

# MEON INFANT SCHOOL

## ASSESSMENT POLICY

### Why assess?

At Meon Infants children's progress is closely monitored in order that we can provide the best possible opportunities and highest levels of support for all. All assessment activities aim to ensure that the children are able to make excellent progress in their learning whilst taking into account the needs of individual children.

The aims and objectives of assessment in our school are:

- to enable our children to demonstrate what they know, understand and can do in their work;
- to allow teaching teams to plan work that accurately reflects the needs of each child;
- to help our children understand what they need to do next to improve their work;
- to provide regular information for parents that enables them to support their child's learning;
- to contribute towards accountability data.

### Aims of the new National Curriculum

Following the announcement, by the DfE, of the removal of levels for the attainment and progress of children (2013) and the relaxation of restrictions on centrally led reporting requirements (Department for Education and Gibb, 2015 and Ofsted, 2015), schools have now been given the opportunity to conduct more 'assessment of the right kind', to offer task specific, personalised feedback and to become 'Assessment Professionals' by creating an assessment system that supports the learning of the individual children in their school. (Tim Oates, Chair of the expert panel for NC review).

Ofsted has stated the following:

- Ofsted recognises that marking and feedback to pupils, both written and oral, are important aspects of assessment. However, Ofsted does not expect to see any specific frequency, type or volume of marking and feedback; these are for the school to decide through its assessment policy. Marking and feedback should be consistent with that policy, which may cater for different subjects and different age groups of pupils in different ways, in order to be effective and efficient in promoting learning.
- Ofsted does not expect performance- and pupil-tracking data to be presented in a particular format. Such data should be provided to inspectors in the format that the school would ordinarily use to track and monitor the progress of pupils in that school.

(Ofsted inspections - clarification for schools, March 2015, No. 140169)

### Assessment at Meon Infant

Staff use a tracking system which allows us to track the coverage of the curriculum as well as the progress the children are making. Assessment takes into account children's strengths as well as areas where they need support. It consists of mainly formative strategies and a range of recording methods, as detailed below.

## **Foundation Stage Profile**

Children continue to be assessed in the reception class where staff will add information to an assessment profile for each individual. The team make a summative judgement 3 times a year, based on information they gather from learning journals and small group and individual assessments. This information is based on same three categories - emerging, developing or securing within the appropriate 'Age and Stage' band for each individual child. Most reception age children are working within the 40-60 month stage. These are kept on a Foundation stage tracker. Insights will be shared at parent consultation meetings. Staff will continue to complete a learning journey book of photos and comments based on 2 Simple Build a Profile. Parents and carers are able to contribute to this by sending in 'Wow' statements from home.

## **Year One Phonics Check**

All children in Year 1 will participate in a phonics check (usually in June). This assessment will be administered by the Year 1 teacher. Results are shared with parents.

## **SATS**

Children in Year 2 during May. The results of these assessments are reported annually to the parents in the end of school year report. The national expectation is that children should aim to achieve Age expected at the end of Year 2. In addition, teachers across the school assess regularly and use this information to inform their planning and teaching.

## **Marking and Assessment**

We aim to provide feedback to children through marking so that they have specific advice about improvements to their work. They are also encouraged to use a green pen to edit their work and to respond to teachers' comments. See separate Feedback and Marking Policy for more information. Children in the older year groups are encouraged to self-assess their work and to identify next steps in their learning. This is done with the support of the class teacher.

Assessment judgements are assessed against the following descriptors:

- Working Towards the expected standard
- Working at the Expected standard
- Working at Greater Depth within the expected standard

The focus of each assessment will usually be a key performance indicator, mastery statement or National Curriculum criteria. Each key performance indicator, mastery statement or National Curriculum criteria should be taught on several occasions during the school year. This will enable teaching teams to evidence progress. Most assessment information will be collected through observations, information in books, pupil self-assessment and a range of assessment activities.

Assessment information will be used to inform planning and to identify children who may need extra support. A summative cohort document will be produced each term for English reading, English writing and maths (TARGSATS). This will be based upon the mastery statements (KPI's) for each subject.

Judgements will be made based on information from the assessment documents, assessment feedback from the children and teaching teams, observations and work contained in books. The cohort document will contribute to Pupil Progress meeting discussions and toward accountability data.

### **Parent Consultations**

Parent consultation evenings take place in the spring term for all children and in each term for Early Years.

### **Reports to Parents**

At the end of each year, families will receive a full report detailing progress and achievements across the curriculum. Parents/Carers are encouraged to provide feedback to the school.

### **Inclusion**

Meon Infants is an inclusive school and we work hard to meet the needs of all our children. Class teachers are responsible and accountable for the progress and development of all pupils in their class. High quality teaching is available to all children, including those with additional needs. We work hard as a school to ensure that all additional support in the classroom is deployed effectively. Where a child is not making the expected progress the class teacher will work alongside the SENCO Leader, parents and external agencies (where appropriate) to plan tailored support. We use Individual Learning plans, where appropriate, which are reviewed with the child and parents termly. Sue Brown, SENCO/Inclusion Leader, is available to provide advice to staff and families. We also maintain a list of Focus children who we monitor closely following any issues or concerns alerted by staff or parents.

This policy should be read in conjunction with:

- Feedback and Marking Policy
- Teaching and Learning Policy
- SEND policy

This policy will be reviewed in full by the Governing Body on a regular basis.

KM - Reviewed Feb. '17