

# Emmbrook Infant School



## Assessment Policy

<b>Responsibility of:</b>	Subject Leaders and Achievement Committee
<b>Date of Review:</b>	Spring Term 2019
<b>Aims</b>	<p>At Emmbrook Infant School we aim to use assessment to inform our teaching, to meet each child's needs effectively, to develop their motivation and self-esteem and enable them to achieve the best that they can.</p>
<b>Objectives</b>	<p>In order to plan effectively for the needs of each cohort of children, we make regular formative and summative assessments to measure their knowledge and understanding in all areas of learning. We use summative and formative assessment of each child's progress in core subjects at least termly, to assess and develop individual knowledge and understanding. We keep records of parental and other professional assessments for each child. Together, these assessments inform target setting and planning for the cohort.</p>
<b>Summative Assessment of Learning</b>	<p>Regular summative assessments of learning are made in the core subjects. Foundation subjects are assessed against Core Skills (Milestones), to measure what the children know and can do. These assessments are recorded initially on the Foundation Stage profile, then in Key Stage 1, on the school assessment systems. The Assessment database records summative individual and cohort attainment and progress in the core subjects. These records are used to inform target setting and planning for the curriculum in the school improvement plan and for year groups, diverse groups, class groups and ability groups.</p> <p>The assessments are:</p> <p><b><u>Foundation Stage:</u></b> Foundation Stage Profile Continual assessment of achievement against Development Matters</p> <p><b><u>Year 1:</u></b> Baseline analysis for Early Literacy Support (using Early Learning Goals analysis) Half-termly writing assessments (Look What I Can Do books) Half-termly Phonics assessments End of unit Maths assessments-Rising Stars End of unit Science assessments-Rising Stars</p>

Termly Reading test- Rising Stars  
Termly SPAG – Rising Stars  
On-line Computing skills assessments  
End of Unit Foundation subjects assessment against Milestones  
External Phonics Testing in June.

Spelling age (Vernon) and Salford Reading where necessary

### **Year 2:**

Half-termly writing assessments (Look What I Can Do books)  
Half-termly Phonics assessments  
Termly Reading test- Rising Stars  
Termly SPAG- Rising Stars  
On-line Computing skills assessments  
End of Unit Foundation subjects assessment against Milestones

Spelling age (Vernon) and Salford Reading where necessary

External Phonics testing for those who did not meet required standard at EOY1

End of KS1 SATS: statutory assessment in English,( Reading, Writing, SPAG) and Maths

Examples of work in the Core and Foundation subjects against the expected Milestone standards, are kept in the **Standards File**.

### **Children's learning will be assessed using:**

- The Foundation Stage profile
- End of Year expectation using school assessment systems
- Samples of work in the school subject portfolios, as moderated by staff and subject coordinators
- Summative assessments of day to day progress
- Formative tests
- Statutory assessments EOKS1
- Discussion with the child in conferencing sessions
- Assess and review lessons
- Peer and self assessment
- Teacher / parental/ other professional observations

### **Formative Assessment of Learning**

We use formative assessment as a positive way to enable children to learn and make progress. Teachers and Teaching Assistants discuss the children's learning at the end of every lesson and this information ensures groupings are fluid and that future planning reflects the learning.

### **Class group/individual target setting:**

Each teacher is responsible for setting targets for their class or ability group in core subjects. Children are given small and achievable targets for improving their progress in English, Maths and Personal, Social and Health Education. Individual writing targets are put into the children's books for easy reference. Targets are regularly reviewed with the child and dated when achieved. Parents will be informed of their child's progress and current targets through parent/teacher evenings and in the

termly reports.

**Planning:** Learning objectives and outcomes will reflect the outcomes of formative and summative assessments made.

**Sharing learning intentions:**

At the beginning of each lesson, the learning outcome is shared with the children. In addition to this in English, all learning outcomes within a unit of work are displayed as a journey of cumulative learning steps (Footsteps) which result in a final extended piece of writing. Feedback will be given during the lesson so the children's understanding and learning is the focus.

**Marking/Feedback:** All written work should be marked **with yellow and blue highlighters** and initialled by the teacher to acknowledge that it has been shared. All guided group work will be marked and discussed with the child and improvements addressed immediately. Pupils involved in independent learning will check and improve their blue marking at the start of the next teaching session. Assessment for learning supports this. Blue highlighted 'Closing the gap' prompts will be used to help children to work towards achieving their targets. Self and peer assessment of work will form part of the feedback to children about the progress that they are making.

**Parental and other professional assessments**

Parental information about their child's medical or other special needs and home background is used to inform initial assessments of a child's learning. This is stored in the child's school record folder in the Head teacher's office.

Other professional assessments of a child will inform the teacher in planning for that child's individual learning needs.

**Equal Opportunities**

Every child is given the opportunity to excel in all Summative assessments according to their need. This could take the form of reading a test aloud, accessing the test in a quiet room, increasing the size of the print, completing the test in smaller 'chunks' or completing the test on a 1:1 basis. Suitable and appropriate resources will be provided to ensure full access.

**Reporting Assessments:**

Data is provided to parents at Parents' evenings, individual parent/teacher meetings and in the termly reports.

EOKS1 data is available on the school website.

EOKS1 data and internal assessments are regularly reported to and monitored by the Governing Body.

EYFS, Phonics Screening and EOKS1 data is reported to the Local Authority on an annual basis.