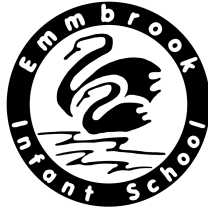


Emmbrook Infant School



Assessment Policy

Approved by:	Children & Learning Committee	Date: Spring 20
Last reviewed on:	16/02/22	Frequency of review: Three yearly
Next review due by:	Spring 2023	
Changes made on Review	Date 16/02/22	p2 removal of baseline for Early Literacy Support p3 removal of assessment of PSHE and individual targets on books. Addition of targets set through feedback and marking p4 addition of paragraph 'Assessment of foundation subjects' p4 addition of locked cupboard in library for pupil records

Aims

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.

Objectives

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.

Summative Assessment of Learning

Regular summative assessments of learning are made in the core subjects. Foundation subjects are assessed using Cold and Hot tasks, to measure what the children know and can do at the start and end of a topic. 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.

The assessments are:

Foundation Stage:

Foundation Stage Profile

Continual assessment of achievement against Development Matters

Year 1:

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

Termly Reading test- Rising Stars

Termly SPAG – Rising Stars

On-line Computing skills assessments

End of Unit Foundation subjects assessment against Milestones

Phonics Screening Testing in June.

Salford Reading where necessary and PUMA maths 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

PUMA maths where necessary and Salford Reading where necessary

Phonics Screening 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.

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 and Maths and Personal, Social and Health Education their work through feedback and marking. 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.

Assessment of the Foundation Subjects

The foundation subjects are assessed through;

- Work in the pupil books
- Cold and hot tasks
- Pupil conferencing
- Against exemplification in the Standards File
- Assessment of outcomes against the national curriculum subject objectives
- Staff moderation

In addition all subject leaders complete a Position Statement detailing assessment outcomes in their subject.

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 a **locked cupboard in the library**.

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.