key groups within school. Strengths and areas of weakness are identified.

Data is shared with key stage leaders and subject leaders to ensure continuity and to make sure actions are taken to address any areas for concern.

The Headteacher and Senior Leaders provide key data for the Governing body to monitor and evaluate standards, progress and attainment.

All staff are provided with a copy of this policy, and it informs part of the school's induction program.

The Headteacher ensures best practice is shared and endeavours to keep up to date with the latest developments.

The school's data management system is continually reviewed and evaluated to ensure it supports the delivery of the school's assessment policy and is in line with the aims and principles outlined.

The assessment policy is reviewed every two years or earlier if there are significant changes to the education system that may impact on our practice

The review process involves all staff in dialogue and consultation and is informed by any significant changes to the education system or educational and assessment developments that will improve our practice. When all staff have been consulted and their views considered, the final draft is presented to the Governing Body for final approval and subsequently made available on the school website.

Competence and Effectiveness of Staff

Eastfield Infant and Nursery School is committed to ensure that all staff receive appropriate training and continuous professional development.

All teaching staff have a shared responsibility for the application of the assessment policy.

The effectiveness of our assessments is supported through robust standardisation, moderation and exemplification of performance standards. We work with other schools to provide assurance that our standards and assessment procedures are fit for purpose and represent demanding yet real expectations of performance.

Marking

Effective marking is an essential part of the educational process. Marking children's work regularly ensures that monitoring of work takes place and informs future planning. It provides feedback for pupils and helps to decide next steps. It provides opportunities for children's efforts to be valued and promotes positive images of themselves as learners.

As a result of marking, pupils should understand what they have done well, are clear about how to improve and make visible signs of improvement.

All marking should be meaningful, manageable and motivating. As much as possible, marking should take place within the lesson – this is known as “Live Marking”.

Meaningful: marking varies by age group, subject and what works best for the pupil and teacher in relation to any particular piece of work. Teachers are encouraged to adjust their approach as necessary and trusted to incorporate the outcomes into subsequent planning and teaching.

Manageable: marking practice is proportionate and considers the frequency and complexity of written feedback, as well as the cost and time-effectiveness of marking in relation to the overall workload of teachers.

Motivating: Marking should help to motivate pupils to progress. This does not mean always writing in-depth comments or being universally positive: sometimes short, challenging comments or oral feedback are more effective. If the teacher is doing more work than their pupils, this can become a disincentive for pupils to accept challenges and take responsibility for improving their work.

Feedback can be given in different ways e.g. steps to improve, examples, reminders and challenges. Any verbal feedback given does not need to be recorded, although the child’s response to the feedback may be useful to record.

Marking – the non-negotiables

All books in which the children record their work, must contain the following approaches to marking;

1. The focus of marking should be on the quality of feedback and not the quantity.
2. Feedback can take the form of verbal or written marking, peer marking and self-assessment.
3. Comments, if needed, (specific to learning objectives and/or key skills) should be used in order to move children forward in their learning.
4. Every lesson should have clearly identified learning objectives and success criteria which are shared. It will sometimes be appropriate to share success criteria pictorially.
5. Teachers are responsible for ensuring that marking is appropriate and proportionate.
6. Wherever possible, marking should be completed in the lesson, before the next task is set and in time to effectively inform future planning.
7. Marking must be sensitive to pupil needs and must not devalue pupil’s work.
8. Marking must be consistent within all books and throughout school. Written feedback will be recorded in black ink. A pink highlighter pen will underline words and phrases that either meet the learning objective or is evidence that the child has reached a personalised target (tickled pink). A green highlighter will be used to underline aspects for the children to work on further (green for growth)
9. The code ‘S’ is used to indicate if a child has been supported to complete each part of their work. This could be specific sections or the whole piece of work.
10. Children respond to marking using their ‘purple polishing pen’
11. Teachers will ensure any feedback has been responded to correctly by the child.
12. Marking should also comment on presentation.

Pupil Progress Meetings

Pupil Progress Data Analysis sheets are completed each term. Teachers use the week before to collect key information on progress. This may be through observations and evaluating Learning Journals or with older pupils it may take the form of some tests.

The teacher will also use their knowledge of each pupil based on lessons, work in books and pupil conferencing to decide if a child is 'working at the expected standard' or 'working towards the expected standard'. Teachers also make notes regarding children who are working at a greater depth within the expected standard and those children who face barriers to their learning.

Interventions are then put in place to ensure all children reach their full potential.

Reporting to parent/carers

Termly progress is discussed with parent/carers during Parent/Carer's Evening and in the Summer Term, through a school written report.

End of Year written reports inform parent/carers of key end of year information, such as whether their child has met age-related expectations. These reports also focus on behaviour for learning skills, such as effort, attitude to learning and attendance.

Inclusive Assessment

A fully inclusive approach to assessment is one where policy and practice are designed to promote the attainment and progress of all pupils.

Assessment needs to be holistic and consider long term wider outcomes such as the next stage of education, employment and independent living.

Assessment should reflect the extent to which a pupil understands and can apply their learning in a wide range of contexts. It enables teachers to evaluate their effectiveness and to determine targeted interventions or support to enable children to progress in all areas of their learning and development.

Assessment should contribute to the early and accurate identification of children and young people's special educational needs and any requirements for support and intervention.

Equal Opportunities

At Eastfield School we promote racial and sexual equality, harmony, understanding and justice. We promote tolerance of and respect for people of all faiths (or those of no faith), races, genders, ages, disability and sexual orientations (and other groups with protected characteristics) through the effective spiritual moral, social and cultural development of pupils, including through the extent to which schools engage their pupils in extra-curricular activity and volunteering within their local community.

Reviewing the Policy

This policy will be reviewed in two years.

Relevant documents

The National Curriculum in England. DfE, 2014

Final Report of the Commission on Assessment without Levels. 2015

Eliminating unnecessary workload around marking. Report of the Independent Teacher Workload Review Group. DfE 2016

Eliminating unnecessary workload associated with data management. Report of the Independent Teacher Workload Review Group. DfE 2016