



Annemount

Nursery and Pre-preparatory School

Annemount School Assessment Policy

This policy applies to the whole school including EYFS

Introduction

Assessments measure attainment and progress which inform planning and thus affect learning outcomes.

Assessments are formative, summative and diagnostic. It also provides a whole school framework at which all different levels and perspectives merge so that educational objectives can be set and used to inform class planning, children's next steps, resources, support, whole school objectives and training.

Aims

It is our aim that assessment should:

- Be manageable
- Result in accurate records of progress and attainment
- Be constructive and helpful to children, parents and teachers
- Identify areas for development
- Inform planning
- Measure the effectiveness of teaching methodology and learning

Assessment for Learning (AFL)

Teachers use a variety of strategies that help to inform them of their pupil's current level of understanding and progress at the outset of, within and at the end of a lesson/unit.

Such techniques include:

- Targeted questioning
- Marking that links to the success criteria
- Children's comments both written and oral about their progress

Assessment in the Early Years Foundation Stage

Results are used to inform planning, set targets and aid early identification of any special educational needs. Children will be assessed regularly to ensure that the next steps in learning are appropriately planned in order to help children make progress.

Target Tracker

Target Tracker is an online assessment education software package supporting entry, analysis and sharing of pupil progress and attainment data through EYFS and KS1.

EYFS provision allows detailed formative and summative assessment. From overall cohort data, to individual progress and gap analysis, it measures both overall and average progress. The ease of data entry and analysis combined

with the ability to record photo observations, provide a holistic assessment process.

Formative

- Teaching assessments are on-going and take different forms, including but not limited to, classroom questioning, triangle marking assessments against particular learning objectives, annotations on teachers' planning, self-assessment against the learning objective and peer assessment.
- Teacher assessments are shared with pupils both verbally and through the marking of their work.
- Verbal feedback from support staff.
- Observations are recorded on the Target Tracker alongside photographic evidence.

Summative

- Tracking is recorded on Target Tracker at the beginning of the year to determine a baseline score
- In order to determine progress, ability and mastery the teacher records the child's deepening and broadening knowledge against EYFS Development Matters Aspects and statements of development at the end of each term.
- Termly tracking shows the age range that each pupil is working at in each of the seven areas of learning.
- The EYFS Profile is completed for each child at the end of Reception to show whether they are at an emerging or expected level in relation to the Early Learning Goals and serves as a transition document which shows attainment on entry into KS1.

Reception Early Years Foundation Stage Profile

Early Years Foundation Stage Profile (EYFSP) is based on the teacher's on-going observations and assessments in the following areas:

The prime areas of learning:

- Communication and language
- Physical development
- Personal, social and emotional development

The specific areas of learning:

- Literacy
- Mathematics
- Understanding the world
- Expressive arts and design

Characteristics of effective learning:

- Playing and exploring
- Active learning
- Creating and thinking critically

Each child's development and achievements are recorded on the Profile. There are 17 ELGs (Early Learning Goal) descriptors. For each ELG, practitioners must judge whether a child is meeting the level of development expected at the end of Reception year (expected) or not yet reaching this level (emerging).

This profile reflects ongoing observations and discussions with parents and carers to offer a well-rounded picture of the child.

Progress Check for Children Aged 2-3yrs old

For children in the Pre-Reception class aged between 2-3 years, teachers will review their progress and provide parents with a short written summary of their child's development. This is usually done in the format of a termly focus meeting. This process will identify the child's strengths, and any areas where the child's progress is less than expected.

Assessment in Key Stage One

Formative

- This is the ongoing assessment carried out by teachers both formally and informally during a unit of work. The results of formative assessments have a direct impact on future planning
- Teacher assessments are on-going and take different forms, including but not limited to; classroom questioning, teacher, self and peer verbal assessments against the learning objectives and success criteria.
- Teacher assessments are shared with pupils both verbally and through the marking of work.

Summative

- Termly tracking against National Curriculum statements shows the curriculum step that each pupil is working within. This process is completed on Target Tracker.
- End of unit summative assessments are carried out at the end of each topic. Children assess their learning and understanding with the class teacher.
- Spelling tests are carried out weekly and are used to test children's application of the previous week's phonic sounds.

Diagnostic

- Children in Year One complete assessment papers in English, Maths, Non-Verbal Reasoning and Verbal Reasoning Level 6 at the beginning to inform the teacher of a baseline. Assessment papers are completed again at the end of the school year and are used to measure progress.
- Children in Year Two complete assessment papers in English, Maths, Non-Verbal Reasoning and Verbal Reasoning Level 7 at the beginning of the school year. Assessments undertaken are for the appropriate age group. These results are standardised and shared with the Head teacher and with parents at future school meetings. At the end of the school year level 7 tests are repeated to measure progress.

7+ Practice Papers

- Children in Year Two are offered practice papers in preparation for the 7+ entry level exams.

Record Keeping and Report Writing

Records form an evidence base for reviewing next steps, parent consultations and report writing.

Records are kept in the following ways:

- Planning
- Children's work/ books
- Seesaw (online portfolio)
- Teachers' notes e.g. annotations
- Target Tracker
- Focus Meeting notes

Marking should follow the school's Marking Policy. Marking should directly relate to the area of learning success criteria. Marking's primary aims are to ensure that the pupil can move their learning forward and teachers know what the gaps are to support the planning process.

Marking in KS1 can take a variety of forms depending on the intention, age and activity. Our aim is for pupils to have full ownership of their work and be able to review and identify their own next steps (with guidance from the teacher).

Strategies can include:

- Teacher discussions and questioning
- Peer marking
- Pupil questions and comments
- Pupil review of success criteria (self-assessment)

Children are given the opportunity to read, comment on and react to any marking.

Whole School Phonic Assessments

Teachers track pupil progress in Phonics each half term. This information is stored centrally and is used by the teaching staff to evaluate pupil progress and the teaching of phonics.

Reading

Teachers track children's progress in Reading using a uniform pro forma which indicates each pupil's book band level at the end of every teaching calendar month. Progress records are written by teachers and parents in a dedicated reading record book. Reading is also recorded on Target Tracker.

Reports

Reports promote and provide:

- Good home /school relationships
- Information for parents and future schools
- An opportunity for discussion with parents
- In some cases, information with outside agencies

A written report for each child is sent to parents, twice a year in KS1 and once a year in Reception. Reports outline a child's progress in the core and foundation subjects of the curriculum.

Moderation

The process of moderation is an essential part of the assessment system. Teachers are involved in a moderation process to ensure agreement on criteria for levels in the following ways:

- With colleagues in school
- With colleagues from other schools
- By attending LA sessions for training to ensure our judgements are in line with other schools

Analysis

In order to ensure successful outcomes, it is critical to identify the gaps in learning for individual pupils and groups of pupils. Target Tracker provides gap analysis by subject which can be filtered by group or individual pupil. Our assessment procedures help identify children who may benefit from depth and mastery. This can help inform the next steps and assist with planning.

Data is gathered from Target Tracker and filtered into the following groups for analysis;

- Whole School
- Class Group
- Boys
- Girls
- EAL
- SEN
- Summer Born
- Violinists.

Data analysis is used to inform whole school targets and class targets. Where pupils may require additional support following this data analysis, intervention sessions are planned and pupils are added to the Class Provision Map.

At the end of the Reception year the current cohort of pupils' data from the Early Years Foundation Stage Profile is analysed alongside the national data. This is discussed amongst the staff team and where necessary added to the School Improvement Plan.

Early Years Foundation Stage Profile Data comparisons are made to previous years data.

End of KS1 data comparisons are made to previous years data.

Data is also compared on pupils at the end of KS1 with their Early Years Foundation Stage Profile Data to see comparisons between those who were judged at Exceeding and if this continues to be the case at the end of KS1.

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