

Kilburn Infant & Nursery School

ASSESSMENT POLICY

Assessment serves many purposes, but the main intention in our school is to help teachers, parents and pupils plan their next steps in learning.

Aims and objectives

- To raise the standards of achievement throughout the school
- To maintain accurate records of the progress and attainment of individual children and cohorts
- To ensure consistency in assessing achievement and identifying achievable and challenging targets for each child
- To enable the active involvement of pupils in their own learning
- To enable teachers and other professionals to use assessment judgements to plan work that accurately reflects the needs of individual pupils
- To provide regular information for parents that enables them to support their child's learning
- To provide the information that allows school leaders and governors to make judgements about the effectiveness of the school and to evaluate the school's performance against its own previous attainment over time and against national standards
- To use the outcomes of assessment to check and support our teaching standards and help us to improve
- To celebrate all achievements across a broad and balanced curriculum, including sport, behaviour and social/emotional development

Range of Assessment

At Kilburn Infant & Nursery School, we use a combination of formative and summative assessments

Formative ('Assessment for Learning' – AFL)

Formative assessment is an on-going process, and is a powerful way of raising pupils' achievement. It includes 'The Assessment Perform Group (ARG)' ten principles of good assessment, and is used to:

- ✓ Be sensitive and constructive
- ✓ Foster the motivation of learners
- ✓ Develop learners capacity for self assessment
- ✓ Help learners know how to improve
- ✓ Recognise all educational achievement
- ✓ Be central to classroom practice
- ✓ Be a key professional skill for teachers
- ✓ Focus on how pupils learn
- ✓ Identify children's strengths and gaps in their skills/knowledge
- ✓ Identify next steps for learning
- ✓ Inform future planning

- ✓ Enable appropriate strategies to be employed
- ✓ Support the setting of appropriate targets for the class, group, and individual
- ✓ Track the child's rate of progress
- ✓ Assess the effectiveness of teaching and learning
- ✓ Inform future teaching and learning strategies
- ✓ Identify individuals and groups for specific intervention support

DFE Principles

There is no national system for measuring pupils' progress against their school curriculum. Schools are expected to demonstrate and evidence an effective assessment system in order to:

- Give reliable information to parents about how their child, and their child's school, is performing
- Help drive improvement for pupils and teachers
- Make sure the school is keeping up with external best practice and innovation

DfE: Primary assessment and accountability under the new national curriculum

"We expect schools to have a curriculum and assessment framework that meets a set of core principles and :

1. Sets out steps so that pupils reach or exceed the end of key stage expectations of the new national curriculum
2. Enables them to measure whether pupils are on track to meet end of key stage expectations
3. Enables them to pinpoint the aspects of the curriculum in which pupils are falling behind, and to recognise exceptional performance
4. Supports teaching planning for all pupils
5. Enables them to report regularly to parents and , where pupils move to other schools, to provide clear information about each pupils' strengths, weaknesses and progress towards the end of key stage expectations"

Summative (Assessment of Learning)

Summative assessment evaluates the children's learning at a certain point in time, and show how much value has been added to the children's learning.

It is important for informing both parents, Leadership, Governors and child's attainment and progress. This will also inform whole school target setting and prediction of a cohort's future attainment

It is used to:

- Identify attainment through one-off standardised tests at any given point in time
- Record performance in a specific area on a specific date
- Provide age standardised information
- Provide end of key stage test data against which the school will be judged
- Ensure statutory assessments at the end of EYFS and KS1
- Provide information about cohort areas of strength and weakness to build from in the future

Planning for assessment

- The National Curriculum Programmes of Study and Early Learning Goals are used to guide our teaching. These documents provide us with the framework to ensure breadth and balance in our curriculum.
- Lessons are planned with clear learning objectives, based upon the teacher’s detailed knowledge of each child. We strive to ensure all tasks set are appropriate to each child’s level of ability. The format of our lesson plans ensures that our lessons are planned, taking into account the needs of all pupils.
- Where a pupil is assessed as exceeding the relevant criteria in a subject for that year. For those pupils we will provide more challenging work.

Assessment Methods/Materials

Teachers use a range of assessment tools and materials including analysis of children’s work in books, reading records and results of class tests/published alongside on-going focused making and notes of pupil observations to inform their assessment of progress for individual pupils and groups. Assessment judgements are recorded and backed by a wide range of evidence.

Moderation

Regular moderation of levelling takes place, within the school, through Local Authority meetings, and in groups established with other schools eg FSI Cluster, Y1 Cluster, Local Schools Y2/3 Cluster Groups.

Formative and Summative Assessment at our school

<p>Nursery – EYFS</p>	<ul style="list-style-type: none"> • ‘All About Me’ sheet in Starter pack • ‘Evidence Me’ – i-pad observations + assessment • Analysis of incoming data from previous settings • ‘My first 5 sessions’ in Nursery sheet • Home Observation Sheets for Parents + ‘Wow’ moments • Annotated Planning-daily/weekly • Targets for individuals/groups e.g. SEND, Pupil Premium sibling, ‘Non-movers’ • ‘Baseline’ against EYFS ‘Ages and Stages’ • Half termly internal moderation to check rates of progress • Termly assessment against EYFS benchmarking checkpoints • Termly individual and group analysis against 17 aspects including CLA and Gender • Annual report to parents/carers against EYFS 7 areas • Moderation – internal, other schools, Local Authority • Celebratory Checkpoints for SEND
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<p>Reception – EYFS</p>	<ul style="list-style-type: none"> • ‘Evidence Me’ – i-pad observations + assessment • Analysis of incoming data from previous settings • ‘All About Me’ transition sheet • Baseline against EYFS benchmarking checkpoints • Annotated planning – daily/weekly • Verbal/Written feedback from TAs to Teachers • Highlighted learning intentions – Tickled Pink or Green for Growth • ‘Next Steps’ – ‘My Wish work’/‘Next Steps for Learning’ • Ongoing English targets • Half termly Maths targets • Observations • Half termly ‘on track’ assessment analysis across 17 areas of learning • Continuous Verbal feedback • Home learning activities Targets for groups e.g. SEND, Pupil Premium, Non-movers, Most able, Speech & Language.. • School marking codes • Literacy, Maths & Phonics half term assessments • Ongoing Phonics assessments to match pupil ability to Reading books at least half termly • Termly assessment across 17 areas of learning • EYFSP assessments for Local Authority – Summer Term • Moderation – internal, other schools, Local Authority, annual written report and x3 Parents Evenings • Pupil Interviews • Book Looks
<p>Year 1/2 – Key Stage One</p>	<ul style="list-style-type: none"> • Highlighting learning intentions – ‘Tickled Pink’ or ‘Green for Growth’ • Reading, Writing, Maths ‘Assessing Without Levels’ grids • Guided Reading + Whole class reading records • 1:1 reading records • Phonics – at least half-termly + ‘Phonics Tracker’ • CEW ongoing assessment • Continuous ‘Verbal Feedback’ • Annotated Planning – daily/weekly • Self Assessment + ‘Purple Pen Time’ • Peer assessment • Targets for individuals/groups e.g. SEND, Pupil Premium, ‘Non-movers’, Most Able • Pupils ‘On track’ in curriculum half termly summary sheet • Formative Footprints for SEND • School ‘Marking Codes’ and ‘Next steps for Learning’ • Y1 and ‘Y2 repeat’ Phonics Test

	<ul style="list-style-type: none"> • Verbal and written feedback by Teaching Assistants to Teachers • Y2 Salford Reading test - termly • Moderation – internal, other schools, Local Authority • Annual written report and 3 x termly 'Parents Evenings' • Pupil Voice • Book Looks • Year 2 Mock Test – end of year
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Links with additional school policies

All policies of Kilburn Infant & Nursery School are reviewed and adopted by the Governing Body on a three-year cycle. All policies are available to view on request to the Head teacher, and some policies are sent out annually to parents/carers.

Many policies, practices and procedures are inter-related, including:

Accessibility; Administering Medicines; Admissions; Anti-bullying; Arts; Asthma; Assessment; Behaviour Principles; Breast Ironing; British Values; CCTV; Charging; Child Protection; Code of Conduct; Complaints; Confidential Reporting Code; Critical Incident Management Plan; Curriculum; Data Protection; Debt Management; Disciplinary Procedure for School Staff; Dinner Money; Disability; Drugs; Educational Visits; Equality; Exclusion; External Contributors; EYFS; First Aid; Financial Regulations; Financial Procedures; Food; Freedom of Information; Governors' Expenses; Grievance; Health & Safety; Homework; Home + School Agreements; Intimate/Personal Care; IT & Disaster Recovery; Lockdown Procedures; Looked After Children; Managing Allegations; No Smoking; Online Safety; Pay; Peer on Peer abuse; PSHE; Physical Intervention; Promoting British Values; Private Fostering; Recruitment; Redundancy; Relationships; Relationship, Sex & Health (RSHE); School Privacy Notice; School Travel Plan; SEN; SMSC; Statement of Internal Control; Stress Management; Supporting Pupils with Medical Conditions; Tackling Extremism & Radicalisation; Teacher Appraisal; Uniform & Appearance; Vexatious Complaints; Violence; Violent & Abusive Visitors; Zero Tolerance

Dissemination, Responsibility & Reviews

All relevant members of staff and the school community will receive a copy of this policy. Policy reviews/amendments will include statutory changes, and school community feedback and ideas.

The Head teacher and relevant staff will keep up to date with developments in this area by attending all relevant training, accessing literature, and cascading information to the school community.

J. Baillie
Head teacher

Policy reviewed by Governors: **Summer 2024**

