

## AYLSHAM LEARNING FEDERATION

### ASSESSMENT, RECORDING AND REPORTING POLICY JOHN OF GAUNT INFANT AND NURSERY SCHOOL

Policy Reference: CT/Assessment, recording and reporting policy  
Issue Number: 01 (24.09.2019)  
Author: C Toplis

Review Frequency: 2 Years  
Next Review Date: 24.09.2021

Ratified by the Governors' Curriculum, Assessment and Attainment Committee on: 24.09.2019

Signed: .....

Chair

---

Assessment is the process of identifying what the learner has or has not achieved in order for teachers to plan the next steps in teaching and learning.

We use assessment in the classroom to raise children's achievements and we know that children will make the most progress if they understand the aim of their learning, where they are in relation to this aim and how they can achieve that aim.

By implementing a workable, explicit whole school assessment, recording and reporting policy, we are moving towards our goal of maximising every child's achievement.

#### **Aims**

At John of Gaunt we aim to:

- ensure consistency in assessment across the school;
- allow teachers to plan work that accurately reflects the needs of each child;
- provide regular information for parents/carers that enables them to support their child's learning;
- provide the Head of School, staff and governors with information that allows them to make judgements about the effectiveness of the school;
- raise the standards of achievement throughout the school;
- help children to develop positive attitudes to their work and achievement; and
- show children how they are going to take the next steps to improve their learning.

## **Types of assessment**

We use a combination of formative and summative assessment as outlined below:

### ***Formative Assessment (Assessment for Learning)***

Formative assessment is day-to-day on-going assessment, based on how well children fulfil learning objectives, providing feedback and involving children in improving their learning. Formative assessments are used to:

- identify children's strengths and gaps in their skills/knowledge;
- identify next steps for learning;
- inform future planning;
- track the child's rate of progress;
- facilitate an evaluation of the effectiveness of teaching and learning;
- inform future teaching and learning strategies; and
- identify individuals and groups for specific intervention support.

### ***Summative Assessment (Assessment of Learning)***

Summative assessment is important for informing both parents/carers and teachers of a child's attainment and progress. This will also inform whole school target setting and prediction of a cohort's future attainment. Summative assessments:

- identify attainment through performance in national tests;
- record performance in a specific area;
- provide age standardised information;
- ensure statutory assessments at the end of EYFS and KS1 are met and provide end of key stage data; and
- provide information about each cohort's areas of strength and weakness to build from in the future.

## **The assessment cycle**

All data is collected in 3 data drops in a year. These are at the end of the autumn, spring and summer terms.

In key stage 1 teachers use the FWEG system as an internal tracking tool to assess the children in reading, writing, maths and science and all data is entered on to the SIMS system. FWEG enables us to track small steps of progress across a level. Teachers also make judgements about whether children have met objectives in all foundation subjects.

In EYFS teachers use the foundation stage profile to assess the children and make judgements about all 17 areas and also a condensed 7 areas of learning. In addition, in reception a baseline assessment of the children is made during the first 6 weeks of their time in school.

All teachers also assess the children's phonic knowledge using the Phonic Progress Booklet.

## **Moderation**

Moderation is important to ensure a consistent approach in assessment throughout the school. It is important that when teacher assessments are carried out, there is evidence recorded to justify judgements made.

We will:

- meet regularly to moderate writing standards;
- use 'book looks' both in school and between federation schools to ensure consistency of standards;
- participate in moderation schemes in the local authority for foundation and KS1; and
- work with colleagues from other schools in the Cluster Trust to moderate judgements.

## **Monitoring**

The Head of School and SLT track the progress across the school and use the information to identify strengths and weaknesses. The data is used to ensure that the resources of the school are used effectively to address any identified areas of weakness. Progress and results are reviewed termly by staff during pupil progress meetings, so that children who require further input are identified and intervention strategies put into place as soon as possible. Subject leaders monitor progress in their subjects and moderate teacher judgments. Subject leaders use the information to develop action plans.

## **Reporting to parents/carers**

Parents/carers in the main school have the opportunity to meet with the class teacher each term to discuss their child's progress. Parents/carers also know that the teachers are available at the beginning/end of each school day should they wish to discuss their child at any time. Parents/carers are advised to make an appointment if they need a longer chat.

In nursery, following the 'in the moment planning' framework parents/carers are invited in to have a discussion with key workers following their child's focus week.

In nursery and reception, children's learning journeys are shared with parents/carers on a regular basis.

A full report is provided for parents/carers once a year for each child and at the end of their time in nursery. The report contains details about progress, attainment and achievement as well as targets for improvement. Reports also highlight a working effectively judgment. Results of national assessments, including key stage 1 statutory assessment, year 1 phonic screening check and EYFS, are sent to parents/carers along with an explanatory letter about the assessments.

## **Feedback to children**

Teachers and teaching assistants use a common policy for marking work which is fully understood by all staff. However, work is only marked if there is a purpose for doing so and by doing so would aid the children's learning and understanding. Most marking is done orally and after discussion with the child. Children receive verbal feedback designed to help them move their learning forward so that they understand how to improve and also their next steps. Children are encouraged to edit their work using their purple polishing pens.

## **Assessment and Reporting in the Foundation Stage**

Baseline - we carry out baseline assessments of our nursery and YR children against the EYFS curriculum. This enables us to accurately gauge the starting points of the children. These judgements will be made within the first 6 weeks of children starting with us.

Learning Journeys – observations, photos, quotes and examples of work are collected together in each child's learning journal. Family members, in turn, can add photos and comments to their child's book. This allows for responsive and effective communication between school and home. It enables everyone to build a picture of the whole child and share the great things that they do inside and outside of school.

Focused activities – during adult focused activities, the teacher or TA writes comments on the children's work or on a class list. The comments will say how a child has approached an activity and how much support they require. We also discuss the work with the children and give comments on how they can develop it next time.

### **Self-assessment and peer assessment**

#### ***Self-Assessment***

Children in key stage 1 self-assess their own work using the triangle system to demonstrate their understanding of the learning objective and to what extent they have met it. Teachers also respond to this self-assessment with their own assessment of the learning objective. Once children understand how to assess their current knowledge and the gaps in it, they will have a clearer idea of how they can help themselves to progress.

#### ***Peer Assessment***

Peer assessment will be used as often as possible through partner work. Children will be encouraged to clarify their own ideas and understanding of both the learning intention and the assessment criteria.

### **Using effective questioning**

Teachers may:

- use questions to find out what children know, understand, can do and also want to learn more about;
- analyse children's responses and their questions in order to find out what they know, understand and can do;
- use questions to find out what children's specific misconceptions are in order to target teaching more effectively; and
- use Bloom's Taxonomy – the better the question the better the answer

### **Examples of assessment that may be used:**

- observations
- interaction
- listening
- questioning
- analysing errors
- testing using diagnostic materials

- collecting evidence from book sampling
- pupil tracking
- problem solving activities
- analysis of written work