

Higham Ferrers Nursery and Infant School

**'Together, we enjoy learning in a happy,
caring and friendly environment'**



ASSESSMENT POLICY

**This Policy was agreed by the Full Governing Body in
Summer (2024)**

It will be reviewed in Summer (2027)

(Q of E Committee)

H. R. Robbins

Signed:

(Chair of Governors)

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01. INTRODUCTION

At Higham Ferrers Nursery and Infant School, we aim to provide a happy, secure and caring environment, where each individual feels valued, respected and accepted. We believe in the concept of lifelong learning, preparing the children for the challenges, which lie ahead. We firmly believe that learning should be a rewarding and enjoyable experience for everyone. Through our daily teaching, we seek to equip children with the skills, knowledge and understanding necessary to be able to make informed decisions and choices about the important things in their lives. Within the philosophy of the school, it is recognised that all children are entitled to access the curriculum regardless of race/religious beliefs, gender, disability, physical ability or special need. At Higham Ferrers Nursery and Infant school, we strive to set high standards and celebrate achievement in a caring, happy and friendly environment.

Commented [MD1]: Comma added after learning

02. VISION, AIMS AND VALUES

Our vision is for Higham Ferrers Nursery and Infant School to be an inspiring and exciting place, which is innovative and forward thinking. We strive to create an environment and develop a community of children, parents and staff who work together effectively to achieve our school aims.

03. OUR APPROACH TO ASSESSMENT

- Assessment is integral to high quality teaching and learning. It helps us to ensure that our teaching is appropriate and that learners are making expected progress
- Assessment should encourage pupils to reflect on their own progress, understand what their strengths are and identify what they need to do to improve
- All staff are regularly trained in our approach to assessment
- The Head teacher is responsible for assessment

Commented [MD2]: Taken out 'acting' head teacher

04. CORE PRINCIPLES OF ASSESSMENT

Assessment is at the heart of all teaching and learning. Quality assessment is a pre-requisite for quality teaching. It helps to:

- Provide evidence to guide teaching and learning
- Develop opportunities for pupils to demonstrate and review their progress
- Inform future planning
- Provide information for parents, teachers, governors as well as the children themselves
- Provide pupils with the ability to gain breadth and depth of knowledge, understanding and skills

05. PRACTICE AND TYPES OF ASSESSMENT

Assessment is carried out in a range of situations, which includes a balance of observation, discussion, questioning, looking at samples of work and reflection after activities.

Our school is a place, which offers a wealth of opportunities for learning and development. Assessment should reflect the variety of ways in which children learn.

Commented [MD3]: Taken out paragraph here that doesn't link to assessment.

06. FORMATIVE ASSESSMENT

The primary purpose of formative assessment is to inform teaching and learning and to identify pupils' gaps and misconceptions. Learning can then be tailored to meet the needs of each child, no matter what their attainment by adapting lessons, prompts and teaching approach to improve pupils' understanding. This type of assessment is embedded across all lessons - in all subjects (foundation as well as core). Pupils have regular opportunities to engage in formative assessment and demonstrate their learning in a variety of ways.

For example:

- Using Tapestry in the Foundation stage to record observations and interactions from a range of daily activities and events. Effective observational assessment involves noticing children's interests, skills and knowledge and is used to plan relevant and motivating learning experiences for each child
- Use of rich question and answer sessions to evaluate pupil understanding and identify gaps or misconceptions
- Short re-cap quizzes or recall of facts
- Sharing a 'wrong answer' (which can be used to explore concepts in greater depth and to identify and address any misconceptions)
- Observational assessment
- Self/peer assessment based on individual learning objectives
- 1:1 or group discussions with pupils
- Marking of pupils work (see marking policy- Appendix 1)
- 'Cold' pieces of work given prior to teaching a unit of work, followed by a 'Hot' final piece
- Analysing/marking work, reporting to children and getting them to make improvements

Commented [MD4]: Changed wording to Tapestry

Commented [MD5]: Added in about 'hot'

07. IN SCHOOL SUMMATIVE ASSESSMENT

An effective in-school summative assessment is one that provides schools with information they can use to monitor and support pupils' progress, attainment and wider outcomes.

For example:

- Short start and end of topic/teaching unit of work assessments (flashbacks)
- Review of SEND learning plans
- Spelling and grammar quizzes

- Tapestry in reception
- Foundation stage ELG assessment at the end of the school year

There are also national, standardised summative assessments,

For example national tests at the end of **KS1**.

Commented [MD6]: Changed punctuation

In the Foundation stage (Nursery and Reception) pupil attainments and progress is assessed against the Early Year Foundation stage age related expectations and recorded onto O’Track.

In Key stage 1 pupil attainments and progress is assessed against ‘age related expectations’ for their year group and entered into our assessment system O’Track.

| Y3 | | | | | Y4 | | | | | Y5 | | | | | | | | |
|--------------------------------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|----|
| Aut Mid | Aut End | Spr Mid | Spr End | Sum Mid | Sum End | Aut Mid | Aut End | Spr Mid | Spr End | Sum Mid | Sum End | Aut Mid | Aut End | Spr Mid | Spr End | Sum Mid | Sum End | |
| Summative On Track Expectation | | | | | | | | | | | | | | | | | | |
| OT | OT | OT | OT | OT | OT | OT | OT | OT | OT | OT | OT | OT | OT | OT | OT | OT | OT | OT |
| - | BG | - | BG | OT | BG | OT | OT | - | BG | OT | OT | OT | OT | - | GD | - | GD | BG |
| | | | | | | | | | | | | | | | | | | |

Making Termly Progression

SOT Judgement

WB = Well Below | **JB** = Just Below | **OT** = On Track | **BG** = Beginning to show signs of Greater Depth | **GD** = Greater Depth

SOT (Summative on track)

Red - Regressed/below ARE, Yellow - Stayed the same/At ARE, Green - 1 to 2 stages progress/ 1 to 2 stages above ARE, Purple - 3 stages of progress or more/3 stages above ARE (age related expectation).

As you can see from the table above each year group’s expectations have been divided into five developmental stages. The five bands are: WB (well below age related expectation), JB (Just below), OT (On Track), BG (Beginning to show signs of greater depth) and GD (Greater Depth).

Whilst most children are working within the age expectations for their year group (On track), some will be working above (BG and GD) and some will be working below (JB and WB). There are often many reasons why a pupil may be working ‘below’ age related expectation. Where this occurs, this is closely monitored with appropriate interventions implemented where required.

08. ASSESSMENT PRACTICES - ROLES AND RESPONSIBILITIES

8.1 GOVERNORS

- Monitor whole school data
- Monitors and reviews the effectiveness of assessment practices and this policy in school, through the work of the Head teacher

8.2 SENIOR LEADERSHIP TEAM

- Moderate teacher assessments and tests
- Set realistic whole school targets
- Analyse data for school improvement and reporting
- Lead and monitor whole school assessment practices
- Provide training for teachers to ensure good understanding of assessment and assessment practice.

8.3 TEACHERS

- Regularly use ongoing formative assessment and skills analysis
- KS1: Make summative judgements at defined point in time (4 times a year) in all subjects both core and foundation except PSHE
- FS: make summative judgements against all areas of development at given assessment points,
- Provide feedback to pupils and set realistic targets for individual pupils
- Provide assessment information to the senior leadership team, parents and pupils

8.4 TEACHING ASSISTANTS

- Provide feedback to teachers on pupils progress and attainment

8.5 PARENTS AND CARERS

- Attend meetings with teachers to discuss their child/ren's attainment and progress
- Support children with their home learning

09. REVIEWS

There are regular reviews of classroom practice through:

- Learning walks
- Observations
- Drop-ins
- Book scrutinises
- Pupil interviews
- Parent questionnaires

Internal and external moderation is regularly used throughout the academic year to help ensure consistency and accuracy of assessment judgements.

10. PUPIL PROGRESS MEETINGS

- These will be held 4 times a year.
- Prior to these meetings teachers will be ready with their class data, this is to be put onto the system the week before the end of each term except in the Summer when it due by at least mid-June.
- Levels will be input onto O'Track and tracking to age expectations will be analysed by teachers ready to discuss.
- Progress will be analysed alongside the as the child's ability to reach age targets.
- Meetings will focus on what teachers are doing to ensure that every child makes the best progress and achieves the highest that they can.
- Attainment and progress of different groups of pupils (SEN, Disadvantaged pupils, pupils with a disability, Ethnic) will be analysed against their peers.
- Team leaders analyse their year group's data.

11. HOW WE USE ASSESSMENT

At Higham Ferrers Nursery and Infant School, we record pupil progress assessment data on our monitoring system, O'Track. We do this as part of our on-going monitoring and reviewing of pupil progress. This data is shared by the class teacher with the Headteacher/team leaders through pupil progress meetings and is then moderated by the Senior Leadership Team. The attainment and progress of different groups of pupils is analysed, for example those who receive Pupil Premium funding, or have English as an additional language to ensure all groups of pupils are making high levels of progress expected. This assessment data summary is then shared with governors.

If a child has barriers to their learning and progress, interventions could be put into place. These interventions, which are monitored for impact regularly, are woven into our practice to ensure that pupils falling behind their peers receive targeted support in reading, writing and maths.

Pupils' progress data and information are shared termly with parents (three times a year) through parents' evenings and our end of year report. Assessment information is always available for parents at other times in the year on request. Both assessment outcomes and pupil targets are shared with parents to enable them to support their child's learning.

We only collect data that provides information about genuine learning and progress. Therefore, we aim to collect valid and reliable data to capture authentic learning in the classroom.

Commented [MD7]: Changed wording

Commented [MD8]: Taken out 'bias' sentence.

Commented [MW9R8]:

12. APPENDIX 1

Marking scheme – staff copy

It was agreed that all work is to be marked in green

Work ● or underlined = there is a mistake here

✓ or ✓✓ = good or very good work

😊 Star or stamp = excellent well done

→ means something that I need to work on (next step/ challenge).

✓ = with a tick and initial means you have talked to the child.

GG = guided group work of any type.

I = independent work

CI = child initiated work.

△ = learning intention has been achieved.

○ Circle with quarters coloured in shows how much support received. Blank = no support; one quarter = a little support; half = some support; fully coloured = fully supported

Sometimes highlighted Steps to Success may be used.