

# Folly Hill Infant School



## POLICY FOR ASSESSMENT and moderation

Assessment suite

Signed ..... Chair of Governors

Signed ..... Headteacher

Date: Autumn 2018

Review Date: Autumn 2020

### PHILOSOPHY

Assessment provides the opportunity to celebrate children's achievements and should enable them to fulfil their potential through personalised learning. Assessment should be ongoing and continuous, noting pupils' strengths and next steps- providing direction for future planning and individual and school target setting. Children should be involved in the assessment process as far as possible in order to raise self-esteem and self-confidence and to promote further learning.

We aim to:

- Plan explicit learning objectives and success criteria and share these with pupils. Children are involved through discussion of their own targets.(see Marking policy)
- Make effective summative (assessment of learning) and formative (assessment for learning) assessments of pupils' progress, which will enable teachers to plan appropriately for future progress.
- Identify pupils' strengths, progress and areas for development in order to inform future planning and set individual, class and school targets .
- Inform other teachers in order to ensure continuity and progression particularly through tracking documents and through monitoring of identified groups.
- Share information through end of year reports, parent/teacher, teacher/pupil consultations and school to home records.
- Fulfil statutory requirements.
- Use appropriate questioning skills to identify individual and class learning needs and knowledge.

### ROLES AND RESPONSIBILITIES

An overview of assessment procedures and evaluation of its effectiveness, as well as informing staff of new initiatives, is provided by the head teacher (assessment leader) and governing body. Subject leaders will analyse of data, such as ASP, Surrey performance data and EYFSP (Early Years Foundation Stage profile), as a tool to show progress, success and areas for improvements. All other staff are involved in assessment both formative and summative where necessary and appropriate. All class teachers and school data secretary are responsible for electronic recording and sending of relevant school data informed by EYFSP, Year 1 phonic check and Year 2 teacher assessment. Our subject leaders, assessment and data leaders are responsible for monitoring the implementation, impact on learning and next steps as laid out in this policy.

## **ASSESSMENTS**

Assessments are carried out throughout a child's school career. These are tracked in order to see the child's progression and development through school.

### In Reception

Children are observed in the autumn term and a baseline of where they are is recorded. Throughout the rest of the academic year they are also observed in their play and tracked to see each child's progress towards the Early Learning Goals in the Early Years Foundation Stage Profile. Each child will finish Early Years Foundation Stage with an assessment against the 17 Early Learning Goals and a short commentary on their skills and abilities in relation to the three key characteristics of effective learning. It is expected that most children will have a good level of development.

### **KEY STAGE 1**

At Key Stage 1, assessments will be carried out in all subjects. This will take the form of teacher assessment, which may be informed by observation, work sampling, pupil interview or a written assessment administered at the end of a block of work. These will be recorded on recording sheets, in books or as assessments stored in individual pupil profiles. One writing assessment a term will be levelled and stuck in a blue assessment book which will go onto KS2 with the child to show progress.

### In Year 1

The Children will undergo a formal phonic assessment in the summer term.

There is an expectation that children in Year 1 will achieve Year 1 expectations in reading, writing, maths and science.

### In Year 2

Children will undergo formal Statutory Assessment Tasks in reading, writing, maths. This may form part of the teacher's judgements for teacher assessment of children's levels at end of Year 2.

## **TARGET SETTING**

Year 1 and Year 2 Individual targets should be set for pupils in Maths, writing and reading

These should be reviewed regularly.

In addition the school will set layered targets from EYFS to Year 2 in order to address a particular target informed by data such as ASP report.

## **PUPIL SELF ASSESSMENT**

Pupils should be involved in the assessment of their own learning whenever possible. This may be in the form of oral feedback, identifying own strengths and next steps through staff/pupil interview, through analysis of peer group learning, identification of progress through examination of learning objectives and success criteria. Pupils should be involved in recognising where their learning is going and identifying next steps.

## **SOURCES of EVIDENCE**

- "All About Me" form
- One Page profile
- Early Years Foundation Stage Profile information
- Learning journeys, including observations of children from parents and staff
- Recording of progress in phonic work, spelling and recognition of HF words including Year 1 phonic assessment.
- Results of SATs at the end of Year 2
- End of key stage 1 teacher assessment
- Records of any relevant observations
- Records of levelled reading, writing and maths work
- Other appropriate pieces of work to demonstrate levels in Science, Computing and Foundation subjects
- Samples of work may also be kept by subject leaders to benchmark school assessments against others from other schools
- Copies of annual school reports

- Intervention plan/support plan where appropriate

### **Moderation and Monitoring**

Moderation and monitoring are valuable tools in ensuring that Assessment of work is consistent throughout the school. We meet as a staff to moderate writing, reading and maths every half term and for all other subjects annually. Folly Hill School will meet with staff from other schools and with each other in order to agree standards, and to make judgements about children's progress and attainment. Representatives from LA who will also benchmark Surrey standards against National Standards may also monitor progress.

When putting data on tracking sheets and grids, termly progress should be shown as appropriate to that year group.

### **BENCH MARKING**

Our standards in English and Maths will be benchmarked against national standards through ASP online. This will also help us identify progress of particular groups of pupils such as those on pupil premium, EAL (English as an additional language), children of minority cultures and summer born pupils.

We will benchmark ourselves against Surrey standards through Surrey Standards and Performance website.

Subject leaders will benchmark other subjects through work with local schools as part of our Confederation and Network meetings and against national curriculum expectations.

### **REPORTING TO PARENTS**

- Processes of assessment will be discussed with parents/carers at specific Year group meetings. This will be before the child starts school, at the beginning of Year 1 and 2, and mid way through Year 2.
- Opportunities for formal discussions will be provided in the Autumn, Spring and Summer terms. These will take the form of parents evenings where parents/carers may view the work of their child and discuss progress and future learning with the teacher.
- Parents/carers may make appointments to see the class teacher or head teacher at other times during the term should they feel it necessary. Appointments may be made at mutually convenient times.
- A written report will be sent to parents/carers at the end of each school year. This may change in exceptional circumstances such as maternity leave when the report to parents will be presented before the teacher leaves.

### **TRACKING PROGRESS**

The main assessments can be identified on the school tracking document (cornerstones) and SIMS EYFS tracker. Other assessments, objectives and success criteria can be identified through staff planning.

### **SPECIAL NEEDS**

Group intervention plans/Individual support plans will be written for any children who are identified as having special educational needs. These will be shared with pupils and parents/carers and informed by observation and response to assessments. Plans are reviewed termly.

### **EQUAL OPPORTUNITIES**

All children will be assessed as appropriate to the individual.

### **BUDGET**

Funding will be allocated to Assessment as appropriate.