



**Mrs Bland's Infant and Nursery School
Burghfield Common Federation**

Assessment Policy

May 2023

Mrs Bland's Infant and Nursery School Assessment Policy

Our assessment policy is aligned to our curriculum and is an integral part of the learning process. The curriculum is mapped out against end of year, age-related expectations (AREs), ensuring quality in-depth teaching and learning. Central to this is a focus on formative assessment as a tool to guide learning. Assessment in our school generates continuous improvement and supports achievement. It takes place in all year groups and across all subject areas. All assessment in our school is meaningful and avoids unnecessary recording or tracking. The purpose of any assessment is to improve learning. Assessments can take the form of observations, discussions, formal assessment of written work and tests. Our approach is inclusive, and we strive for children of all abilities to achieve.

The assessment policy is a live document, reviewed regularly to improve assessment practice in school and to remain up to date with government guidance. Evaluation of teaching and learning is linked to the continual professional development of all staff to ensure teacher expertise in curriculum, pedagogy and assessment.

Aims

- Ensure that all children make good progress and achieve.
- Track children's attainment and progress, against age-related expectations, to inform teaching and learning.
- Provide a consistent approach across all subject areas and age phases.
- Ensure formative assessments are an integral part of day-to-day teaching and learning, in every classroom, enabling us to identify children who are falling behind in their learning or who need additional support, including the most able.
- Ensure assessment contributes to the early and accurate identification of children with special educational needs and any requirements for support and intervention.
- Share meaningful feedback (written and oral) with children, highlighting their strengths and helping them to understand what they need to do to improve.
- Set children challenging goals, given their starting points, and ensure they make good progress towards meeting or exceeding them.
- Provide comprehensible information to parents and carers on how well their children are doing in relation to expected standards.
- Hold informative and productive conversations with parents and carers on supporting their children's learning effectively.
- Ensure as many children as possible are ready for their next steps in learning at key transition points.

Arrangements for the governance, management and evaluation of assessment: Roles and responsibilities

Governors

- Monitor whole school data.
- Monitor assessment practices in school.

Senior Leadership Team

- Moderate teacher assessments and tests.
- Set realistic whole school targets.
- Analyse data for school improvement and reporting.
- Lead and monitor whole school assessment practices.
- Provide training for teachers to ensure a good understanding of assessment and assessment practice.

Teachers

- Regularly use on-going formative assessment to inform planning.
- Make summative judgements at defined points in time.
- Provide feedback to pupils and set realistic targets/next-steps for individual pupils.
- Provide assessment information to the senior leadership team, parents and pupils.

Teaching assistants

- Provide feedback to teachers on pupil progress and attainment.

Parents and carers

- Attend meetings with teachers to discuss their children's attainment and progress.
- Support children with their reading and spellings.

Pupils

- Take ownership of their learning, working hard to achieve their next steps.

How assessment outcomes are collected and used:

We use 3 key forms of assessment

- In-school formative.
- In-school summative (Pupil Progress Data and Sonar).
- Nationally standardised summative

In-school formative assessment

Formative assessment takes place during learning and:

- assesses knowledge, skills and understanding
- identifies children's strengths
- highlights gaps in learning
- tackles children's misconceptions
- identifies the next steps in learning
- diagnoses need for support, re-teach, intervention or booster group
- informs teacher planning and reporting

Types of formative assessment include:

- high quality questioning and answer sessions during lessons
- marking of pupils' work and verbal feedback
- observational assessment
- regular short re-cap quizzes (including weekly quiz)
- adult and peer feedback, response partners
- child self-assessment, reflection on learning
- capturing learning taking place on camera and adding to child's profile (Seesaw)

In-school summative assessment:**Summative assessments takes place at end point of unit learning.**

- half termly phonics tracking
- reading comprehension assessments
- maths assessments
- end of unit tasks e.g. activity using and applying knowledge and skills learned
- writing tasks (independent)
- children's attainment is recorded on Sonar which is then used to monitor progress

Use of tests in school

- Hodder maths and English tests

These tests are used in KS1 at the end of each term to assess the children's attainment. These are then used purposefully to inform future planning.

National Tests**Nationally standardised summative assessment**

We ensure all statutory assessments are administered in accordance with guidance and reported to all stakeholders as appropriate. Nationally standardised summative assessment provides information on how pupils are performing in comparison to pupils nationally and how the school is performing in comparison to schools nationally. Results from national tests are used to inform in school summative assessment and in-school assessment practice.

- NFER YR baseline assessment
- EYFS Profile
- Y1 phonic screening
- Y2 (non-statutory) SATS

Assessing children with SEND

Our school has high aspirations for the achievements of pupils with SEND. We use information from teacher assessments and testing to support the diagnosis of learning difficulties and highlight any requirements for support or intervention. Progress for all children is measured in the most appropriate way for the individual child. Progress in communication or social skills may be considered as well as alternative methods of recording, such as learning journals and photographs.

Assessing children in EYFS

Our EYFS practitioners base their assessments on their knowledge of the child through observation and interaction in a range of daily activities and events. The EYFS provision enables each child to demonstrate their learning and development fully. Embedded learning is identified by assessing what a child can do consistently and independently in a range of everyday situations. An effective EYFS assessment presents an holistic view of a child's learning and development. Accurate assessments take account of contributions from a range of perspectives including the child, their parents and other relevant adults.

Teachers use the NFER baseline assessment and then complete the foundation stage profile to closely monitor progress.

Seesaw is used to add evidence to individual portfolios which are shared with parents.

Learning Journeys are also kept for children and demonstrate milestones in progress across the year.

School Year Assessment Overview	
September	Ratify/moderate summer data Report to Governors/other required bodies. Y1 –Y2 Baseline testing and Attainment Nursery and Reception baseline Y2 Salford reading test Teacher performance management Pupil progress meetings Start pupil profiles: meeting 1:1 with pupils
October (End of Autumn 1)	Y1 –Y2 end of unit maths test (Hodder) English moderation in year groups YR-Y2 phonics tracking progress reports in preparation for consultation evening
December (end of Autumn 2)	Mathematics summative tests (Hodder) Hodder Summative tests for reading Writing assessment (Independent write) Reading Comprehension assessment YR-Y2 phonics tracking Finalise teacher assessments – input into Sonar Analyse data/moderation Pupil progress meetings
January	Teacher performance management reviews. Start pupil profiles: meeting 1:1 with pupils
February (End of Spring 1)	Writing moderation in year groups YR-Y2 phonics tracking
March/April (End of Spring 2)	Mathematics summative tests Hodder Summative tests for reading Writing assessment (Independent write) Reading Comprehension assessment YR-Y2 phonics tracking Finalise teacher assessments – input into Sonar Analyse data/moderation Pupil progress meetings (including a review of interventions) pupil progress reports for consultation evening
May	National testing (non-statutory) in Y2 English moderation in year groups and local schools YR-Y2 phonics tracking
June/July	Y1 phonics test Y1 Mathematics summative tests (Hodder) Y1 Hodder Summative tests for reading comprehension KS1 Writing assessment (Independent write) Y2 SATS (non-statutory) YR-Y2 phonics tracking Pupil progress meetings Y2 teacher assessment against interim frameworks Transition meetings and class information handover with new teachers Finalise teacher assessments – input into Sonar Data analysis