

ASSESSMENT POLICY

Value Statement (who we are):

Coombe Hill Infants' School is an inclusive, community school with a strong tradition of mutual respect and tolerance within a nurturing family environment.
We provide an outstanding education for all children.

Vision Statement (what we strive for):

Our vision is to develop strong minds, bodies and spirit in preparation for life. We sow the seeds of curiosity, enthusiasm and resilience to ensure all children continue to delight in their lifelong love of learning.

Responsibility: Sue Jakob

Reviewed on: May 2017

Reviewed by: Curriculum Committee

Next review Date: May 2018

Governor Committee: Curriculum & Standards

Chair: Moyra Greaney

"Safeguarding is everyone's responsibility".

Coombe Hill Infants' School complies with the relevant legal duties as set out in the Equality Act 2010 and the Human Rights Act 1998; we promote equality of opportunity and take positive steps to prevent any form of discrimination, either direct or indirect, against those with protected characteristics in all aspects of our work.

Coombe Hill Infant Assessment Principles

Assessment is at the heart of teaching and learning and is appropriate

Uniqueness

We recognise that every child is unique and different and we celebrate that.



Assessment is fair

Feedback & Marking

We ensure that verbal and written feedback is effective, child friendly and identifies targets to move each child on to the next stage of learning.



Assessment is honest and consistent

Monitoring progress

We monitor and track each child's progress and use this to inform our planning. Through monitoring and discussion with other professionals, we ensure our assessments are accurate and use them to inform our teaching and learning.



Assessment is ambitious

Challenge

We ensure every child is challenged so they can fulfil their potential. We encourage them to become lifelong learners.



Assessment is motivating, meaningful and manageable

School family & communication

We recognise that it is the role of the whole school, not just the class teacher, to nurture and develop each child. We work in partnership with our parents and families and share their child's achievements and targets with them.



Assessment feedback should inspire greater effort and a belief that, through hard work and practice, more can be achieved.

Assessment & Feedback Policy

Key Legislation & Documents:

- Final Report of the Commission on Assessment Without Levels – Sept 2015
- Department of Education, Primary Assessment and Accountability under the New National Curriculum – 2013
- Ofsted Inspection Handbook
- The National Curriculum in England – July 2014
- The Rochford Review: final report – October 2016
- Assessment & Reporting Arrangements – Standards & Testing Agency 2017
- Interim Teacher Assessment Frameworks at the end of Key Stage 1 – Standards & Testing Agency 2017
- Pre-Key Stage 1: pupils working below the test standard – Standards & Testing Agency 2017
- Early Years Foundation Stage Profile – 2016 Handbook
- **CHI Document – *Expectations of Learning* document for parents**

*Assessment for Learning is the **process** of seeking and interpreting evidence for use by learners and their teachers to decide where they are in their learning, where they need to go and how best to get there.*

Feedback should be ...

**MOTIVATING
MEANINGFUL
MANAGEABLE**

We believe the most effective feedback is done in the moment.

Aims and Objectives

At Coombe Hill Infant School, our assessment aims to ensure all children make excellent progress through high quality teaching and learning, underpinned by our Growth Mindset belief that all children can succeed. Children's progress is closely monitored at CHI to ensure we provide the best possible opportunities and highest levels of support for all children.

We want to challenge our children to become independent learners who take ownership of their learning. We want them to become deep thinkers who can apply their knowledge and skills to a range of contexts, within school and in real life situations.

The aims of our assessment are:

- to enable our children to show what they know, understand, can do and also develop an understanding of how they learn;
- to motivate our children to become reflective learners;
- to help our children understand what they need to do next to improve their learning;
- to allow teachers to plan work that accurately reflects the needs of each child;
- to provide regular information for parents that enable them to support their child's learning;
- to ensure that accurate use of assessment allows children to fulfil their potential;
- to use the outcomes of assessments to check and support our teaching standards and improve practice;
- to ensure a consistent approach to assessment.
- to provide the head teacher and governors with information that allows them to make judgements about the effectiveness of the school and plan for future improvements;
- to monitor and record the attainment and progress of individuals, groups and cohort;

Assessment for learning (what we do....)

Formative Assessment

Coombe Hill Infants' is an inclusive school and we work hard to meet the needs of all our children. We believe that the process of collecting assessment data is an ongoing process which informs our teaching.

We continually assess children throughout their schooling. *"Assessment goes hand in hand with the curriculum; but it is high quality formative assessment that goes to the very heart of good teaching"* (Final Report of the Commission on Assessment without Levels 2015)

- we use clear learning objectives and success criteria
- we believe in high quality dialogue between children and their teachers
- we use excellent questioning skills to review a child's knowledge and understand misconceptions in order to move learning on
- we use plenaries as opportunities to explain our thinking and reasoning
- we use paired talk to encourage thinking time
- we timetable reflection time as part of our teaching and learning
- we often use "what I know", "what I want to find out", "how will I find this out" at the beginning of a topic and "what I have learned" at the end of a topic
- we encourage pupil voice - children are encouraged to look back on their work and discuss/record - "what I am most proud of and what I would like to

do better”

- we use personalised, achievable targets for each child
- we use purposeful verbal and written feedback
- we link our learning to our Learning Behaviours
- we use a Growth Mindset approach
- we use subject specific feedback, including DoJos
- we give children the opportunity to compare what **is** right with what **was** wrong
- we use a consistent marking scheme across the school:- SEE MARKING KEY

In Key Stage 1 (Years 1 and 2) are assessed using the statutory requirements in the Year 1 & 2 programme of study in the 2014 National Curriculum. Assessment of the children is continuous and informs teaching plans. In Year 2, we mark all work regularly and carry out a maths assessment each half term. In Year 1, we mark all work regularly and carry out a maths assessment each half term.

Reception Assessment in Reception is done primarily through observation - looking at and listening to the child to find out how they are developing. The starting point is always with the child, observing what they choose to do, what their interests are and who and what resources they enjoy playing with.

Children in Reception are assessed against the Prime Areas (Personal, Social and Emotional Development, Communication and Language, Physical Development) and Specific Areas (Literacy, Mathematics, Understanding the World, Expressive Arts and Design) of Learning in the EYFS profile. Assessments are continuous throughout the year and are made during adult and child initiated activities. From these observations, the Reception team are able to plan appropriately for each child's next steps for learning.

We work with 2 main types of assessment- ongoing assessment which is done on a daily basis to make decisions about what the child has learned which is used to inform next steps for that child. At the end of the Foundation Stage in the final term a “summing up” from the ongoing assessments is related to the Early Years Foundation Stage Profile and will show the seven areas of learning and development. The Early Years Foundation Stage Profile is not a test!

Summative Assessment

- Summative Assessment takes place at the end of each term. Year group and Subject leaders analyse this data with the Assessment Lead and this information is shared with the Governors, Senior Leadership Team and CHI's School Improvement Partner (AfC).
- Information from assessment is communicated to parents on a termly basis through conversation (Autumn Parent Chats) and written reports (February Chats and End of Year Report). It is also communicated to pupils in an age appropriate way through targets
- Teachers use the outcomes of assessments to summarise and analyse

attainment and progress for their pupils and classes

- Teachers use this data to plan the learning for every pupil to ensure they meet or exceed expectations
- As a school, we use the outcomes of assessment to check and support our teaching standards and help us improve
- Through working with other schools and using internal moderation, national exemplification materials and external benchmarking, we compare our performance with that of our schools locally and nationally.

Reporting to Parents and Children

A summative judgement is made at the end of the academic year and this is used to inform next steps of learning and to inform parents/carers.

Reception At the end of Reception, teachers will judge whether a child is meeting the expected level of development using the Early Years Foundation Stage criteria. They will be judged as:-

Emerging, not yet reached the expected level of development
Expected
Exceeding, beyond the expected level of development for their age

Year 1 children are assessed using the statutory requirements in the Year 1 programme of study in the 2014 National Curriculum. They will be judged as:-

Emerging
Developing
Secure
Mastery

National Phonic Screening in Year 1

All pupils in year 1 must take the phonics screening check, unless they have no understanding of grapheme-phoneme correspondences (letter/sound knowledge). This test is administered in June and measures your child's ability to decode (sound out) 40 single words (real and nonsense words) – it is not a reading test. The children do not think they are “doing a test” as these are the skills they use to work out any word they cannot read. If your child does not meet the threshold (pass mark) in Year 1, they will take the test again in Year 2. You will receive the results of your child's Phonic Screen with the end of year report.

Year 2 children are assessed using the Standards and Testing Agency (STA) Interim Teachers' Assessment Framework for teacher assessment of KS1 (this document supports teachers in making accurate judgements for pupils at the end of KS1)

National Curriculum Tests in Year 2

National Curriculum Tests are compulsory at the end of Year 2 and the children are tested in Reading, Mathematics and Spelling, Punctuation & Grammar. These test results are a part of the ongoing Teacher Assessment process. Teacher Assessment is based on teachers knowing the child, what they have learned and what they need to learn next. The final assessment judgment (of which the tests are a part) is reached by teachers gathering evidence from the child's work throughout

the year to support the judgements of the Interim Teacher Assessment Framework at the end of Key Stage 1. This end of Key Stage 1 judgement will be reported to you in the end of term report as

“Working towards the expected standard”,

“Working at the expected standard” or

“Working at greater depth within the expected standard”.

If your child is working below the standard of national curriculum tests, they will be assessed using the guiding principles for the Rochford Review e.g. Foundations for the Expected standard. P Scales may be used for children with Special Educational Needs working towards working within the national curriculum.

Parents and pupils receive an End of Year Report which gives a rich, qualitative profile of what has been achieved and indications of what the child needs to do next. Our report includes pupil voice and a Teacher Assessment of where your child is working within the curriculum. We celebrate all achievements across a broad and balanced curriculum, including sport, art and performance, behaviour, and social and emotional development.

As part of our commitment to the development of the **whole child**, we focus on our **Learning Behaviours** to encourage life skills, especially resilience. Our **Termly Themes** focus on working collaboratively, having a go, curiosity, making good choices, rules and consequences, staying safe and not being afraid of mistakes – we learn from our mistakes!

LEARNING BEHAVIOURS

Eeyore—Reasoning

I am good
at thinking!



Kanga—Responsible

We look after property

I am a reliable
person!



Winnie the Pooh—Respectful

*We are gentle, kind and
helpful*

I am a
good



Tigger—Resilient

We work hard

I keep
on



Owl—Resourceful

We try our best

I am good at
solving problems!



TERMLY THEMES

Autumn 1 - WE CAN DO IT!

Have a go I can do it

Work together How we

Autumn 2 -SPARKLE AND SHINE

I wonder why?



Spring 1 – ONE WORLD

Making the right choice



Spring 2 – HAVE A GO!

Marvellous Me! (Staying healthy)



Summer 1 – TEAM-TASTIC!

Work together, play together

Rules for a reason



Summer 2 – ONE MORE STEP!

Choose to use.

Staying safe



Marking Key

Tickled Pink: If your work is underlined in pink I saw something I really liked.

Green for Growth: If there is green on your work, you need to look again.

Purple Pen: Children edit their work, either independently or with support, using a purple pen.

1 = independent work / = taught

2=some help ∟ = beginning to understand

3=small group/1-1 focus △ = fully understood

Sp = look again at the spelling of this word.

VF = verbal feedback has been given.



(drawn) = Target Met

C

capital letters



finger spaces



full stops

Self evaluation traffic light – how did you find it?



Green: I can understand and do this and it shows in my work.



Amber: I can do this but need more help to feel confident.



Red: I find this difficult.