



DOGSTHORPE INFANT SCHOOL

Assessment Policy




Ratified by: Local Governing Board

Date: 10th July 2023

Minute: 8

Review Date: Every 2 years

Welcome to our school family where children are...

-  inspired to dream and develop the building blocks to be independent, confident and inquisitive life-long learners.
-  nurtured, valued and individual differences are respected in an exciting, learning community where everyone belongs.
-  little stars who deserve to shine.

Policy Overview.

What is the policy for?

The policy is for all staff and parents/carers of children attending Dogsthorpe Infant School. The policy outlines the school's systems and procedures for:

- Assessment, Recording and Reporting
- Marking and Feedback

Who has devised and contributed to this policy?

The policy has been developed by a working party of SLT, teaching staff and support staff.

How will this policy be communicated?

The policy is available on the school's website and a copy is available from the school office.

How will this policy be monitored?

The policy will be monitored by the SLT and the LGB.

Which other policies are linked to this policy?

All Safeguarding Policies
Curriculum Policy
Learning Outside of the Classroom and Educational Visits
Collective Worship
More Able Learners
SEND

This policy meets the requirements of the Statutory framework for the Early Years Foundation Stage Setting (2014)

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SECTION 1: Assessment at Dogsthorpe Infant School.



At Dogsthorpe Infant School we believe that assessment is an integral part of teaching and learning. In order to achieve this, we use Assessment for Learning (AfL) strategies.

Assessment is an ongoing process that should be happening throughout every lesson so that teachers can pick up on issues, redirect learning, and adapt their planning at the point of need

- provides opportunities for ongoing dialogue between the teacher, other adults and children about their learning, successes and next steps.
- informs planning so that outcomes (WALTs) are well focused and learning is fully inclusive.
- works most effectively when outcomes identify clearly how the children will demonstrate their learning.
- periodically provides a summary of attainment and progress to date.

The Aims of Assessment.



The purpose of assessment is to:

- raise the expectations of pupils, teachers and parents in an effort to achieve the highest possible standards for each child.
- recognise and celebrate pupils' achievements within and beyond the Foundation Stage Curriculum and National Curriculum.
- contribute to the evaluation of the effectiveness of teaching and learning.

- provide pupils with the opportunity to review their work, to self-assess and to set next steps.
- identify pupils' strengths and areas for improvement.
- ensure continuity and progression.
- ensure that there is differentiation in planning and teaching.
- indicate why a child may not be progressing as well as expected.
- identify pupils with special educational needs and more able pupils.
- provide feedback to parents and children on performance and achievement.
- inform staff, governors, the Trust and the Local Authority.
- meet statutory requirements.

The Types of Assessment.

FORMATIVE - this is Assessment FOR learning: on-going assessments carried out on a daily/weekly basis within the normal classroom context. This information gained from such assessments is then fed into planning.

SUMMATIVE - this is Assessment OF learning: end of term/unit assessments providing a 'snapshot' of where the child is at a particular stage. A summative assessment usually produces a level of achievement that can be recorded in a systematic way.

EVALUATIVE - this enables the teacher to assess how successful the teaching and learning has been within a programme of work. This assessment should direct future planning.

DIAGNOSTIC - a means by which learning difficulties are recognised and classified so that appropriate support and guidance can be provided.

Assessment Tools.

➤ **EYFS**

- To assess the children, staff use the 'Development Matters' and the 'Early Learning Goal' descriptors and compare their judgements to the government exemplifications.
- We use an online learning journal (SeeSaw) to gather evidence to support assessment.
- Teachers update Target Tracker (highlighting statements) regularly using the children's work as evidence for achievement of the objectives.
- Data captures are taken every half-term (using Target Tracker) and used to inform planning and next steps.

Phonics - half-termly assessments are carried out to inform planning and interventions.

➤ **Key Stage One**

- Teachers update Target Tracker (highlighting statements) regularly using the children's work in books, folders and on SeeSaw as evidence for achievement of the objectives.

- Phonics - for pupils who did not pass the screening check in Year 1, half-termly mock screening checks are carried out. We also use Monster Phonics assessments and our own assessments to regularly assess progress.
- Data captures are taken every half-term (using Target Tracker) and used to inform planning and next steps.

Assessing pupils with SEND

Children who are not able to access subject-specific learning and progress will be assessed and monitored through 'The Engagement Model'. Levels of attainment may be quantified using tools such as 'Birth to Five Matters' or the SEND Developmental Journal as recommended by LA Educational Psychologist. Once children are able to engage in subject-specific learning, they will be assessed against the National Curriculum.

Methods of Assessment.

SHORT-TERM:

- Observations - incidental and planned observations of how children approach and engage in an activity are undertaken.
- Marking - achievement assessed through targeted marking according to the learning objective (see Marking section)
- Planning - core subject planning grids allow for clear differentiation and teachers annotate planning as they see fit to inform future lessons.
- Reading Records - notes are kept in school and in the child's individual reading record book regarding progress in reading, particular strengths and areas for improvement. Guided reading records are also kept.

MEDIUM TERM:

- In EYFS, a writing assessment is carried out each half-term. This assessment informs the half-termly data capture.
- In Key Stage One, children complete a 'Hot Task' (unaided piece of writing) at the end of each English unit of work. Hot tasks are assessed using the Target Tracker bands.
- Maths assessments (e.g. White Rose, TestBase) are used when appropriate in KS1.
- Every KS1 child creates a double-page spread at the end of each topic to showcase their learning. Teachers use this piece of work to complete 'Topic Marksheets' to evidence progress within foundation subjects.
- Half-termly phonics assessments are carried out with each child.

LONG-TERM:

- Phonics Screening Check - Y1 children (and Y2 children who did not pass in Y1) complete this assessment in the Summer Term.

Staff Responsibilities.

The Assessment Manager is **Mrs Waters**.

The **Assessment Manager's** role is to:

- set dates for end of half-term data captures and ensure all teachers input data onto the school's tracking system by this date.
- create termly class and year group summaries of attainment and progress.
- distribute data to each class, year group and core subject leaders.
- initiate data analysis through Pupil Progress Meetings and RAP Meetings.
- create half-termly summaries to share with SLT and Governors including tracking progress towards achieving end of year targets.
- set and review end of year targets with the SLT, Governors and the Trust.
- formally report on pupil progress to the Governing Body.

The **Learning and Teaching Manager's** role is to:

- plan opportunities to assess children every half-term/end of units.
- analyse year group data and meet with their team to discuss pupil progress and targets.
- ensure teachers maintain assessment documents.
- provide opportunities for team discussions on assessment including moderation.
- plan and monitor year group intervention groups.
- support new teachers with assessment to ensure accuracy of judgements.

The **English and Maths Subject Leader's** role is to:

- monitor assessments in planning and work scrutinies.
- participate in Pupil Progress Meetings when appropriate.
- analyse year group data (including key groups e.g. Pupil Premium pupils) and set termly targets at RAP meetings.
- produce a termly impact report summarising attainment and quality of teaching.
- ensure teachers maintain assessment documents.
- support moderation sessions every half-term.
- support year group intervention groups as appropriate.
- support new teachers with assessment to ensure accuracy of judgements.
- update colleagues on assessment and curriculum developments and ensure school documents and policies reflect current practice.

The **Class Teacher's** role is to:

- keep meaningful, manageable formative assessment records (observations, grids etc) in line with school systems.
- evaluate learning and use this to inform the next day's planning.
- prepare for and attend Pupil Progress Meetings and Team RAP meetings.
- frequently review class groupings to reflect data.
- plan and evaluate in-class interventions in addition to quality first teaching.
- maintain school assessment documents (i.e. Target Tracker) and update the school's assessment system for half-termly data captures.
- update 'Individual Provision Maps' every term as advised by SENDCO.
- adapt team planning in order to meet the specific needs of the class.

SECTION 2: Recording at Dogsthorpe Infant School.

Record keeping is an integral part of the National Curriculum statutory procedures. It is an essential adjunct and pre-requisite for good teaching. Its primary purpose is formative - to ensure continuity and progression in children's learning. It is the selection and retention of significant and relevant information of the individual pupil's experience and achievement, which indicates what the pupil knows, understands and can do. It also provides the basis for reports and discussions with parents.

Record-keeping will provide a clear picture of each child's attainments in all subjects which form the school's curriculum. However, to obtain that picture it is not necessary to record everything a child does. ***Recording must not be so detailed that it gets in the way of high-quality teaching and learning.***

Assessment Records.

KS1

Year 1: Phonics Screening results

Year 2: Phonics Screening results (if necessary) & EOY assessment results

Whole School

Online journals - SeeSaw

Target Tracker reports/summaries

Termly attainment and progress summaries

Writing assessments

Children's books/maths files

Short term planning

Individual Provision Maps (SEND)

Observations including video clips and photographs where appropriate

Records of team/school moderation

Phonics assessments

SECTION 3: Reporting at Dogsthorpe Infant School

Reporting to Parents.

It is our aim to involve parents in every aspect of their child's education.

Opportunities to do this are as follows:

- Parent Consultation evenings in the Autumn and Spring Terms outlining current levels, next steps and targets.
- Written Annual reports containing:
 - o Information on progress and achievement in core and foundation subjects
 - o Attendance record
 - o Year 1 Phonics Screening results
 - o End of KS1 results in Year 2 and Phonics Screening re-takes results if appropriate.
- Parent 'Meet and Greet' sessions at the end of the Summer Term in readiness for new academic year.
- Regular 'open sessions' where parents can observe teaching and learning and support their child in the classroom.
- Shine Times - certificates, special events, end of year 'showcases' etc.
- School brochure, whole school newsletters, half-termly year group topic newsletters and 'Topic Tasters', fortnightly Comet, Class Dojo, school website and Social Media platforms.
- Parent workshops and coffee mornings throughout year.
- Individual meetings when appropriate.

Reporting to Governors.

- It is the duty and responsibility of the Headteacher to update the Governing Body of the progress and achievements of the school. This is done via the Headteacher Report to LGB.
- The Headteacher also presents information about data and assessment to the Standards Committee every term.
- Subject Leaders and Learning and Teaching Managers are invited to present assessment and data information to Governors as appropriate at LGB meetings, Standards Committee meetings and Governor Days.
- Link Governors meet with staff regularly to discuss current progress within their subject/focus SDP area.

Reporting to the Local Authority.

- In accordance with LA requirements, the end of Foundation Stage, Year One Phonics Screening scores and end of KS1 data is recorded and reported to the LA by the given date.

SECTION 4: Marking and Feedback at Dogsthorpe Infant School.

Marking and Feedback should:




- be a balance of verbal feedback within the lesson and written comments.
- clearly link to the outcomes of the lesson (WALTs).
- be in child-friendly language.
- recognise what children are doing well and identify next steps as appropriate.
- be qualified e.g. *that was a good answer because.....*
- be given by all adults in class.

See Appendices for Marking and Feedback Guidance.

APPENDIX 1: English Marking Codes.

Children need high quality marking, feedback and response time to make **GOOD** progress.

- Teachers should mark using **PINK** pens **ONLY**.
- All other staff should mark using **BLACK** pens **ONLY** and write initials.
- AfL marking should recognise up to 3 **green positives** swiped with **GREEN** highlighter measured against **tightly focused WALT**.
- Adult to make up to two corrections e.g. spelling, punctuation, improvement etc using their coloured marking pen.
- There is a 'Comments' section on the WALT strip so adults can write any comments about the child's learning and any scaffolds provided.

Needs more practise		Only partial understanding of WALT or no understanding or further support required.	The adult draws a circle in this box using their coloured marking pen - pink for teachers and black for all other adults.
Teacher  TG	TA  MW	<i>If a circle is used, then there needs to be a piece of follow up work with the child to address this. This could be:</i> Guided group work Intervention Register activity <i>When the child has secured the skill, then a smiley face will be added to the WALT strip and reference made to how gap was addressed.</i>	
Did Well  TG		Good overall understanding within session. WALT achieved.	Stamp this box with a smiley face stamper and initial.
Comments:			

Verbal Feedback

- This should be given within session.
- The code **VF** should be written at the point where an adult has talked to a child to further support understanding or to move learning on.
- Adults will use their designated coloured pen for VF.

Pink to Thinks

- They may be given a 'Pink to Think' to remind, correct, extend or add a challenge. P2Ts should also be responded to in purple.
- Children should respond to feedback or edit work in **PURPLE** polish pens.

Planning




Staff may annotate planning documents as appropriate to highlight pupils requiring next steps.

HOT TASK	Use HOT TASK WALT strip. Teacher Assessment to be carried out showing levelled banding for that piece of writing.
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APPENDIX 2: Maths Marking Codes

Children need high quality marking, feedback and response time to make **GOOD** progress.

- Teachers should mark using **PINK** pens **ONLY**.
- All other staff should mark using **BLACK** pens **ONLY** and write initials.
- Adults tick correct calculations and dot errors/areas of misunderstanding.
- There is a 'Comments' section on the WALT strip so adults can write any comments about the child's learning and any scaffolds provided.

Needs more practise		Only partial understanding of WALT or no understanding or further support required.	The adult draws a circle in this box using their coloured marking pen - pink for teachers and black for all other adults.
Teacher  TG	TA  MW	<i>If a circle is used, then there needs to be a piece of follow up work with the child to address this. This could be:</i> Guided group work Intervention Register activity	<i>When the child has secured the skill, then a smiley face will be added to the WALT strip and reference made to how gap was addressed.</i>
Did Well  TG		Good overall understanding within session. WALT achieved.	Stamp this box with a smiley face stamper and initial.
Comments:			

Verbal Feedback

- This should be given within session.
- The code **VF** should be written at the point where an adult has talked to a child to further support understanding or to move learning on.
- Adults will use their designated coloured pen for VF.

Pink to Thinks

- They may be given a 'Pink to Think' to remind, correct, extend or add a challenge. P2Ts should also be responded to in purple.
- Children should respond to feedback or edit work in **PURPLE** polish pens.


Planning

Staff may annotate planning documents as appropriate to highlight pupils requiring next steps.

APPENDIX 3: Topic Marking Codes

Children need high quality marking, feedback and response time to make **GOOD** progress.

- Teachers should mark using **PINK** pens **ONLY**.
- All other staff should mark using **BLACK** pens **ONLY** and write initials.
- **ALL** children will receive verbal feedback from the teacher for their double-page spread.
- Praise stamps will be used to demonstrate the teacher/TA has reviewed topic work (not on every piece). The teacher/TA may choose to write a praise comment on some pieces of topic work.
- There is a 'Comments' section on the WALT strip so adults can write any comments about the child's learning and any scaffolds provided. If the child has not met the objective, then an explanation as to how this will be addressed will be given. Where appropriate, a P2T will be given to the child to support the achievement of the objective.

<p>Did Well</p>  <p>TG</p>	<p>Good overall understanding within session. WALT achieved.</p> <p>Stamp this box with a smiley face stamper and initial.</p>
<p>Comments:</p> <p><i>If the objective has not been achieved, an explanation as to how this will be addressed should be included in this box.</i></p>	

Verbal Feedback

- This should be given within session.
- The code **VF** should be written at the point where an adult has talked to a child to further support understanding or to move learning on.
- Adults will use their designated coloured pen for VF.

Pink to Thinks

- They may be given a 'Pink to Think' to remind, correct, extend or add a challenge. P2Ts should also be responded to in purple.
- Children should respond to feedback or edit work in **PURPLE** polish pens.

Planning

Staff may annotate planning documents as appropriate to highlight pupils requiring next steps.

APPENDIX 4: Pink to Thinks (P2Ts)

There are three types of 'Pink to Thinks':

The **reminder prompt** is simply a reiteration of the learning objective (most suitable for More Able children). Ensure marking comments are direct e.g. use 'Now try...' rather than 'Can you...'

REMINDER PROMPT: *How do you think the dog felt here?*

The **scaffolded prompt** involves the teacher deciding what she would like the child to write, then finding a way of handing it back to the child (a question, a directive or an unfinished sentence)

SCAFFOLD PROMPT:

Describe the expression on his face

He was so surprised he

He barked _____ly running round feeling very _____

Improvement suggestions (scaffolded prompts):

- Elaborating and extending ('Tell us more...')
- Adding a word or sentence ('Add one word...')
- Changing the text ('Find a better word...')
- Justifying ('Why?...')

The **example prompt** models a choice of possible improvements but asks if the child has an idea of his or her own. This is extremely successful for all children, especially average or below average children.

EXAMPLE PROMPTS:

Choose one of these or use one of your own:

He couldn't believe his eyes!

He ran around in circles looking for the rabbit, feeling very confused.

Pink to thinks can also be used to EXTEND LEARNING:

Give children a challenge question/activity to apply their skills in a new way.