

AYLSHAM LEARNING FEDERATION

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

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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 Headteacher, 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 in KS1 are met
- 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 an internal tracking tool to assess the children in reading, writing, maths and science and all data is entered on to the SIMS system. Teachers also make judgements about whether children have met objectives in all foundation subjects.

In EYFS teachers use their observations and judgments made on the Tapestry platform as well as their professional knowledge of the children to make their assessments. These assessments are made on Tapestry as areas of concern but internal data is also added to the SIMS system to track progress across the course of reception. In addition, in reception a national baseline assessment of the children is made during the first 6 weeks of their time in school.

Phonics is assessed on a half termly basis using the RWI assessment process.

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; and
- work with colleagues from other schools in the Cluster Trust and beyond to moderate judgements.

Monitoring

The Headteacher 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 always available on the Tapestry platform and parents/carers receive regular alerts to new learning shared through photos, videos and text.

A full report is provided for parents/carers, in the main school, once a year for each child. The report contains details about progress, attainment and achievement as well as targets for improvement. Reports also highlight a working effectively judgment. Results of the 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.

Assessment and Reporting in the Foundation Stage

Baseline - we carry out a national baseline assessment of our reception children during the first 6 weeks that they are in school.

Learning Journeys – observations, photos, videos, quotes and examples of work are recorded on the Tapestry platform. Family members, in turn, can add photos and comments to their child's Tapestry. 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.

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