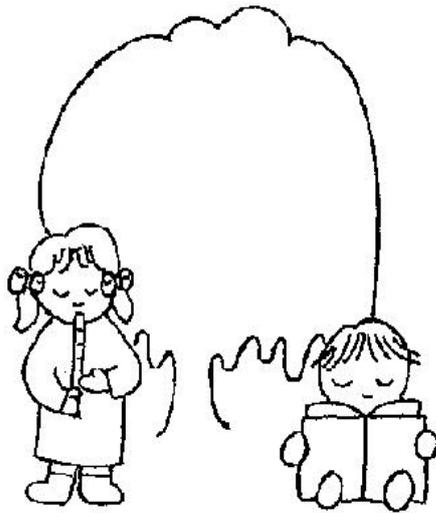


# Cecil Gowing Infant School

## Assessment

### Policy



Approved by Staff: January 2018

Approved by Governors: 30.1.18

Review date :January 2021

Signed .....I. Stubbs      Date: 30.1.18

Headteacher

Signed.....Fiona Hardman      Date 30.1.18

Chair of Governors

At Cecil Gowing Infant School, we believe that assessment should place the child at the centre of their learning and that it should raise achievement for all. We focus on the progress of each individual child. Assessment is not a singular activity; it is both about the measurement of performance at a given point in time and an ongoing process of gaining information to promote future learning. We believe that this process should be thorough, manageable and relevant.

**The purpose of assessment is:**

- To enable children to progress
- To support children in recognising how to progress
- To inform future planning for individuals, groups and classes
- To summarise attainment

In addition, assessment supports teachers and the SLT in monitoring the effectiveness of teaching, learning and assessment strategies.

**Good assessment practice at Cecil Gowing Infant School will:**

- raise standards of attainment and behaviour, and improve pupil attitudes and response
- enable the active involvement of pupils in their own learning by providing effective feedback which closes the gap between present performance and future standards required
- promote pupil self-esteem through a shared understanding of the learning processes and the routes to improvement
- guide and support the teacher as planner, provider, facilitator, learning designer and evaluator
- enable the teacher to adjust teaching to take account of assessment information and to focus on how pupils learn
- draw upon as wide a range of evidence as possible using a variety of assessment activities
- track pupil performance and in particular identify those pupils at risk of underachievement
- provide information which can be used by teachers and the SLT/headteacher as they plan for individual pupils, groups and cohorts
- provide information which can be used by parents or carers to understand their pupils' strengths, weaknesses and progress
- provide information which can be used by other interested parties
- provide information which can be used to evaluate a school's performance against its own previous attainment over time and against local and national standards

**Two distinct types of assessment are identified and used in our school. These are:**

**1. Assessment is for Learning (AifL)**

“Assessment is for Learning” helps to identify the next steps needed to make progress. It takes account of pupils’ strengths as well as weaknesses. Assessment for learning essentially promotes future learning, often expressed in ‘next steps’ targets and teacher’s planning.

*“...approaches to assessment enable pupils to take more responsibility for their achievements by understanding where their strengths are and what they need to do to improve, and by encouraging active involvement in self-assessment”..*

**Commission on Assessment Without Levels, July 2015**

**“Assessment is for Learning” will:**

- Provide insight into pupils’ learning for both pupils and teachers
- Promote success for all and raise standards
- Support the target-setting process
- Enable continuous reflection on what pupils know now and what they need to know next

- Measure what is valued
- Promote immediate intervention and link judgements to learning intentions/questions or 'next steps'

### **Implications for teaching:**

*The teacher will:*

- Provide targeted oral and written feedback which identifies strengths and the next step for improvement
- Promote pupil involvement in self and peer assessment
- Act on insights gained to inform curricular targets
- Plan against what children know/can do/understand
- Make expectations, objectives, intentions, key questions and next steps explicit to pupils
- Promote inclusion by attending to all pupils' learning needs, particularly for pupils who are at risk of underachievement
- Engage pupils in rich questioning allowing 'thinking' time (planned waiting)
- Build in time for focused observation of teacher-directed and child-initiated activity

### **Impact on learning and the learner:**

*The pupil will:*

- Know what to do to improve
- Know what has been achieved against known next steps and what to do next
- Gain confidence, motivation and self-esteem as a learner
- Improve their own self-evaluation skills
- Make progress
- Improve their feedback, encouragement and critique skills

### **Teacher assessment evidence in support of AifL**

This may include the use of:

- Children's work done in class
- Homework and information from parents
- Observations of play/learning (including photographs)
- Questioning and discussions (both child and adult led)
- Speaking and listening activities
- Specific assessment tasks, such as spelling tests, assessed writing, SATs and phonics assessments.
- Learning Journeys in EYFS (through Focus Child observations and Tapestry)

## **2. Assessment of learning**

Assessment of learning is more associated with judgements based on scores for statutory or summative purposes. Assessment of learning describes and labels past learning. At Cecil Gowing Infant School we use some tests and external assessments (for example SATs papers, SEN reports) as well as teacher assessment. These assessments give a snapshot of a child's attainment on a particular day, and are useful for benchmarking and comparative purposes. Please see assessment timetable.

### **Assessment of learning will:**

- Provide a summary judgement about what has been learned at a specific point in time
- Show what pupils can do without support
- Inform the target setting process
- Hold the school to public account
- Promote subsequent intervention(s)

### **Implications for teaching**

*The teacher will:*

- Provide a periodic summary through teacher assessment and tests
- Identify gaps in pupils' knowledge and understanding
- Identify possible gaps in the taught curriculum and in specific areas of learning through analysis of performance which guide future planning

- Implement strategies to accelerate progress to meet local and national expectations (narrowing the gap)
- Mark and measure against scores

### Impact on learning and the learner

*The pupil will:*

- Be able to gauge own performance in comparison to others and against previous performance
- Be able to measure own performance against externally agreed criteria and standards
- Have a measure of performance at specific milestones in life
- Know what expectations are required

Both AifL and AoL are essential in raising standards and should be used in all classes within our school therefore “Assessment is for Learning” and assessment of learning are both embedded throughout the school. These 2 assessment types are complementary in many senses, and have an equally significant role to play when making teacher assessment judgements.

### National Curriculum Objectives

Evidence gained from the above assessments will be used to ascertain how well a child is meeting the National Curriculum objectives. These on-going assessments will be put into our tracking system, Pupil Asset, to aid the monitoring of progress. Best fit judgements are made and these are used to support day to day teaching and to confirm end of term assessments.

Annual Assessment Timetable		
Teachers continually assess children’s learning throughout the school to provide information of children’s ongoing understanding		
Teachers termly assessments		
Early Years Foundation Stage	Baseline	By end of 1 <sup>st</sup> six weeks after entry to school
Early Years Foundation Stage	EYFS profile	By end of June
Year 1 and those in Year 2 who did not pass last year	Phonics check	Middle of June
Year 2	SATs	Mid May

## PITA Descriptors

Number	Descriptor
1	Is not accessing the age appropriate curriculum (e.g. P Scales) and needs significant intervention. They may be doing different tasks to the rest of the class, which are highly scaffolded.
2	Is able to access the age appropriate curriculum but needs personalised support and scaffolding. This may be due to having a barrier to learning such as EAL or ASD. They usually cannot apply their learning independently.
3	Is on track to meet some, but not all, of the end of year expectations. They are beginning to apply their skills independently, but not consistently, and can struggle to embed new concepts.
4	Is on track to meet all of the end of year expectations. They are mostly independent learners, they may make errors but will usually be able to improve work following feedback and support. In Year 1 there may be some small gaps in their learning.
5	Is on track to meet all of the end of year expectations, and in some areas they are exceeding end of year expectations. They are successful, independent learners (at the year group level) showing good understanding of the objectives taught. They may make occasional errors when applying their learning in other contexts.
6	Is on track to exceed end of year expectations. They are almost always successful in understanding the key learning and are able to apply their skills accurately, in a range of contexts, making very errors. They can often justify or explain their ideas.
7	As above, but is demonstrating significant skills and knowledge at a far greater depth than is expected for a child of their age. They can consistently apply their skills in a range of contexts and can process and evaluate other's ideas and their own effectively.

## **Pupil Progress Meetings**

We value many types of assessment and appreciate that, although tests provide an easily measured score, we should not only value that which can easily be measured and personal knowledge of each child is key. For this reason regular Pupil Progress meetings are organised in year groups, involving all staff and the Headteacher.

The progress of individuals and specific groups of children is discussed in relation to assessment data that teachers have prepared. As a result of these meetings, targets may be revised and intervention groups planned. Trends across cohorts, vulnerable groups, key stages and subject areas are collated and actioned as necessary.

The use of 'Pupil Asset' allows all staff to monitor, analyse and plan for individuals and groups of children. Features of this web-based software include the monitoring of vulnerable groups, attendance and behaviour. It also provides functions such as graphing trends, progress reports and predictions which support pupil progress meeting discussions, parent consultations and subject leaders.

## **Attainment and progress expectations for KS1**

Year 1 and 2 are following the 2014 National Curriculum. It is important to appreciate that this is far more challenging than previously and pupils will need to acquire more knowledge and skills to be working at Age Related Expectations (ARE). Transferring from the pre-2014 curriculum to the current curriculum may give the impression that pupils have not made expected progress.

Along with the principles of the current curriculum, it is our aim that every child will reach ARE by the end of each academic year, with many children having the time and opportunity to work in greater depth and breadth.

The 2014 National Curriculum provides programmes of study for each key stage which is split into phases: Year 1 and Year 2. During Year 1 teachers should build on work from the Early Years Foundation Stage and during Year 2 teachers should build on the work from Year 1. For those pupils exceeding their peers within each year group, they will be offered additional challenge to deepen and broaden their curriculum experiences as opposed to moving them onto the next year group's objectives.

From May 2016 new style National Curriculum tests were implemented. Children no longer receive a reported level but receive a statement in relation to the national 'Expected Standard'. They also will be given a standardised scaled score whereby 100 is deemed to be the national average score.

For each core subject in KS1 we use the Pupil Asset assessment progression system to assess pupils each term. This is a best fit judgement and is agreed through a range of year group, key stage and cluster moderation:

- **Below expected** – The child has covered some or all of this phase but still requires additional support to develop understanding (PITA scores 1, 2 and 3)
- **Expected** – The child has covered all of this phase and has a good understanding of when, how and where to apply this knowledge (PITA scores 4 and 5)
- **Above expected** – The child has covered all of this phase and can apply the knowledge consistently and in a number of different ways to achieve a deeper understanding through problem solving and questioning (PITA scores 6 and 7)

## **Attainment and Progress in EYFS**

At the start of reception, during autumn term 1, pupils are assessed to form an on entry baseline. The Reception cohort will also be assessed in June using the EYFS Profile. For each Early Learning Goal (of which there are 17), the class teachers must decide which one of the following three judgements is most accurate as a 'best fit' through comprehensive moderation:

- **Emerging** (1 point) The child has not yet achieved the ELG but is working within the one of the previous developmental bands of the EYFS framework e.g. 30-50 months
- **Expected** (2 points) The child has achieved the ELG as a best fit judgement
- **Exceeding** (3 points) The child has gone beyond the ELG and is working within the KS1 National Curriculum

This assessment will produce a number/percentage of children emerging, expected or exceeding for each of the 17 Early Learning Goals.

Our school data is compared with national outcomes. School staff must consider the attainment of children at the end of Reception compared with Early Years Foundation Stage Profile national figures, including the proportions that achieve a Good Level of Development.

### **What is considered to be a 'Good Level of Development' (GLD)?**

*A child's achieves a good level of development, as defined by the government, if s/he meets the expected level in the early learning goals in the prime areas of learning (personal, social and emotional development; physical development; and communication and language), and in the specific areas of mathematics and literacy. This is not the same as making good progress.*

**Ofsted School Inspection Handbook**

### **Progress Expectations in the EYFS**

At Cecil Gowing Infant School we make 'on-entry' judgements within the first 6 weeks of the autumn term. These judgements will be made within the context of gathering information from parents and from liaison with early years' settings during transition visits and teacher judgement. Information from all sources will build a picture of each child's learning and development on entry to school.

*When judging achievement, inspectors must have regard for pupils' starting points in terms of their prior attainment and age. This includes the progress that the lowest attaining pupils are making and its effect on raising their attainment, and the progress that the most able are making...*

**Ofsted School Inspection Handbook**

Individual children may be:

- Showing a **typical level of development** for their age.
- Operating at a level **above that typical for their age** (indicating the potential to exceed the early learning goals by the end of Reception).
- Displaying the knowledge, skills and understanding that are **below typical for her/his age** but not significantly so (this may indicate a lack of pre-school experience).
- Others may be operating at a level **well below that which is typical** for their age. Such children may be at risk of delay, or may have a particular disability or special educational need that has already been identified.

### **Reporting**

Written reports are sent to parents at the beginning of July. These reports inform parents of their children's achievements and progress. This report also gives suggestions for the next steps in each child's learning.

Parent consultations are vital to the reporting and communication process in our school, as well as to promote the positive partnership between home and school. There are two scheduled times during the school year for parents with children in Year 1 and 2:

- Mid Autumn Term
- Mid Spring Term

In the EYFS there is a system of 'focus children' so class teachers meet with individual parents on a 10 week cycle for 2 cycles and then in July to discuss end of year progress and attainment.

Also, there is an opportunity for parents to meet teachers to discuss any issues arising from the formal written end of year report.

In addition to these each year group holds at least 2 informal curriculum meetings. These usually take place in the early autumn and in the spring term. These meetings aim to inform parents about curriculum content and how they can support their child's learning.

Parents are encouraged to meet with the class teachers **at any time**, should they have any concerns.

