



## Springfield Infant School and Nursery

### Assessment Policy 2023

*Springfield is a Rights Respecting School.*

*Article 3- The best interests of the child must be a top priority in all actions concerning children.*

*Article 28 – Every child has the right to an education.*

### Principles of Assessment

1. To give reliable information to parents about how their child, and their child's school, is performing.
2. To help drive improvement for pupils and teachers.
3. To make sure the school is keeping up with external best practice and innovation.

### What is Assessment?

Assessment for learning is the process of seeking and interpreting evidence for use by the learner, their teachers and to decide where the pupil is in their learning, where they need to go and how best to get there.

Assessment is part of the learning journey, and as with most journeys, it helps to know where you're going, why you want to go there and how you plan to get there. It's also important to know where you are before you begin the journey.

At Springfield Infant School and Nursery, we aim to ensure that each pupil achieves their academic and social potential, and that they leave the school with the skills and knowledge they will need to make a fulfilling contribution to society.

Therefore:

- **Children** need to know when they are succeeding and what their next steps for development are.
- **Teachers** need to know how effective they are in developing their pupils' understanding and skills.
- **Parents** have the right to know how well their children are progressing and developing.

Assessment underpins every aspect of learning. At Springfield, we aim to provide effective marking and dialogue to ensure that all children understand how to improve their work. Effective assessment should be systematic and embedded in learning and teaching to enable all pupils to make excellent progress.

Pupil progress is recorded consistently and systematically, and records are used to track pupil progress to identify strengths and areas for development. Data is analysed to identify progress of individuals and groups of pupils and to inform areas for improvement.

### **The Aims of Assessment**

At Springfield our assessment systems will:

- Allow meaningful tracking of pupils, including regular feedback to parents.
- Provide information, which is transferable and easily understood and covers both formative and summative assessment.
- Assessment will be reflective our broad and creative curriculum.
- Assessment is purposeful and supports children, parents, and teachers to support all children and their individual progress.
- Differentiate attainment between pupils of different abilities, giving early recognition of pupils who are falling behind and those who are excelling.
- Be reliable and free from bias.
- Be closely linked to improving the quality of teaching.
- Ensure feedback to pupils contributes to improved learning and is focused on specific and tangible objectives.
- Produce recordable measures which can demonstrate comparison against expected standards and reflect progress over time.

### **Assessment Procedures (Formative and Summative Assessment)**

At Springfield, we assess children with both formative and summative assessment strategies.

Summative assessment sums up what a child has achieved at the end of a period of time, relative to the learning aims and the relevant national standards. Summative assessment is recorded in a variety of ways including the Year 1 National Phonic Screening Check and will show what has been achieved. Summative assessment links to the National Curriculum standards and we record and track the children's attainment and progress on Target Tracker.

Formative assessment aims to monitor pupil learning and provide on-going feedback that can be used to develop both teaching and learning. Formative assessment will help pupils to understand their strengths and targets, and to help teachers adapt planning effectively for the needs of individuals. Formative assessment takes place through pupil voice, verbal feedback from the teacher, marking, observations, children's own editing and photographs. In addition to this, we help children to self-assess in KS1 and they become more aware of their own learning and targets.

Key Stage 1 assessments, also known as SATs, are **no longer statutory**, and at Springfield we will not be participating in any 'optional' tests. We have a **multifaceted** approach to assessment at Springfield including pupil voice feedback,

verbal feedback, clear marking policy and system, Target Tracker, RWI phonics assessment and tracking, knowledge organisers, termly checks, data review, progress reviews and end of unit retrieval and reasoning tasks. Therefore, completing optional tests, will not provide teachers, parents, or leaders any further information, that they haven't already been able to obtain through the robust systems already in place. Year 2 teachers will continue to use the assessment frameworks to inform their assessment judgements, along with all areas of the curriculum, as they have done previously.

### **Teacher Expectations:**

Teachers will:

- Maintain current assessments for their class including teacher assessment, and previous reports.
- Assess every foundation subject after it has been taught and highlight the subject statements on Target Tracker accordingly.
- Record progress and attainment in line with the National Curriculum expectations using Target Tracker - the school's internal tracking system.
- Monitor the progress of all children in their class and discuss concerns during Progress Review meetings with the SLT team.
- Use assessment to inform planning and to raise standards of attainment e.g., grouping, intervention, additional support, target setting.
- Report to parents on attainment and progress through; book looks, parent workshops, parent's evenings, and reports.
- Pass information onto the next teacher or Junior School to ensure a smooth and robust transition process.

### **Marking**

We have a clear marking policy and teachers will highlight the children's learning objectives using 'Tickled Pink' if the objective is met, or 'Green for Growth' if the objective needs to be continued. This provides a clear visual guide to which objectives have been met. This information is then put onto a whole class assessment tracker and show where the gaps in individual learning are as well as gaps for the whole class, consequently informing planning, and further interventions.

### **Target Tracker**

Target tracker is the software package that we use to record what each individual child can do and therefore track their attainment and progress. It allows teachers to set their children's next steps based on what they are learning from the curriculum. It supports formative assessment and future planning by showing gaps in children's learning.

Over the course of a year, children will be taught the statutory learning objectives, for their year group, from the National Curriculum. We assess all children against the

objectives, including the foundation subjects, to ensure they are on track to meet the required standard by the end of the year. Our aim is for every child to be 'Secure,' which means that they have met the expected standard for their age and met associated National Curriculum criteria by the end of the year.

Throughout the year children will be expected to progress through an age band, linked to the child's year at school. Each band has a number of National Curriculum statements and objectives that the children need to achieve throughout the year. If a child has achieved all of the statements, then they are 'Secure' and have met the end of year age expectation. Children do not move into the next year's group band; they stay within their year group band throughout the year. This ensures that learning is in depth and covers a breadth of key skills. Secure + involves children receiving greater depth and breadth of subject knowledge at the appropriate level and securing their understanding.

Data is input into Target Tracker at the end of each half term or after a unit of work has been complete. There are data reviews in October after half term, February before half term, and in both Summer 1 and Summer 2. It is the responsibility of the class teacher to ensure that data is kept up to date and they are accountable for every child's progress.

### **Organisation:**

#### Early Years

In the EYFS children work through the Early Years Outcomes and are assessed in the month brackets for each learning area e.g.

40-60 months Beginning

40-60 months Beginning +

40-60 months Working Within

40-60 months Working Within+

40-60 months Secure

40-60 months Secure+

Working through the Early Years Outcomes leads to the Early Learning Goals (ELGs) and all children are assessed against these at the end of the year. There are 17 ELGs, one for each area of learning. They can be emerging, expected, or exceeding in the Early Learning Goal for each area. We aim for all children to be 'expected' in the prime areas and literacy and mathematics by the end of Reception as this shows a good level of development.

While Target Tracker acts as our summative assessment, we also complete formative assessment daily. In the EYFS, formative assessment takes place through observations of children in self-initiated play and adult led activities. The EYFS team use Tapestry to record observations linked to photographs, and these can be seen and commented on by parents. Work is stuck in Learning Journals which show each child's journey through Reception. Sticky labels can also be used to record observations alongside photographs and self-initiated work to gain all round picture of every child's learning and achievement. Long observation forms are used for specific children and activities to help develop understanding and next steps in certain learning areas.

### Key Stage 1 (Year 1 and 2)

For each year group, there are national curriculum and Target Tracker statements. These are a set of objectives, which are used to assess what a child should be able to do by the end of that school year. Throughout Years 1 and 2, children will be assessed against these expectations. The expectations are broken down into statements which enable formative pupil assessment. These statements are combined to form 'Bands'. Bands broadly represent School Years e.g. Band 1 statements are associated with Year 1; Band 2 statements are associated with Year 2. To track a child's progress, within each band there are 6 '**Steps**'. These steps are defined as:

**b = beginning**

**b+ = beginning+**

**w = working within**

**w = working within +**

**s = secure – the children have reached the expected standard for their age.**

**s+ = secure +**

The number of statements within the band that a child can confidently attain will show which step they are working at. Which step they are working at during each term will show whether they are working **above**, **below** or **at** age related expectations. The expectation is that a core child will progress through 6 steps over the course of the year. Each step has a numerical value which can be used to measure progress.

In KS1 observation and pupil voice stickers are also used and placed into books, often recording the actions and vocabulary of children during a task. These help to supplement the children's written work and show greater detail and understanding. Photographs can also be used when appropriate. Children's work is marked in line with the school's marking policy. All formative assessment is then used to help aid the final judgements and this is recorded on Target Tracker.

## **Moderation**

Before data is input onto Target Tracker, year group moderation takes place during PPA time. Moderation is to ensure the consistency of teacher assessments. During this time, teachers should discuss where they think specific children are and judge them against the national curriculum and Target Tracker objectives. It is important to reach an overall agreed outcome. In addition to year group moderation, whole staff moderation takes place during staff meetings with a specific focus on Reading, Writing, Maths and Science. This provides the opportunity to look at a range of work across different bands and agree with the correct judgement. Moreover, despite Year 2 moderation no longer being statutory from September 2023. At Springfield, we feel that locality moderation is a purposeful experience, so we continue to attend locality moderation events to support collaboration between practitioners and support for teachers with assessment.

## **Monitoring Specific Groups**

As part of our data and progress review as a teaching team and SLT we look at specific groups of children and monitor their progress. These groups are:

- Pupil Premium
- SEND
- Gender
- Term of birth for EYFS
- English as an additional language (EAL)
- Good Level of Development (GLD) children in EYFS
- Academically more able (AMA)

All teachers are required to attend Pupil Progress Meetings half-termly to discuss the progress of their class and justify the intervention that is in place and where the gaps are within their data. Class teachers are responsible for the progress and attainment of their class and the support that is required to ensure every child makes the expected progress.

## **SEND Assessment**

Some SEND children (Special Educational Needs or Disability) may not be accessing parts of the National Curriculum linked to their year group and may have additional support to ensure they make good progress from their initial starting points.

To inform these judgements assessment will be:

- Formative – day-to-day on-going assessment based on how well children fulfil learning intentions and show progress in books; this will include opportunities for assessment for learning in all lessons both of which inform future planning.

- Summative and statutory testing - snapshot testing which establishes what a child can do at that time, e.g., Phonics tests (Year 1), age related checks and progress in books over time.
- Observations of interventions by the INCO to assess the effectiveness of the interventions and the impact this is having on the children's learning and adapt where necessary.
- Pre-Key Stage statements - Pre-key stage standards are for pupils who are working below the overall standard of national curriculum assessments, but who are engaged in subject-specific study. These children will receive an adapted and tailored curriculum that ensures that they make progress from their initial starting points. Assessment is gathered through the work in the children's books, ILP work and interventions.
- The Engagement Model - The engagement model supports the assessment and curriculum design for pupils who are working below the level of the national curriculum and who are not engaged in subject specific study. The model has 5 areas: exploration, realisation, anticipation, persistence, and initiation. The Engagement Model helps teachers and school adults to identify and celebrate all pupils' progress, including linear and lateral progress, the consolidation and maintenance of knowledge, skills and concepts and the prevention or slowing of a decline in pupils' performance, whilst recognising that a minority of pupils may have a regressive condition. In order to use the Engagement Model effectively, regular observational assessment and reflective pedagogy takes place. Assessments are conducted by someone who knows the pupil well so that we are able to identify existing educational barriers. Progress through each of the 5 areas of engagement are measured by identifying how established the pupil is against each of the areas of engagement. This differs for each pupil according to their profile of needs as set out in their Education, Health, and Care (EHCP) plan. The model combines a formative and summative assessment approach. It is used to assess pupils' progress and development regularly throughout the year. This enables a continuous cycle of 'assess, plan, do and review' to take place, which enables the pupils' achievements and progress to be measured over the year.

## **Reporting to Parents**

### Two parents' evenings – October and March

Parents are invited to attend meetings with the teacher to discuss their child's progress and how they can help. In the parent meeting the teacher will discuss how their child is settling into their new class and will provide targets around reading, writing and maths. Furthermore, the teacher will comment on the attainment of the pupil in relation to age expectations. If required, parents are welcome to discuss the progress of their child with the teacher or leadership team at any other time.

## Parent Workshops and Book Looks

Parents are invited in twice a year for 'Meet the Teacher' meetings. This is where teachers will provide a parental workshop. This could be on areas of the curriculum that require additional focus. E.g., writing. During these sessions, teachers will share strategies, activities and methods that are taught at school and suggestions for how parents can support their children at home. In addition to this, the parents are also invited in to attend 'book look' sessions, whereby the parents come into their child's class and have the opportunity to look at their child's work and learning. These sessions ensure that parents have a good understanding of their child's learning and progress over the year, and what they can do to support their child at home.

## Reporting to parents:

Over the course of the academic year, parents receive two reports. These reports provide regular feedback on the children's attainment and progress across the curriculum. As well as providing targets for ways forward in the core subjects (reading, writing and maths.) The final report shows where the children are working against the age expectations set by the national curriculum. There will also be a personal and social comment, which reflects the child as a whole learner over the year.

## **School Evaluation**

End of year data and on-going teacher assessments are analysed termly to determine:

- Whether some aspects of the school's work is more effective.
- Whether some groups of children are doing better than their peers.
- The effectiveness of targeted support.
- How attainment changes year to year.
- How our school compares with neighbouring/country/national results.