



## **Assessment Policy**

**Approved by FGB on 13<sup>th</sup> November 2019  
Min 12.18/09.21**

**To be reviewed November 2021**



Derbyshire Healthy Schools  
Community Award

**Headteacher: Mrs Zoë Andrews**

## **ASSESSMENT POLICY**

### **TIBSHELF INFANT & NURSERY SCHOOL**

#### **Introduction**

Assessment is an essential part of teaching and learning; it is a continuous process and is fundamental to successful planning. It makes effective use of questioning, observation and listening to children. Finding out what they know, understand and can do enables teachers to plan the next steps in learning. Assessment is carried out in accordance with the school's Curriculum policies and Marking policy and in accordance with the school's timetable for assessment.

#### **Aims**

- To allow teachers to plan and deliver an appropriate, individualised, child centred curriculum and provision that accurately reflects the learning needs of each child.
- To enable children to take responsibility for their own learning by involving them in the assessment of their own progress, through the use of peer and self-assessment strategies.
- To allow teachers to monitor the progress of individuals and to make informed decisions on future interventions and teaching and learning.
- To provide the Senior Leadership Team and Governors with information that allows them to make judgements about the effectiveness of the school and make decisions on future provision.

#### **Planning for Assessment**

We use the Early Years Foundation Stage Curriculum, Ages and Stages Documentation, and the revised National Curriculum (2014) along with our own curriculum from which to plan. We use the new National Curriculum and the Early Years Foundation Stage Profile to identify each child's level of attainment.

- Lessons take account of the National Curriculum objectives.
- Learning outcomes and success criteria are shared with children during each lesson.
- Learning outcomes are explicitly linked to success criteria and these form the basis of marking.
- Peer assessment skills are developed throughout the school and children are encouraged to become responsible for their own learning.
- Teachers make use of school tracking systems to track progress.

- The use of EAZ MAG supports planning, formative and summative assessment.

## **Managing and Using Assessment across school**

Assessment is seen as an essential teaching tool as there is a vital link between effective assessment and high quality teaching and learning at all stages of learning. Assessment information is stored electronically, staff keep ongoing formative and summative assessment records, and summative assessments are kept in Foundation Stage and Key Stage 1 assessment folders in the office.

- All teachers have a clear understanding of the key aspects of assessment and use data effectively to inform classroom practice, planning, intervention, class groupings and targets. They are responsible for using the data available and for working towards the challenging targets set for all of their pupils.
- Each teacher is responsible for assessing, using and updating whole school assessment tracking data for their pupils.
- In Key Stage 1 more formal assessments for phonics and writing take place termly. In Year 2 assessments for reading & maths are undertaken at the end of the Autumn and Spring terms. This information is updated on school tracking grids and tracking is analysed.
- Foundation Subjects are assessed at the end of the Autumn & Spring terms using the agreed assessment, October 2017.
- In Foundation 1 the nursery teacher completes baseline assessments within six weeks of a child starting in nursery. Children are tracked against all 17 strands of learning across the Foundation Stage Profile for the time they are in nursery. Following Baseline, data is entered into EAZ MAG at the end of Autumn term 2, Spring term 2 and Summer term 1.
- In Foundation 2, children continue to be tracked against all 17 strands of the Foundation Stage Profile, whilst working towards completion of the Early Learning goals. Following Baseline, data is entered into EAZ MAG at the end of Autumn term 2, Spring term 2 and Summer term 1.
- Foundation Stage assessment practice includes a rolling programme of observations as well as ongoing incidental assessments. Both teachers and teaching assistants are involved in the assessment process and internal moderation takes place at the end of the Autumn, Spring and Summer terms.
- Pupils with additional needs are assessed using a range of assessments; some of these are administered in school by the staff or SENDCO. Sometimes, the Educational Psychologist undertakes assessments at the request of the school and with the full knowledge and agreement of the parents/carers

- Children may need assessments adapted to ensure that their ability is being assessed accurately (Visual impairment/Physical impairment) and specialist services would be asked to give advice
- Moderation is undertaken systematically and is timetabled. It includes moderation across subject areas within a year group and across year groups. It is undertaken across phases, includes moderation with other infant schools in the County and cluster schools.
- The Senior Leadership Team moderate and analyse data to ensure consistency and accuracy.

### **Aims of our whole school and class tracking and moderation systems.**

- To provide a picture of pupil progress at whole school, class, individual and identified group level.
- To provide a focus for professional dialogue and 'pupil progress reviews' at Pupil progress meetings.
- To provide a clear focus for teachers to discuss the progress and attainment of individuals.
- To ensure assessment is accurate
- To enable mapping and targeting of intervention to support pupils whose learning is identified as the progress of individual children who are slow moving, stuck, or in need of support to accelerate progress and for those achieving or exceeding the age related expectations at whole school level.
- To analyse the impact of actions on progress and to support performance management systems and the accountability of teachers.

### **The Use of Data**

- To set cohort and individual pupil learning targets.
- To monitor, track and analyse the progress made by year groups, class groups and vulnerable groups.
- To provide continuity and progression of learning between year groups and key stages.
- To measure the effectiveness of the school and identify future school priorities.
- To keep parents informed about their child's attainment and progress.

### **Reporting to Parents**

We have a range of strategies that keep parents fully informed of their child's progress in school. We encourage parents to speak with their child's class teacher if they have concerns about any aspect of learning.

During the Autumn terms we offer parents/carers of children in Foundation Stage 2, Year 1 and Year 2 the opportunity to meet with their child's teacher and come into school for an open afternoon/evening. In the Spring terms, Year Foundation Stage 2, 1 and Year 2 parents/carers are invited to meet with their child's class teacher more formally. We discuss progress, areas of strength and future learning targets. In the Summer terms parents/carers of children in Foundation Stage 1 who are moving into school in September are invited to meet with their child's class teacher more formally to discuss progress, areas of strength and future learning targets. In the Summer Term all parents receive a written report which identifies targets for the next school year.

### **The role of the Governors**

#### **School governors support the work of the school, reflecting school priorities by**

- Providing effective allocation of resources.
- Monitoring the processes which lead to effective assessment.
- Ensuring that staff development and performance management support good quality teaching.
- Reviewing the overall effectiveness of assessment through the school's self-review processes.

### **Responsibilities, Monitoring and Review**

- The Headteacher, is responsible for monitoring the implementation of this policy.

**'Tibshelf Infant & Nursery School is committed to all aspects of safeguarding and promoting the welfare of children and young people, and expects all staff and volunteers to share this commitment.'**

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