

# Cavendish Close Infant and Nursery School Assessment Policy

## Aims

1. To promote continuity and progression in individual children's learning.
2. To recognise the achievements of the children
3. To raise standards
4. To involve the child in the assessment process
5. To raise parental awareness of their children's progress and help them to improve their child's performance
6. To meet statutory requirements

## Procedures

There are five strands to the assessment procedure:

- Statutory assessments
- Foundation assessment
- Termly assessment and target setting
- Teacher assessment
- Assessing children with Special Educational Needs

## Statutory Assessments

Statutory Assessments for end of Key Stage One are carried out in compliance with Government orders.

## Foundation Stage Assessment

Each child is assessed within the first half term of entry to nursery or school. This is done through observations and is in line with a DfE accredited Baseline Assessment Provider.

Results from the baseline assessment are then used to determine the learning needs of each child and group of children.

The children are then continually assessed throughout their time in the Foundation Stage. For FS2 children their achievements are recorded using the ages and stages in the EYFS guidance. For children not achieving all of the goals in reception, this document will form the basis for teaching as they move into Key Stage 1. Targets are also set every term for the Foundation Stage.

## Termly Assessments and Target Setting (Key Stage 1)

Each child is assessed formally every half term for the core subjects of English (Literacy), Mathematics (Numeracy), termly for Science, Speaking and Listening and I.C.T. From these assessments half termly targets are set for literacy and numeracy. These targets are shared with the child, by sticking them into their work books, and future teachers, where applicable. For further guidance refer to the whole school marking policy. Targets set in the final term of Year 1 shall be continued into the first term of Year 2 to support transition. The children's assessment is also levelled and will be recorded on the schools electronic system each term at the half term point. For children starting Year 1 who are not achieving a 1C their performance should be

levelled against the P scales. This decision has been made based on guidance from the LEA. Additional levelling will be recorded in work books (particularly 11<sup>th</sup> Day Books) and teachers own records at the end of each term.

### Teacher Assessments

Teachers continually assess children against learning objectives. Strategies used to make assessments are:

- Mark Children's Work -consistently and timely in accordance with the schools marking policy.
- Observing and Questioning Children and Feedback  
Learning Objectives are made explicit to the children by:
  - Displaying these in an appropriate place in the classroom
  - Verbally

Observations are recorded using "post-its" and by annotating planning. These observations are used to inform planning, reports and termly assessments.

Assessment of their understanding is carried out by:

- appropriate questioning ( gender issues, differentiation)
- looking at their work (comparing with other classes and exemplars)
- observation of children at work
- talking to children
- assessments and tests

Verbal feedback is given to individual groups and the whole class, which recognises their positive achievements and highlights the next steps.

It is an expectation that assessments will be moderated each term within year groups.

### Equal Opportunities and Inclusion

- Assessing Children with Special Educational Needs  
Teachers will use the assessment procedures to decide whether a child needs to be placed on the Special Needs Register. The children will be assessed against P-Levels or Pivats. Outside agencies will be used to help assess and advise as necessary those children who are at School Action Plus or have an Education Health Care Plan. In accordance with the Special Educational Needs Code of Practice specific targets will be set on individual education plans. (See Special Educational Needs Policy for further details)
- Assessing Children with higher ability. (Gifted & Talented)  
Assessments will be used to identify the more able children and ensure that they continue to make progress by providing challenging learning opportunities in accordance with the Gifted and Talented policy.
- Assessment data will also be used to track progress of other vulnerable learner groups to ensure they are progressing e.g. boys, EAL, children being looked after.

## Pupil Self Assessment

Pupils are involved in self-assessment by:

- Reading and discussing their work with an adult.
- Pupils discuss whether they have met targets and discuss new targets with their teacher.
- Self-evaluation in all subject areas is essential to develop independent working habits and high standards e.g. Plenary/Introduction in Literacy and Numeracy hour. This is in line with training from the Learn to Learn agenda which is a local authority priority.

## Planning

Our three levels of planning identify assessment opportunities. These are:

- Long Term
- Medium Term
- Short Term

This ensures that pupils are given work and activities that are matched to their needs and promotes progression.

## Recording

### ▪ Statutory Assessment

These will be recorded on official forms and on parental reports. They will also be passed to transferring schools.

### ▪ Teacher Assessments

These are recorded in:

- Reading Diaries & Reading Conferences
- Parental reports
- Post -it observations on class objective wall
- Assessment Files & 11<sup>th</sup> Day Books
- Levels are recorded termly on to electronic system.
- Weekly action notes on planning.
- Target group records

## Transition

There will be time when the Year 2 and 3 staff meet to discuss the children moving to our junior school at the end of the school year. Specific needs of children moving from year groups within school will be communicated to new teachers via discussion and recorded on transition forms.

## Reporting

### ▪ Annual Report to Parents:

At the end of the summer term a written report is sent out to parents/guardians. It contains information about pupil's attainment in all National Curriculum subjects and RE and highlights areas for development. A copy of the report is kept in each child's record.

At the end of Key Stage 1 children's achievements in national tests is also reported. Parents are offered an opportunity to discuss their child's progress and their annual report in the summer term

#### ▪ Parents Evening

Parents/Guardians are invited to visit school in all three terms to discuss their child's progress. Parents may also request an appointment to see their child's teacher at anytime. Parents whose children are on the Special Educational Needs Register or have EHCP will be invited to attend review meetings when appropriate.

### Marking Policy

For greater detail please refer to the schools marking policy. Regular, appropriate marking and feedback are ESSENTIAL. This is structured to ensure praise for effort and achievement and give targets. Care is taken to ensure that criticism is constructive and manageable and that children's efforts are valued.

This is done by:

- Verbal praise and discussion of how to improve by class teachers, teaching assistants and other helpers.
- Written praise and constructive comment.
- Stars, stickers awards for effort and achievement.

Pupils are involved in self-assessment by:

- Reading and discussing their own work with the class teachers and their friends.
- Discussion of what skills they are using to support their learning.
- Being encouraged to think about their targets.

### Roles and Responsibilities

#### 1. Class Teachers

Are responsible for carrying out informal and formal assessments, setting and monitoring targets and recording and reporting progress as set out in this policy. They will also use assessment data for their class to establish target groups for under or over achieving children. Teachers will be responsible for analysis of their class's performance using format distributed by the Head teacher. This will be discussed during termly pupil progress meetings.

#### 2. Assessment, Planning and Testing Co-ordinator

The Co-ordinator is responsible for ensuring that all staff implement this policy. They will also analyse whole school data entered onto the schools electronic tracking system.

#### 3. Curriculum Co-ordinators

Curriculum Co-ordinators monitor achievement in the core subjects.

#### 4. Head Teacher

The Head Teacher is responsible for additional analysis of assessment data and reporting this to Governors.

#### 5. Governors

The Governors and the Head Teacher should use assessment data to evaluate the school's performance, identifying strengths and weaknesses and set targets.

This policy was written in Sept 2011.  
 It will be reviewed by September 2013.  
 Reviewed and updated October 2014

**Policy Change History Sheet**

Policy title: Assessment		
Review Date	Section	Summary of change
October 2011	Termly Assessments and Target setting	For children starting Year 1 who are not achieving a 1C their performance should be levelled against the P scales not Foundation Stage Points
October 2011	Teacher Assessments	Observations are recorded using "post-its" and by annotating planning. These observations are used to inform planning, reports and termly assessments
October 2011	Roles and responsibilities Teachers	Teachers will be responsible for analysis of their class's performance using format distributed by the Head teacher. This will be discussed during termly pupil progress meetings.
October 2014	EYFS	Changes to EYFs assessment information
September 2015		'Statement' changed to EHCP Reference made to baseline assessment in FS2 Page numbers inserted
