



SUMMERHILL INFANT SCHOOL



Inspiring, nurturing and supporting each child, every day to develop citizens for the future. Our School lays the foundation for a lifetime love of learning

ASSESSMENT POLICY

Document Summary

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Version	Amendment Date	Pg Num	Amendment Summary

Rationale

At Summerhill Infant School we understand that all children are capable of being successful learners. As such we value all children's contributions, tailoring our teaching to ensure that we engage with every child at their own personal starting point on the learning journey. We support and encourage all children to value themselves as learners, celebrating and embracing opportunities which strengthen self-esteem, and raise aspirations for all pupils.

At Summerhill Infant School we believe that high quality teaching involves the use of effective and targeted assessment data. Accurate data drives forward the process of School Improvement at a Leadership, Governance, and Class Teacher level. At the end of each annual cycle children are expected to have gained a mastery of the age appropriate level or narrowed any gaps within the cohort.

In our school formative and summative assessment are used to gather data.

We understand that effective feedback and marking form part of the teaching and learning cycle. At Summerhill Infant School all children are entitled to regular age appropriate feedback on their learning. At Summerhill Infant School all staff understand that effective feedback promotes effective learning.



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Objectives

We engage with Assessment Data in order:

- To enable all children to recognise their starting points in learning and then through effective feedback, self and peer assessment challenge them to progress and master new skills
- To enable teachers and Subject Leaders to plan lessons which accurately reflect and challenge all pupils at and beyond their current level of attainment.
- Through high quality teaching and learning to enable children to understand the next steps in their learning and how new skills can be mastered.
- To involve parents/carers in helping their children to learn through informed dialogue and sharing learning aims and targets.
- To provide the Head teacher, Senior Leadership and Governors with information that allows them to make meaningful judgements about the effectiveness of the school and agree priorities for improvement.

We mark children's work and offer feedback in order to:

- Show that we value the children's work, and encourage them to value it to.
- Boost the children's self-esteem, and raise aspirations, through use of praise and encouragement. The main objective of marking and feedback is to help children to move on in their learning and demonstrate a mastery of skills.
- Give children a clear general picture of how far they have come in their learning and how they can improve their work in the future.
- Offer the children specific and individualised information on the extent to which they have met the lesson objectives, targets set for them.
- Promote self-assessment, whereby the children recognise their difficulties and new challenges and through this process develop resilience.
- Share expectations.
- Gauge the children's understanding, and identify any misconceptions.
- Provide/ on-going evidence as a basis both for summative and for formative assessment.
- Provide the ongoing assessment that should inform our future lesson- differentiated planning.

Assessment of Learning

Assessment of learning (Summative) - this involves Teachers, and the Senior Leadership Team in making judgements about pupil performance towards and beyond the National Standard. This involves the Senior Leadership Team analysing Data provided by LA and DCFS, School Tracking System, Year Group Leaders and Teachers. At Summerhill Infant School assessment



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data is collected six times a year. Pupil Progress Meetings take place with the Head and SLT six times a year. The SLT use the data to identify strengths and weaknesses in teaching and learning. A termly monitoring report is then compiled and shared with all staff who in turn make targeted alterations to their teaching based on the data available.

At a Leadership and Governor level assessment data challenges us to ask ourselves:

- How well are we doing in relations to other schools locally and nationally?
- How much value added do we add to the progress of children?
- What more should we aim to achieve?
- How well are significant pupil groups in the school performing?
- What action will we take and how will we review progress?

School Information Management System

At Summerhill Infant School we make use of the data provided by Target Tracker and SIMS to ask and answer questions about individual, gender, ethnicity, SEN, Academically More Able and cohort groups of pupils. Data is entered six times a year by the class teacher.

Target Tracker records the 'steps' that children will take in their learning, identifying key skills and objectives which need to be mastered. These steps have been agreed by the Head, Assessment Leader, Inclusion Leader and Maths and Literacy Leaders. They underpin the National Curriculum 2014.

The Head Teacher gives the Governors a five yearly report, (School Inspection Dashboard) in which is identified progress against the targets in the School) development Plan. The Head Teacher supplies the Governors with budget updates. This allows the Governing Body to monitor and evaluate spending patterns against the priorities for development in the T&L strategic plan. This gives the Governors a clear indication of the schools strengths and weaknesses.

Target Setting

At Summerhill Infant School we use a range of information in our Target Setting Process;

- The Schools Data Pack and School Inspection Dashboard Data.
- The LA's School Information File (local comparative data).
- End of KS1 SAT assessments.
- The National Foundation Stage Profile (EYFS).
- Data from the schools Tracking System
- Monitoring of work by Head and SLT
- Feedback from staff on individual children

At Summerhill Infant we understand that target setting is a significant strategy in raising pupil attainment.



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The Head teacher, Deputy, Senior Leadership Team and Teachers set pupils targets for attainment to be achieved in the coming academic year.

Targets take account of pupils' starting points and are realistic, but challenging.

At the end of each academic year pupils achieving age related expectations in reading, writing and maths will judged to be:

- Achieving a Good Level of Development (GLD) in all Prime Areas including Literacy and Mathematics at the end of Reception
- Having a secure knowledge and mastery of the Year 1 Curriculum at the end of Year One
- Having a secure knowledge and mastery of the Year 2 Curriculum at the end of Year Two
- Steps of progress across the year are measured using Target Tracker and SIMS assessment tools and will have an expectation of 6 agreed steps of progress equalling good progress in each year group from the individual pupil's starting point (in Yr 1 5+ steps is considered good progress).

Given their starting points some children will achieve above or below age related expectations.

Targets for end of KS1 results are sent to the LA during the first term of each academic year.

These targets may not necessarily be raised each year. Instead they will be realistic and challenging, taking into account cohorts and planned booster and intervention groups.

Targets are included in the School's Development Plan which spans development over four years.

Moderation and Monitoring

At Summerhill Infant School the Senior Leadership team, led by the Assessment Leader conduct regular scrutiny of pupils work against the National Standards and the EYFS throughout the year. As part of actions identified in the termly monitoring reports children's work is monitored by the SLT. Work monitored by the SLT is identifiable by a sticker in the children's books. Verbal and written feedback is then provided to staff.

The Literacy Leader is a BCC moderator for KS1. During the most recent external moderations of KS1 and the Foundation Stage our judgements of pupil attainment have been agreed and validated. The schools holds regular training and staff meetings to ensure that judgements are accurate across the school. The school further engages with a local network of schools in order to ensure an agreed standard.

The School Inclusion Leader has a special remit to ensure that significant groups of pupils are monitored regularly to ensure they are making accelerated or good progress during their time at school. These significant groups include EAL, academically more able, SEN, Pupil Premium, significant BME groups or other vulnerable groups that the school has



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identified. The Inclusion Leader works closely with the Assessment Leader and regular monitoring reports are shared across the school.

Through moderation and monitoring we ask ourselves:

- How well are we meeting the agreed Teaching and Learning standards?
- What are the needs for different cohorts, significant groups and individual learners at our school?
- What is the impact of our teaching?
- Do our judgements meet the national performance description?
- What further training is required?

Reporting to Parents and Carers

Throughout the Foundation Stage and KS1 Parents/Carers can access information regarding their children's attainment in a range of ways.

At Summerhill Infant School we encourage Parents/Carers to contact the school if they have any concerns about an aspect of their children's work.

Parents/Carers are encouraged to sign the School Contract at the beginning of each academic year detailing how Teachers, Children and Parents/Carers will work towards the common aim of learning.

In terms one, four and six we offer parents/carers the opportunity to meet with their child's teacher. At the first meeting Staff and Parents/Carers exchange information and share learning expectations. At the second meeting in Term 4 we evaluate pupil progress against age related levels of attainment.

In Term 6 Parents/Carers are given a written report on their child's personal, social and academic achievements across the year. Parents/Carers are given the opportunity to come in and discuss their child's report with the class teacher.

In addition to this, meetings between Parents/Carers and Teachers can be called at any time by either party if deemed appropriate.

Assessment for Learning

In line with expectations of the Teacher Standards all Class Teachers are responsible for the accurate and ongoing assessments of every child in their class.

Assessment for learning (Formative) – this is the ongoing assessment, through observations, questioning, and feedback to and from pupils with teachers in the classroom. It helps pupils understand the focused and broader aims of their learning, where they are currently in relation to those aims, and how to close the gap.

Through this process children begin to master and consolidate new skills and learning.

Evidence of what children can do independently and with support is gathered over time and builds a coherent picture of what children can do. Sources of evidence include: pupil's



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books, conferencing sessions with pupils, target cards, dialogue with teachers, lesson observations.

Formative assessment coupled with termly summative assessment data allows Year Groups and Teachers to ask themselves:

- What impact is my planning and teaching having on identified groups and individuals?
- What alterations do I need to make to differentiation groupings?
- How rapidly are children meeting individual and group targets?

Feedback and Marking

In Key Stage One

Literacy

- The date will appear on all pieces of work.
- Weekly/Daily success criteria will match the genre of writing. The success criteria will cover the expectations for all pupils and the more and less able. Where linked to IEPs children may have individual success criteria.
- A traffic light system is used by staff to denote pupil effort.
- All children will have individual literacy targets. These targets are shared with the children and children are aware of how and when they have achieved the target.
- All children will receive feedback on their written work. This will take the form of: one lesson per week to focus on whole class, group and individual areas for development. A minimum of one group per week will receive a guided session with the teacher focusing on a selected area of feedback this same group will have their work target marked using two stars and a wish. Remaining groups will be supported by the class teacher and TA.
- Teachers will mark in green and pink pens. Green denotes where the success criteria have been met or exceeded. Pink denotes areas to work on.
- All children will have three individual spellings to correct each week. These words will be linked to appropriate key word spellings or for the more able, Gold, Silver or Bronze topic words intended to develop their vocabulary which are connected to the term's topic.
- Independent 'special book' writing will be completed on a coloured sheet and stuck in books. This identifies hot and cold activities.
- Verbal feedback will be given to children throughout lessons as appropriate.
- All pupils will have the right to a one to one writing conference six times a year.



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- Feedback and Gap tasks are clearly and consistently identified by the use of a marking sticker.

Maths

- The date will appear on all pieces of work.
- Weekly/Daily success criteria will be stuck in books. Objectives will then be highlighted green, orange or red by the class teacher.
- One session per week will focus on achieving individual targets.
- A feedback and marking sticker clearly and consistently identifies opportunities to consolidate or extend skills.
- In Year Two, two sessions of maths per week will be streamed.

Early Years Foundation Stage

Detailed observations of children help us to assess the progress which they are making in the Foundation Stage. Observations and annotated photographs help us to decide where the children are in their learning and development and to plan appropriate Learning Experiences based on interests and needs.

Observations are an essential part of daily practice and feed into Learning Diaries and Assessment Trackers which are kept for each child.

The Learning diary is split in to six termly sections and builds up observations and evidence for each of the 17 areas of the Early Years Curriculum. Throughout our Reception Year evidence is built up and judgements are made against the Development Matters age related stages. This information is also entered into the Early Years Tracker 6 times each year. The EY Tracker allows us to analyse Reception data throughout the year.

Children are assessed at end of the year, children who have reached the expected Good Level of Development (GLD) in the prime areas including Literacy and Mathematics are then deemed to be ready to begin working on the National Curriculum in Year One.

See also the Principles for Assessment at Summerhill Infant School.