



IVER VILLAGE INFANT SCHOOL

ASSESSMENT POLICY

Reviewed December 2019

KS1

The Statutory Teacher Assessment Frameworks and the performance descriptors will be used to inform Teacher Assessments in Summer 2020 for Reading, Writing, Mathematics and Science

Teacher assessments for pupils are reported as Pre-key stage 1 standard 1 to 4, working towards the expected standard, working at the expected standard or working at greater depth within the expected standard for Reading, Writing and Mathematics. In Science teacher assessment is reported as working at the expected standard or has not met the expected standard.

EYFS

EYFS Baseline Assessment - At our school, baseline assessments will be carried out in September 2019 and outcomes will be recorded on SIMS

Underpinning Principles of Assessment

- Provide an assessment system that is inclusive and reflects the values and ethos of Iver Village Infant School
- Ensure every pupil reaches their full potential as a result of a highly effective assessment policy, practices and procedures
- Maintain high standards of pupil achievement and progress
- At the heart of teaching and learning, enable teachers to plan effectively the next steps in learning for their class, for groups of pupils and for individuals, identifying areas of difficulties and strengths for intervention programmes
- Enable pupils to know what they can already do and collaboratively plan what they need to do next and how they will achieve this.
- Provide parents/carers with information about their child's attainment related to age expectations and progress against key objectives so they can effectively support their child's learning journey at home.
- Mistakes and misconceptions are recognised as part of the normal learning process by the teacher and used constructively to facilitate corrective learning and develop resilience
- Giving pupils the guidance on how to improve and opportunities to do so. They are also given opportunities to suggest ways to redraft, improve their work and improve the work of others through peer assessment opportunities)
- Effective questioning to check, probe, develop understanding and appropriate action is taken to consolidate or extend learning

Early Years Foundation Stage

Baseline assessments are carried out on entry in the Autumn first half term and all pupils are targeted to achieve the ELG across all areas of learning. Pupils are assessed using the EYFS document, progress is tracked across the Development Matters stages of learning

The Early Years Foundation Stage Profile is completed at the end of the Summer Term. Attainment at the end of year is reported according to age related expectations and is reported as 'Emerging' 'Expected' or 'Exceeding'. Judgements are based on cumulative observational evidence recorded over the course of the year.

Year 1 and Year 2

Challenging targets are set for attainment and progress for the end of the academic year

Pupils are assessed against learning objectives and success criteria, which are short, discrete, qualitative and concrete descriptions of what a pupil is expected to learn, know and be able to do. These are derived from the National Curriculum objectives, Programme of Study and, in Year 2, the Teacher Assessment Framework

The achievement of each pupil is assessed on the relevant criteria in Reading, Writing and Mathematics and entered onto SIMS each time and an analysis is made identifying children that may need an intervention.

The expected tracking journey of a pupil through KS1 for the different groups would therefore be: End EYFS - reports are made on the good level of development (GLD)

Autumn Year 1 Spring Year 1 Summer Year 1 Autumn Year 2 Spring Year 2 Summer Year 2 Pre-key stage 1 standards 1 to 4 would be used for some pupils, working above P4 and below 'Working Towards the Expected Standard' For Emerging and Expected pupils, the '+' may be used to record the small steps of progress made during KS1.

Assessment judgements are recorded and backed by a body of evidence created using observations, records of work and statutory testing for pupils at the end of Key Stage 1

From Spring Term 1 onwards in Year 2, key pieces of independent writing will be marked using the DfE Teacher Assessment Framework tick sheet to support the End of Key Stage 1 judgements.

Assessment judgements are moderated by colleagues in school, by colleagues in other schools, by an external consultant and by the LA when selected to make sure our assessments are honest, fair, reliable and valid.

We aim to assess The whole child:

- behaviour
- creative skills
- physical development
- attitude, resilience, motivation and co-operative skills
- social/emotional development
- health/welfare.

Contributions to assessments are made by:

- teaching staff and LSAs
- SENDCo
- the Headteacher
- ELSA (Emotional Learning Support Assistant)
- external agencies, i.e. Educational Psychologist, Learning Support Service, Behaviour Support Service, , Speech and Language Therapy Service
- parents/carers
- peers
- pupil self-assessment

Analysis of baseline achievements from the EYFS, end of EYFS achievements and continuous teacher assessments enables us to set targets in Reading, Writing and Mathematics. We share expectations with parent/carers during Pupil Progress Meetings in the Autumn term. In the Spring term, parent/carers are informed of the progress against these expectations using a summary sheet.

At Iver Village Infant School we believe feedback and marking should provide constructive feedback to every child. Feedback and marking should focus on progress against previous personal best, success and improvement needs against learning intentions/success criteria and targets. Feedback and marking should enable pupils to become effective learners.

Marking too many aspects of work can be overwhelming for pupils and destructive. Self and peer assessment opportunities are sometimes built into classroom activities with clear explanations of why they are doing it, making it regular and taking it seriously. Pupils can identify their own successes against given learning intentions/success criteria and look for improvement points. Pupils will always be encouraged to complete work. An explanatory comment will accompany work that has not been completed. Every effort should be made to enable absent pupils to catch-up with missed work. This includes completing work at home, with an LSA, use of non-core curriculum time, use of PPA time etc.

Recording Records are kept and transferred within schools. The School values and promotes partnership with parents/carers. Pupil achievements are reported to parents/carers by informal communication and pupil progress meetings. Annual Reports are sent out in July which include attendance returns. For Year 1 pupils these will include the Phonic Screening Check outcome and for Year 2 pupils the end of Key Stage 1 attainment. Year 2 pupils who retake the Phonic Screening Check will have their outcomes reported.