

# Assessment at Blue Coat Infant School.



## The purpose of assessment

From September 2014, Government have introduced a new national curriculum, assessment and accountability. From now on, Government will not impose a single system for ongoing assessment and schools will develop and implement their own arrangements for assessing pupils' progress against their school curriculum. Schools are expected to demonstrate their assessment of pupils' progress, to keep parents/carers informed, to enable governors to make judgements about the school's effectiveness, and to inform Ofsted inspections.

The new Government reforms focus on Year Group Expectations. These reforms are based on a clear set of principles:

- Ongoing, teacher -led assessment is a crucial part of effective teaching.
- Schools should have the freedom to decide how to teach their curriculum and how to track the progress that pupils make.
- Both summative teacher assessment and external testing are important.
- Accountability is key to a successful school system, and therefore must be fair and transparent.
- Measures of both progress and attainment are important for understanding school performance.
- A broad range of information should be published to help parents and the wider public know how well schools are performing.

## Assessment Principles

The following principles are written following the NAHT Principles for Assessment (February 2014).

### **Assessment is at the heart of teaching and learning.**

Assessment at Ashcroft is a shared responsibility and is integral to high quality teaching and learning. All teachers and teaching assistants are responsible for the progress of all our pupils at the school and our assessment process drives better teaching. This is because we use the outcomes to provide 'appropriate challenge' for all the children so that they can make continuous, and sometimes accelerated, gains in their learning.

### **Assessment is fair.**

Our assessment process has been designed to apply to all pupils. It is inclusive of all abilities and free from bias.

## **Early Years Foundation Stage**

There are two main points of entry to our school, Nursery and Reception. Evidence of prior attainment and progress is sought from previous settings, including statutory assessments.

On entry to Reception in September a baseline assessment is completed against the Development Matters, through observing pupils in their independent play to make an assessment of what skills they already have, and when working with adults. This is done whilst giving pupils time to settle into their new surroundings, allowing children the opportunity to show what they can do independently. Assessments are then moderated within school.

Following from this, the Development Bands are assigned e.g. 30 - 50 months, or 40 - 60 months, and the point within the band for example, emerging, developing competency, or secure. This information is used formatively to inform planning for Nursery and Reception pupils. Progress of pupils is captured using planning sheets, books and child initiated activities which inform future personalised opportunities to meet the needs of individual pupils and engage their interests. Parents are encouraged to share their own observations of their children's learning at home, and moments when they have shown a skill independently for the first time. On-going evidence is collected using ipads and observations, which align children's achievements to the Early Years Curriculum and progress towards the 17 Early Learning Goals. Adults in the setting also capture when children show elements of the 'Characteristics of Effective Learning' (CoEL), also recorded.

## **Foundation Stage Profile (Statutory)**

In June of their Reception year, teachers make a summative assessment of children and report whether they are Emerging, Expected or Exceeding against each of the 17 Early Learning Goals. These judgements are moderated within school and across other schools in the Locality. Staff also attend moderation meetings organised by the Local Authority and Cluster Networks. The judgements for this are made using a 'best-fit' approach. The information at the end of FS is shared with Year 1 teachers who use this to inform their starting point in Year 1.

## **Phonic Screening Check - End of Year 1 - (Statutory)**

The school uses Read Write Inc (RWI), this involves on-going tracking of pupil progress (at least half termly) assessments of pupil's development in phonics. Groups are fluid to meet the individual needs of pupils, and progress is monitored by teachers and senior leaders. Age Related Expectations for pupils

outline that they have sufficient phonic skills to achieve the required mark at the end of Year 1 in the Phonic Screening check. In June pupils in Year 1 take the phonic screening check. This is administered by one experienced member of staff, known to the children. The member of staff has undergone appropriate training to carry out this role and external moderation from the LA may take place.

## **Key Stage One Assessment – on going**

Teachers use a variety of age appropriate tracking tools including personalised trackers and online tracking systems. The assessment tools help to support the formative assessment of pupils at our school in reading, writing. Class Teachers can identify whether objectives are being worked towards, achieved or set as an individual target for pupils. The highlighting of objectives enables assignment of a summative judgement each half term. At termly intervals during the school year a summative assessment of each pupil's achievement is made.

## **'EXS' or Age Related Expectations – ARE**

Children are working at age related expectation when they have achieved the 'Secure' element of their year group e.g. Year 2 would denote EXS or ARE for a pupil in Year 2. Deeper learning and application of learning is also tracked using the same system.

Moderation of teacher judgements is made by senior leaders and subject leaders, through the on-going MER Cycle (Monitoring Evaluation and Review) scrutiny of books and planning, learning walks, lesson observations and staff meetings. Additional moderation will take place with colleagues from other schools (through the North Birmingham Company of schools).

## **'GDS' – secure in EXS, Age Related Expectation and working at Greater Depth.**

Children who are securely working at EXS, across all elements, can be assessed for a 'Greater Depth' judgement. They must demonstrate they can work at a more independent and complex level of learning. They are able to select a range of strategies, solve problems with multiple steps or more than one possible outcome and justify their answers.

## **Formative Assessment**

Marking - daily marking of pupils work and feedback in line with school policy, during lessons as live marking and after. On-going observations of pupil's work, conversations, questioning of children in lesson, and opportunities for application of skills, challenge and deepening thinking.

## **Summative Assessment**

EYFS Profile, Year 1 Phonics Check and End of Key Stage 1 assessments - for Reading, Writing, SPAG, Maths and Science.

Children complete work in their 'portfolios' to capture achievement at regular points.

## **Pupil Progress Meetings & Monitoring**

Senior Leaders hold rigorous pupil progress tracking meetings at the end of each half term for every teacher to discuss the progress made by the pupils they teach. During these meetings pupils that have been identified as needing a high focus or needing challenging targets are discussed. Class teachers use school tracking procedures to identify percentages of pupils within their class working at EXS and have targets set for the end of the academic year.

Teachers and Senior Leaders monitor progress of high focus pupils frequently and where appropriate interventions or new appropriate targets are set. Senior Leaders analyse data and review individual targets for all pupils and groups of pupils and vulnerable groups.

This overview will be reviewed regularly due to the on-going changes in assessment at a National level and as the DfE make future announcements and releases.

Date of last review: 10.09.16

Department for Education have published a document for parents about the end of Key Stage assessments for 2016 - Infant and Junior - [please click here](#).

The Department for Education has published a new document for parents about KS1 SATs. A paper copy will be sent to Year 2 parents with their child's end of year report, but it can also be downloaded [here](#).

Download the information from the Parents below (please click on each linked document)

