

Assessment Policy

This policy is a whole school policy including EYFS

Please read alongside Remote Learning Policy in light of restrictions due to Covid-19

A detailed and ongoing risk assessment has been completed to take into account government guidelines and statutory requirements regarding Covid-19. With this in mind changes to procedures may occur due to identified risks.

1 Introduction

1.1 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 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.

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 with information that allows them to make judgements about the effectiveness of the school.

3 Planning for assessment

3.1 We use our school's long term plans to guide our teaching. In these plans we give details of what is to be taught to each year group. In our medium and short term plans opportunities for assessment are identified.

3.2 We use the Early Years Foundation Stage, the National Curriculum 2014 and commercial schemes of work to support our teaching. However, we are not restricted by these and can be flexible on how we deliver the curriculum as long as the year's learning objectives are met. We use the assessment guidance in the National Curriculum to help us identify each child's level of attainment alongside annual external assessments.

3.3 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. We are aware of those individual children who do not achieve at the expected level for the lesson, and we use this information when planning for the next lesson. At the end of the lesson we conduct a plenary session and refer back to the learning objective, this acts as a mutual assessment opportunity.

- 3.4** The children undertake assessment tests in each year group using GL Assessment tests. We also use annual reading and spelling tests. All of this information is used alongside teacher assessments. Teachers also make regular assessments of each child's progress in all subjects.
- 3.5** Each teacher regularly reviews the children's progress. Teachers discuss the children's progress with parents three times a year at parent consultation evenings, and report annually on each child's progress at the end of the academic year with a school report plus twice yearly interim reports.

4.0 Rationale for Observations and Assessments in the Early Years Foundation Stage

The Learning Diary: Informal Observations- Nursery and Reception classes. (*Learning and Development Positive Relationships A Unique Child*)

The Learning Diary is a celebration of the children's learning experiences throughout the EYFS. This is a shared on Tapestry with parents, carers and staff.

This is a diary format of evidence of the child's learning. It includes of children's achievements, interests and learning styles. For example, photos, work, communications, informal observations and comments from parents and staff.

The learning diary goes home and comes into school on a daily basis. These observations take into account the Leuvan Scale and the Wellbeing scale.

In the Nursery and Reception the Learning Diary is used to record daily observations on a pro-rata basis twice a week.

The Tracking Document - Nursery and Reception

(*Learning and Development*)

In Nursery and Reception a tracking document is used.

This is an overview of each child's progress. Every term, staff will look at each child's observations and learning journey and will track the stage the child is working in within Development Matters. Children's development is refined into Emerging, Developing and Secure in the age bands to give a clear picture of progress.

ABCC Charts - Nursery and Reception

(*Enabling Environments A Unique Child, Positive Relationships*)

Event sample observations are used in the Nursery and Reception classes, these are ABCC charts (antecedents, behaviour, consequences and communication charts) that record specific moments and behaviours. These are used to identify patterns of behaviours and what triggers them.

My Voice – Nursery and Reception

(Enabling Environments A Unique Child, Positive Relationships)

Once a term time is planned for each child to spend time with their key person to discuss their learning next steps are created. This feeds into planning for the next term and is shared with parents through the Learning Diary, where parents can contribute.

The Foundation Stage Profile: - Reception Only

(Positive Relationships A Unique Child)

At the end of reception the children's progress is scored using three developmental stages. Exceeding/Secure/Emerging.

Cohort Overview - Nursery and Reception

(Enabling environments)

In Nursery at the end of each term children's progress is recorded onto a cohort overview showing progression. Children's development is refined into Emerging, Developing and Secure in the age bands to give a clear picture of progress. In Reception the cohort overview in reception is assessed through alternative means. This is evaluated to ensure a balanced curriculum and that provision reflects the cohort's needs.

Data Analysis – Reception Only

(A Unique Child, Learning and Development)

Each year the EYFS data for the previous year is released by Somerset. This is used, alongside the national data released by central Government to build a picture of how the Nursery and Reception classes compare to this.

The Characteristics of Effective Teaching and Learning - Nursery and Reception

(A Unique Child)

Throughout the school Building Learning Power is used to underpin all learning – this works alongside Characteristics of Effective Teaching and Learning. It provides our children with a framework to involve and engage children in all aspects of playing and exploring. It encourages them to be active in their learning and supports them in creating and thinking critically.

Reporting to Parents Nursery and Reception

(Learning and Development Positive Relationships A Unique Child)

In Nursery a mid- year report in Jan/Feb is given to parents followed by a full summer report in June.

In Reception parents receive 2 interim reports and a full report in the summer term which includes Characteristics of Effective Teaching and Learning.

A parent consultation appointment is offered each term in Nursery and Reception.

6 Recording

6.1 We recognise various methods of assessing a child's learning. The type of assessment that we make varies from subject to subject. All subjects are assessed regularly. Such assessments inform the next stage of planning.

6.2 Our teachers record the progress of each child to monitor their progress. Each teacher passes this information on to the next teacher at the end of each year.

6.3 As a general rule maths is marked with children – a dot is written next to any work which is incorrect; when the work is corrected a tick and a letter 'c' (for correction) are added. In this way we know our verbal comments are being taken on board.

7.0 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.

7.2 Regular comments are included in the home/school diary on academic as well as social progress.

7.3 We offer parents the opportunity to meet their child's teacher formally three times a year. At the first meeting of the school year we review the targets we have identified for their child. At the end of the Autumn and Spring Terms the parents receive a report card which gives their child's attainment at that time. During the summer term we give all parents a written report of their child's progress and achievements during the year.

7.4 Results of reading and spelling tests and levels for English, Maths and Science are included in the end of year report for years 2 to 6.

7.5 Long Term curriculum plans are available on the school website, parents can see details of work to be covered in the forthcoming half-term or term.

8.0 Consistency

8.1 All subject leaders collect examples of children's work within their subject area to make judgements about the performance of the children's work. By doing this we ensure that we make consistent judgements about standards in the school.

8.2 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.

9.0 Monitoring and review

This policy is the Headteacher's ongoing responsibility and its effectiveness is reviewed annually in consultation with the staff.

Signed Headteacher: *Sally Cox*

Date: 17/8/2022