



William Austin Infant School

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Effective Date January 2023	Review Date January 2024	Policy Version 8
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PUBLICATION RECORD

Version	Date	Changes	Reason	Author
6.0	Nov 21	Update	Reviewed and updated to reflect current school procedure and guidance	Lead Teacher for Assessment
7.0	Jan 22	Update	Reviewed and updated to reflect current school procedure and guidance	Lead Teacher for Assessment
8.0	Jan 23	Update	Reviewed and updated to reflect current school procedure and guidance	Lead Teacher for Assessment

ACRONYMS AND ABBREVIATIONS

William Austin Infant School
Assessment, Recording and Reporting
January 2023

Rationale

Assessment lies at the heart of the teaching and learning process. It is the process of identifying what the learner has or not achieved in order to plan the next steps in their learning.

We believe that assessment is for learning. We encourage children to reflect on their learning, sharing learning targets and objectives, talking about and discussing learning. Our planning is based on the knowledge of each child and informed by our evaluations of previous sessions. We believe it is vital that staff have an understanding of how children learn in order to assess where they are in their learning and what their next steps should be.

Aims

We believe that an effective approach to assessment, recording and reporting will:

- Enable children to demonstrate what they know, understand and can do in their work;
- Help children understand what they need to do next to improve their work;
- Be beneficial to **all** the children;
- Be based upon a considered view of what should be assessed in the key areas of learning in each subject and what we do with it next;
- Be useful to the teacher and future teachers;
- Help, not hinder the learning process;
- Be manageable;
- Allow teachers to plan work that accurately reflects the needs of each child, or group of children;
- To provide regular information for parents that enables them to support their child's learning;
- To provide the head teacher and governors with information that allows them to make judgements about the effectiveness of the school;
- Allow school leaders to ensure that every child will be supported to make progress and meet expectations.

Types of Assessment and their Purposes

The purpose of assessment is to provide useful information about children's learning and development that can be shared with other staff, parents and the child, and which will be helpful in informing future planning.

Little Steps

Form of assessment	Purpose	Using the results
In- school formative (Assessment for learning)	Provides information about pupil progress	To inform teaching decisions about next steps in learning, evaluate pupils' knowledge and understanding on a day-to day basis.
In- school summative	Provides overall evidence of attainment at a particular point in time	To inform those who need to know – pupils, parents, receiving teacher, Local Authority, DCSF.
Nationally standardised summative	Provides accountability to governors, parents, LA, Ofsted; Allows screening e.g. of a cohorts performance	To ensure confidence in what the school is achieving

In- School Formative Assessment

At William Austin Infant School all children are encouraged to do their best. This is supported through accurate and constructive formative assessment. Teachers focus on the National Curriculum content. Teachers are required to reflect at the end of every lesson; which children were able to demonstrate knowledge, skills and understanding? What were the gaps or misconceptions? Which children were working at greater depth? Which children found the learning difficult or had to have their work altered or differentiated to make it easier? So what will I need to do next? How can I modify my teaching to ensure good progress? When planning English and Maths, teachers have a view to their end destination and key concepts, skills or knowledge to be taught within a certain time frame.

Teachers plan English and Maths for a short unit (ranging between 1 and 3 weeks) and then adapt their planning daily according to their observations in the previous lesson. This allows teachers to act on formative assessment judgements made and also allows pupils direct opportunities to work on their next-steps in learning and respond to feedback.

Suggested methods (not an exhaustive list) include; (in line with research by Paul Black and Dylan William 1998)

- Finding out where pupils are in their learning through discussion and questioning
- Questioning – carefully considering which questions to ask and how
- Ensuring that responses to pupils are crafted to encourage progress
- Teachers agreeing clear objectives with pupils and providing feedback that helps them to achieve these goals
- Making peer and self-assessment key components of learning
- Enabling pupils to take greater ownership of their learning and ensuring pupils are clear on their next steps in learning

In-School Summative Assessment

Assessment outcomes and 'next steps in learning' are shared with parents at least termly at parent consultation meetings. In each pupils' end of year report parents are clearly informed whether their child is working 'within the expected standard', 'towards the expected standard' or 'working at greater depth than expected standard' in Reading, Writing, Maths and Science.

Target Tracker is used four times a year to record children's achievement in Writing, Reading and Maths. Science is assessed and recorded every term. The assessment data is inputted by the staff and from this charts are produced for these subjects to show the child's progression in relation to the expected levels of attainment.

In English children are assessed 4 times in a year using class assessments and teacher assessment. Children complete a piece of unaided writing every half term or at the beginning of a unit in their books (cold task) which is assessed using the steps within an age band. The teachers also use the unaided writing to plan next steps. At the end of the unit they then do a similar activity (hot task) to their cold task to see the progress the children have made. The children are assessed using their unaided writing and the work that has been produced in class.

Children are generally assessed half termly on their phonics knowledge using the Letters and Sounds Document. Children in Year 1 and 2 also get assessed throughout the year on their ability to decode real and nonsense words by using their phonic knowledge. Evidence of their phonic knowledge is recorded on individual sheets which are broken up into the different phases.

Summative testing at William Austin Infants School includes the use of End of Key Stage statutory test sample papers in Year 2 for Reading, sample phonic check papers, and end of block and half termly White Rose Maths assessments. Each year group also complete half termly phonic assessments using the Little Wandle assessments.

Nationally Standardised Summative Assessment

Phonics Screening Check

- All pupils in Year One will take part in the Phonics Screening Check in June (unless disapplied according to guidance from the STA).
- All pupils in Year Two who did not pass the Phonics Screening Check in Year One (pupils who did not meet the required standard, new arrivals, pupils with limited concept of phonics) will retake (or take for the first time) the Phonics Screening Check in June.
- Due to current circumstances children in Year 2 will be taking part in the Phonics Screening Check in November due to it being missed because of COVID 19.

KS1 Statutory Tests

Pupils in Year Two (where appropriate) will sit formal Standardised Assessment Tests in Reading, Maths and Grammar, Punctuation and Spelling. (unless the government states otherwise like in 2020)

Government Changes to Assessment and Terminology

The 'Final Report of the Commission on Assessment without Levels' (John McIntosh CBE, September 2015) states that "Assessment without levels gives schools the opportunity to develop their own approaches to assessment that focus on teaching and learning and are tailored to the curriculum followed by the school."

The Commission also states that "... the Commission encourages schools to make the most of freedom to develop their own approaches to assessment and explore new ways of recording assessment information".

In September 2015 the STA published the 'Interim Teacher Assessment Frameworks at the end of KS1' for Reading, Writing, Maths and Science. At William Austin Infant School we use the terminology referred to in these documents for all of KS1 to indicate whether pupils are;

'Working towards the expected standard'

'Working at the expected standard' or

'Working at greater depth within the expected standard.'

In Year 2 the Interim Teacher Assessment Frameworks are used to support the teachers to make a final judgement at the end of the year. To be able to be working within expected standard a pupil has to achieve all objectives in the working towards section and all the objectives in the working within expected standard. There is no longer a 'best' fit.

English as an Additional Language

Children for whom English is not their first language may be assessed in their mother tongue, except where the subject being assessed is English. Reference to this should be made, on annotated work, with the initials HL (Home Language). Guidance for Standard Assessment Tasks and Tests will be adhered to regarding use of home language in assessment.

The School assesses the children's proficiency in English using the five point scale for reading, writing and spoken language. Teacher's make a 'best fit' judgement as to the proficiency stage that a pupil corresponds most closely to. (Code A – new to English, Code B – early acquisition, Code C – developing competence, Code D – competent, Code E – fluent)

Inclusion

Children with Special Needs, follow programmes specifically designed for them, called IEPs in liaison with the Inclusion Manager. The Individual Education Plans (IEP) address the particular needs of each child and will set targets reflecting the Inclusion Policy and the National Curriculum guidelines. These IEP's are written, shared with staff and parents and reviewed termly. Each child's progress will be regularly assessed by the class teacher and programmes updated accordingly. Children who have been identified as gifted and talented are acknowledged on the planning and are assessed appropriately for their level of attainment.

If a teacher feels it is appropriate a child with Special Needs may be assessed in their home language for basic understanding and vocabulary to see if there is a concern with their language acquisition and understanding in their first language.

Target Setting

By the end of the first term targets have been set by teachers for individual children in Reading, Writing and Maths. In Year 2 the children also have end of year targets for Science. Their prior attainment is used to set these targets. These targets are then reviewed throughout the year by the teachers and the head teacher to monitor the children's progress towards them. The terminology referred to in the Interim Teacher Assessment Frameworks is used for the end of year targets.

In February targets are sent home to all parents so they know where they are aiming for by the end of the year. Criteria for each assessment stage is also sent home so parents know what they need to achieve to get the predicted assessment.

Foundation Stage Assessment

In the Foundation Stage children are assessed within 3 Prime Areas of Learning – Communication and Language, Physical Development and Personal, Social and Emotional Development and 4 Specific Areas of Learning – Literacy, Mathematics, Understanding of the World and Expressive Arts and Design. Each area of learning is then broken up into separate Early Learning Goals (ELG), totalling 17 ELG's which the children are assessed on. Four times a year the children are assessed using the developmental stages as guidance to show if the child is on track or not to achieve the ELG by the end of the year. At the end of the year the children are assessed against the ELG and the teachers make a judgement to determine whether the child is working at the expected level or not. This data is reported to the Local Authority. The children are assessed through observation and small adult group led activities. Evidence is collected through informal observations, photographs and video and written evidence from group activities, discussion with the children and discussion with staff who work with the children. Using the observations and achievements of the children, teachers complete the Foundation Stage Profile.

Also at the end of the year teachers will report to parents on how well the child is achieving according to the Characteristics of Effective Learning. The 3 Characteristics of Effective Learning are – Playing and Exploring – engagement, Active learning – motivation, Creating and Thinking critically.

Children in Year R complete a piece of unaided writing every half term which is completed in their books. The children's writing is looked at and teachers will see what Developmental Stages of the EYFS have been achieved.

Reporting to Parents and Carers

Parents and Carers are invited to termly consultation meetings in all year groups. Staff and parents and carers discuss a child's progress and achievements and highlight any areas for additional support. A detailed subject and pastoral report is sent to parents and carers in the Summer Term. Parents and carers of Year R children receive a report covering the seven areas of learning and the Characteristics of Effective Learning as outlined in the EYFS. Parents and Carers of Key Stage 1 children receive a report covering each National Curriculum subject. The report also contains information on attendance. The report identifies particular strengths and for core subjects suggests possible targets for the year ahead. Parents and carers and children are invited to comment on the report. In Year 1 the outcomes of the child's Phonics Screening Check is sent home with the end of year report and in Year 2 the End of Key Stage 1 Teacher Assessments outcomes are sent home. In Year R parents receive the outcome of the Early Years Foundation Stage Profile along with the end of year report.

Parents of children in Year 2 are invited to a meeting outlining and explaining the end of Key Stage 1 tests. At the meeting, parents and carers are shown how the children are assessed and are given ideas of how to support their child through the end of Year Key Stage 1 tests. The information is also uploaded to the website for parents to access.

In the middle of the academic year all children in the school are sent home their predicted end of year targets using the terminology from the Interim Teacher Assessment Frameworks or Foundation Stage

Profile. Along with their end of year targets there are suggestions of how to support their child at home and information for the parents of what the children need to achieve next in their learning.

In the Foundation Stage, parents and carers are asked to contribute to the assessment of their child in relation to the EYFS. Parents are given the opportunity to discuss their child's attainment with the teacher and make the teacher aware of what their child can do at home. Parents are able to contact the class teacher via e mail of any achievements they have shown at home.

Assessment for Learning

Assessment for Learning (AfL) takes place in the classroom and the children are encouraged to be part of their own learning. Questions are asked throughout the lesson to help identify what the children have learnt or not learnt and this is then used to plan the next steps in their learning. At the end of the lesson children are encouraged to identify what they have learnt and whether they have met the learning objective set at the beginning of the lesson. The children are encouraged to think of their own next steps and how they can achieve them. At the beginning of a lesson the teacher states the learning objective and what the children have to do to achieve the learning objective (success criteria/steps to success) and this enables the children to be able to assess their own learning and their peers work. Children are encouraged to say the learning objective 3 times in different voices to help them remember what they are learning.

Monitoring Assessment, Recording and Reporting

The Headteacher and assessment co-ordinator monitor the integration of assessment in the planned curriculum. The Head or external moderators may visit classrooms to observe assessment taking place. Samples of assessed work are collected by subject leaders as part of a portfolio and they are responsible for the implementation of assessment in their subject.

At least twice a year English and Maths whole school moderation takes place which is led by the English or Maths co-ordinator and the assessment co-ordinator.

Once the assessment data has been submitted it is analysed by the assessment co-ordinator and the analysis is discussed with the Senior Leadership Team. The analysis is then fed back to individual teachers in year groups. (if possible) Once every term, teachers meet with the head teacher and/or year group leader to monitor the assessment of the children in their class. The progress and the impact of assessment strategies are monitored, with teachers having to discuss progress through learning for individual pupils. This professional dialogue is used to monitor and plan next steps for individual teachers and the learning they are providing.

Assessment strategies are monitored through book scrutiny, planning, lesson observations and learning walks to ensure effective methods are used. Good practice is shared frequently and regular updates are given to staff by the assessment co-ordinator. Staff across the school also attend local and national training on assessment when it is needed and available.

Standardisation and moderation sessions are planned for as part of the School Improvement Plan. A variety of sessions are carried out; from whole staff, year group, whole school to planned sessions with Luton Central Area Partnership schools.

Policy written and reviewed by Julie Salsbury, Lead Teacher for Assessment

January 2023

Review date: January 2024