



Dereham Church Infant and Nursery School



Assessment Policy

Document Purpose

This policy reflects how we assess, record and report pupils' attainment and progress at Dereham Church Infant and Nursery School. Assessment is an integral part of the teaching and learning process; this policy should be read in conjunction with the schools current Teaching and Learning Policy.

Aims of Assessment, Recording and Reporting

At Dereham Church Infant and Nursery School we believe that:

Assessment is at the heart of the education process. It is the judgement teachers make about a child's attainment based on knowledge gained through techniques such as observation, questioning, marking pieces of work and testing.

The purpose of assessment, recording and reporting in this school are to:

- ◆ identify what each pupil knows, understands and can do
- ◆ monitor progress or lack of it by individuals
- ◆ inform curriculum planning and guide future learning
- ◆ motivate and provide pupils with opportunities to review their work and help to set new targets
- ◆ enable staff to evaluate the provision they make
- ◆ provide a focus for communication with others

KEY PRINCIPLES

Assessment, recording and reporting in this school should:

- ◆ be a central part of planning for teaching and learning
- ◆ involve the learner wherever possible
- ◆ be both formative and summative
- ◆ be both manageable and useful
- ◆ make it clear to parents how well their children are doing
- ◆ raise standards of learning
- ◆ reflect the principles of 'Assessment for Learning'

School Practice and Strategies

A Formative Assessment

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'Formative Assessment is day to day on-going assessment, based on how well children fulfil learning intentions, providing feedback and involving children in improving their learning'

At DCINS we follow the core principles of 'Assessment for Learning' School policy and practice in:

Planning

- ◆ planning will show clear learning objectives
- ◆ planning will show the success criteria
- ◆ planning will show a balance between child led and adult led activities
- ◆ planning will show a balance between taught specifics and applications
- ◆ planning will show long term and short term learning objectives

Sharing Learning Objectives and Success Criteria

- ◆ Learning Objectives and Success Criteria are agreed with the children
- ◆ The learning activities (*Context*) are matched to the learning objectives
- ◆ Learning Objectives and Success Criteria are shared for each lesson (short term) or discussed with the children and displayed if appropriate (long term)

Effective Questioning and Responding

- ◆ Questions are asked to fit the purpose
 - Closed for knowledge
 - Open for concepts to encourage verbalisation of reasoning
 - To extend and challenge thinking

Some effective strategies that we use are:

- ◆ Children are given thinking time before responding
- ◆ Use a variety of ways to respond in preference to 'hands up'
- ◆ Use talking partners
- ◆ Use resources to assess whole class sessions i.e. whiteboards

Effective Feedback

Success Criteria

At the beginning of each lesson the Learning Objective and Success Criteria are shared with the children. These are revisited throughout and at the end of the lesson, giving children time to reflect on how they have been successful.

Marking



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At Dereham Church Infant and Nursery School, we strive to ensure that all children's work is valued and sensitivity is shown towards their ideas. We ensure that marking and feedback have a positive impact on improving children's learning. Due to the age of our children, we feel that verbal feedback during/after the lesson has the strongest impact and is the most appropriate way of supporting our children. We feel it is important to celebrate successes and use these as an effective model to encourage others.

EYFS

In the EYFS there is a coded key (see appendix C) at the front of writing books identifying whether the activity is completed independently or adult supported; it also states the level and type of support given. During/after an activity verbal feedback is given immediately. Every piece of work has a focus on either letter formation or number formation. Children are given the opportunity to practise or correct these.

KS1

In KS1 there is a coded key (see appendix D) at the front of books identifying the level of support given and explaining the marking symbols. Two spellings are given when working with an adult for the children to practise and correct. During/after an activity verbal feedback is given immediately to support understanding and minimise misconceptions.

In KS1, we reflect and evaluate the areas of learning that went well and the areas that still require development. Teachers will discuss these areas regularly with their children and these areas will inform future planning and drive improvement.

During KS1, children self-assess and peer assess at a level that is appropriate to them. Children use success criteria to self-assess whether they have met the expected outcomes.

Growth Mindset

The school is developing the concept of **Growth Mindset** which encourages the children to be open to improving their work and develop their understanding and strategies to enable them to do so. Children will have time to edit/re-edit work; practice what they have learnt to enable a greater depth of their learning.

B Summative Assessment

Summative assessment is snapshot testing which establishes what a child can do at a particular time

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Statutory assessment

KS1 new national curriculum tests with outcomes in the form of scaled scores.

Teacher assessment at KS1 and KS2 using the interim frameworks for teacher assessment.

Phonics Screening-Year 1 (and any Year 2 child who did not pass the assessment when in Year 1)

Early Years Foundation Stage Profile – Reception

Other summative Assessment

EYFS Baseline is completed on entry into Reception.

Class Summative Assessments

(see Appendix A Class Assessment File contents)

Target Setting

- End of year targets are set in July for the following year. Teachers must track the individual progress of each child and break down the target to ensure the child is on track for achieving the target set. Children will be discussed at pupil progress meetings. Children underachieving must be targeted with extra support to accelerate progress.
- The teacher will use assessments for setting individual and group targets for children, when appropriate, and will recognise when targets have been achieved

Use of Assessment to inform Teaching and Learning

Assessment is used to assess knowledge, skills and understanding and to identify gaps and misconceptions.

Assessment is used to inform teaching and learning next steps for individuals, groups or the whole class. All teachers have high expectations of what all children can achieve. Pupils at all levels are challenged and supported to accelerate progress based on accurate formative assessment.

Assessment is used diagnostically to identify when children have difficulties and decide what action to take.

Early Years Foundation Stage will complete Writing and Mathematics books (Reception) for individual children to show a snapshot of their learning and development. Assessment notes are taken for particular objective led activities.

Key Stage 1 will use End of Year Expectations records for Reading, Writing and Mathematics to include:

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- Writing, Reading and Mathematics grid for every child
- Reading Individual Records –including Whole Class Reading and Individual Reading progress

Assessment of Children with Special Educational Needs

All children with special educational needs are entitled to a broad and balanced curriculum.

The classteacher will ensure:

- ◆ Progress of SEN children is evaluated regularly and discussed with the SENCo.
- ◆ Consultation with the SENCO by the classteacher to review the progress made by the child against age related expectations. This may lead to intervention by the School Support Team or Educational Psychologist

Analysis and use of Assessment

The Headteacher and SLT will assess End of Key Stage Results against National Standards by using; Pupil Asset, Norfolk Key Data, IDSR and ASP.

The Headteacher will assess the school’s performance and set targets for improvement. These will be incorporated into the SIDP.

Moderation

Children’s independent work is moderated by:

- ◆ School staff at dedicated staff meetings/ Key Stage meetings and SLT meetings
- ◆ Cluster staff in parallel year groups/key stages
- ◆ Local Authority at moderation meetings for the end of the EYFS and Key Stage 1

Guidance on School Practices

Short Term Practices

Informal part of every day teaching, closely related to the learning objectives of the lesson.

Teaching Staff

Assessment	Recording
Share the Learning Objectives and Success Criteria with the children	Evaluate lesson plans – highlight significant individual/groups achievements/weaknesses

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<p>Include review times for children to self-assess</p> <p>Feedback with children; learning is assessed against the success criteria.</p> <p>Provide opportunity to improve work</p> <p>Set targets with individual children and groups</p> <p>Discuss outcomes with support staff</p>	<p>Observations recorded on Tapestry. Assessment notes taken for particular objective led activities.</p> <p>Reading: Notes on 1:1 Reading/Whole Class Reading 'Post it' notes used by staff working with groups of children for maths meetings, whole class reading, RE and other subjects.</p> <p>Marking linked to LO/SC</p> <p>Complete Reading, Writing and Mathematics End of Year Expectation's (Key Stage 1)</p> <p>Complete Tapestry observations.</p>
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Assessment must be used to inform planning.

Medium Term Practices (half termly)

Teaching staff

Assessment	Recording
<p>Use End of Year Expectations to identify Learning Objectives to be targeted.</p> <p>EYFS to use development matters; plan for areas not recorded</p> <p>Assess children in Literacy</p> <ul style="list-style-type: none"> ◆ Reading ◆ Phonics/sight words ◆ Writing <p>Pupil Progress Meetings with HT to evaluate progress being made by the COHORT and by individual children.</p>	<p>Pupil Asset is updated termly against age related expectations.</p> <p>Update End of Year Expectations in Reading, Writing and Mathematics each term and record on Pupil Asset termly. <i>(half termly if a child is not making expected progress)</i></p> <p>Annotate pupils assessed work in</p> <ul style="list-style-type: none"> ✓ Literacy ✓ Maths <p>Class tracking sheets are completed half termly</p>

Long Term

Teaching Staff

Assessment	Recording
<p>Use National Curriculum Tests and Tasks to inform teacher assessments for the end of Key Stage 1 Assessment and Phonics in Year 1</p> <p>Reception, Year 1 and Year 2 staff meet as part of a cluster group to ensure End of Key Stage Assessment is consistent with other schools</p>	<p>EYFS: Tapestry; writing books-Reception Tapestry -Nursery</p> <p>Class tracking sheets are completed for all subjects – a copy must go to the next class teacher</p> <p>Write a summative report for each child which</p>



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	includes future targets
	Ensure assessment files and pupil asset are kept up to date

Record Keeping

Schools are required to keep annually updated records of each child's achievements, skills and abilities, in order that teachers and others have access to up to date information about the progress individual children are making.

Whole School Expectations

Records should

- ◆ Be fit for the purpose they serve and help teachers, senior managers and parents track the progress pupils make
- ◆ Arise from the routine processes of planning, teaching, learning and assessing
- ◆ Be manageable concise, accurate and useful

Reporting to Parents

There are several opportunities each year for parents to discuss their child's progress and to look at work

- ◆ They can attend a parent/teacher interview in the Autumn and Spring Terms (Nursery, Reception, Year 1 and Year 2)
- ◆ Reception children use Tapestry and books as their report, supplemented with a general progress statement. Tapestry is shared with parents throughout the school year.
- ◆ Year 1 phonics results are shared with the parents/carers
- ◆ Key Stage 1 children take home a report of progress and achievement in June.
- ◆ After the End of Key Stage results have been published, parents are sent a written report with the results included.
- ◆ Parents who are concerned are welcome to discuss their child's progress with the teacher at an agreed time

Transfer Arrangements

The school has a Transfer Policy which is updated at the end of each academic year.

When a child leaves Dereham Church Infant and Nursery School, all relevant records and work will be sent to his or her new school.

The school has regular Cluster meetings with Local Junior Schools.



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Appendix A:

Class Assessment Files

Each classteacher will maintain an assessment file (*foundation subjects are completed and saved on public*)

Contents

<u>Assessment Format</u>	<u>Assessment Showing</u>	<u>When to be completed</u>
Reading, Writing and Maths termly 'Age Related Expectation' assessment sheets	Half termly progress	Sheets highlighted at the end of each half term. Data onto Pupil Asset end of each term.
Science, Art and Design, Design Technology, Music, Geography, History, Computing, PE	Half termly progress; each child is assessed against the objectives taught with working	End of each half term.

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<i>objective assessment sheets</i>	<i>well below/below/expected or greater depth</i>	
RE assessment sheets	<i>Half termly progress; each child is assessed against the objectives taught with working well below/below/expected or greater depth</i>	<i>End of each half term. Data onto pupil asset.</i>
EYFS Baseline Done during first 6 weeks and data sent to the DFE.	Children's attainment when entering Nursery and Reception in all areas	Autumn 1 Data onto pupil asset
EYFS – Development Matters	Termly Progress in all areas of 'development matters' for children in Nursery and Reception	End of Each term Data onto pupil asset

Appendix B:

Pupil Assessments

Each classteacher will complete the following assessments for Key Stage 1 children

<u>Assessment Format</u>	<u>Assessment Showing</u>	<u>When & How to be completed</u>
End of Key Stage SATs	Child's attainment in Reading, Writing and Mathematics	During May, each child will complete SATs.
Phonic Skills and Knowledge	Child's knowledge and progress of phonics	Beginning of the year, on-going throughout year
Year 1 Phonics Test	Children's knowledge of phonics and blending	Beginning of year, mock test during Spring term, Phonics Test in June
Year 2 Phonics Test (if children did not pass test in Year 1)	Children's knowledge of phonics and blending	Beginning of year, mock test during Spring term, Phonics Test in June
English	Child's progress and attainment in Reading and Writing	On-going teacher assessment including independent pieces of work. Termly Age Related Expectations are highlighted each half term when



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		objectives are achieved. Intervention/lessons/next steps are then planned.
Mathematics	Child's attainment and progress made	On-going teacher assessment including independent pieces of work. Objectives are highlighted each half term to show each child's attainment. Intervention/lessons/next steps are then planned.
Science, Art and Design, Design Technology, Music, Geography, History, Computing, PE objective assessment sheets	Child's attainment and progress made	On-going teacher assessment including independent pieces of work. Objectives are highlighted each half term to show each child's attainment on class grid. Intervention/lessons/next steps are then planned.
RE	Child's attainment and progress made	On-going teacher assessment including independent pieces of work. Objectives are highlighted each half term to show each child's attainment on class grid. Lessons/next steps are then planned.
Spelling the Common Exception Words	Child's spelling	Beginning of year and then end of each half term. 15 personalised spellings are sent home each half term to learn.