

# Ormesby Village Infant School

## Assessment Policy

### 1 Introduction

1.1 We believe that effective assessment provides information to improve teaching and learning. We give our children regular feedback so that they understand what they have done well and what they need to do better and what their next steps are. This allows us to base our planning on a detailed knowledge of each pupil. We give parents regular reports on their children's progress so that teachers, children and parents are all working together to raise standards for all our children.

### 2 Aims

2.1 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 help our children understand what they need to do to improve their work;
- To inform children about their next learning steps;
- To allow teachers to plan work that accurately reflects the needs of each child;
- To provide regular information for parents to enable them to support their children's learning;
- To provide the Headteacher and governors with information that allows them to make judgements about the effectiveness of the school.

### 3 Planning for Assessment

3.1 We use our curriculum planning to guide and inform our teaching. We set out what is to be taught in each learning topic, identifying when each element is to be taught. Regular opportunities for summative assessment are built into half termly plans. Formative assessment takes place on a daily basis and planning is adapted accordingly.

3.2 Lessons are planned with clear learning objectives. We base these on the teacher's detailed knowledge of each child. We ensure that tasks are matched to children's ability levels and offer appropriate support and challenge as needed.

3.3 We use the National Curriculum as our main planning guide, along with the national frameworks for Literacy and Numeracy. Letters and Sounds guidance informs our phonics planning and the EYFS follows the Development Matters statements.

3.4 At the end of the EYFS children are assessed as either 'Emerging', 'Expected' or 'Exceeding' the Early Learning Goals.

3.5 At the end of Y1 children are described as 'Beginning, Developing or Embedding' the curriculum set out for Y1 children.

3.6 At the end of Y2 from 2016 children will be given a standardised score based on tests taken in Reading, Writing, Maths and Grammar, Punctuation and Spelling. These scores will form additional evidence for teacher assessments against the 2017 Interim Framework. Children will be assessed as ‘working towards’, ‘expected’ or ‘working at greater depth’ in Reading, Writing and Mathematics.

#### 4 Target Setting

4.1 We set ‘layered’ targets in Literacy and Numeracy for all children at regular periods throughout the year. These targets are displayed on classroom walls and/or stuck in relevant workbooks. Children move on to the next target as soon as they are ready to do so, providing constant support and challenge. These targets reflect the key stage and specific priorities determined following classroom assessments.

4.2 Teachers highlight curriculum target statements as they are achieved, which informs teachers about children’s progress and whether they are beginning, developing, embedding or mastering the learning and skills relevant for the year group.

#### 5 Reporting to Parents

5.1 We have a range of strategies to keep parents fully informed about their children’s progress in school and we always encourage them to contact us if they have any worries or concerns.

5.2 We offer parents the opportunity to meet their children’s teachers in the Autumn and Spring terms. These meetings enable parents to learn about how to support their children’s learning, their strengths and weaknesses and their particular learning targets and attainment and progress to date. In the EYFS parents are given an ‘Achievements and Next Steps’ target sheet at parents’ evenings for them to add their comments. These are then added to their Learning Journals.

5.3 Parents receive a comprehensive written report at the end of the summer term and have the opportunity to discuss this with class teachers if they wish. This report informs parents about children’s attainment and progress and personal and social development. It highlights strengths and areas for development for the following year. Parents also receive children’s EYFS scores, KS1 assessment scores and Y1/Y2 phonic test scores.

#### 6 Feedback to pupils

6.1 We know that feedback to pupils is very important and it values their efforts and makes sure they know how well they have done and what they can do next to improve further.

6.2 We give verbal feedback on their work whenever possible. Comments are often written on children’s work and opportunities are provided for children to respond to these remarks.

6.3 Children also have opportunities to self-assess their own work and that of their peers. We use a simple ‘traffic light’ system which allows them to show how they consider they have coped with the activity: green for confident, yellow for less sure and red for a lack of understanding.

7. Consistency

7.1 Regular work scrutinies and moderation take place within school and across other settings to ensure that judgements are fair and consistent.

This policy will be reviewed yearly.

Policy agreed by staff	13.9.17
Review date	September 2018