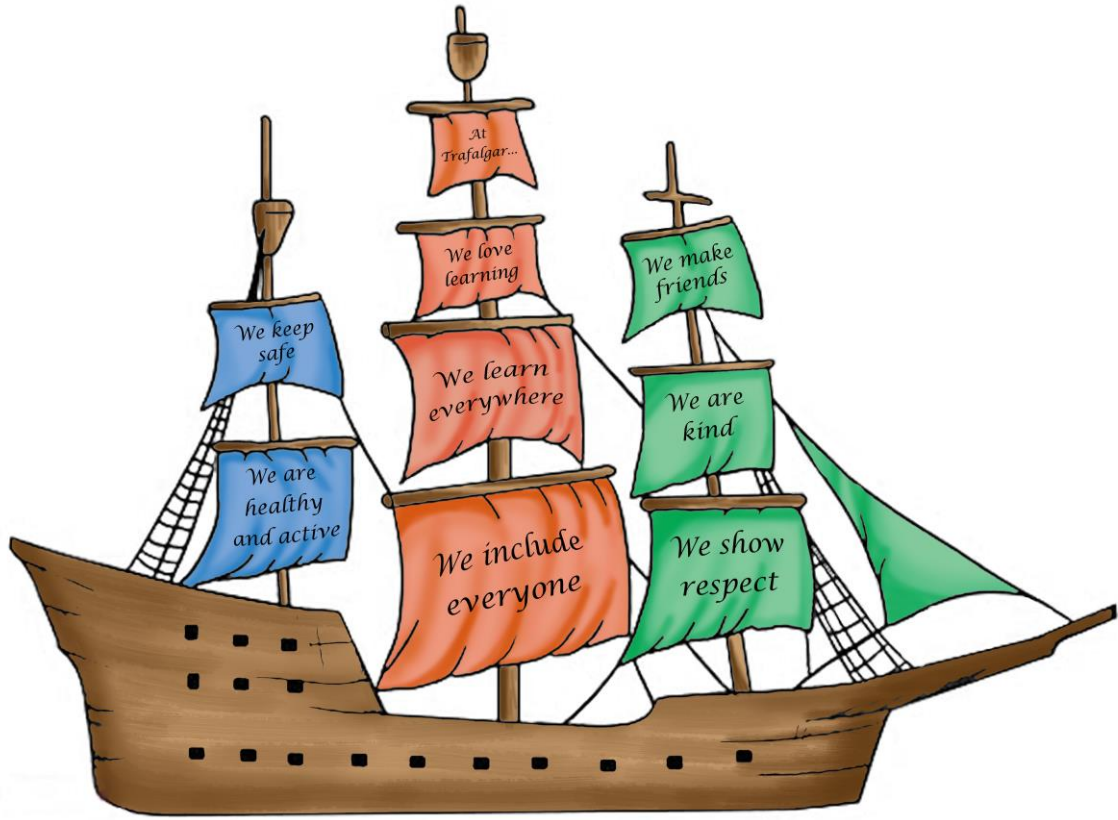


Trafalgar Community Infant School



Policy Document

ASSESSMENT FOR LEARNING POLICY AND EVALUATION FRAMEWORK

Reviewed: February 2022

Review: January 2023

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The objective of this framework and policy is to clarify to all stakeholders, their roles, responsibilities and accountabilities to whole school assessment and self-evaluation. As a Rights Respecting School we subscribe to the UN Convention on the Rights of the Child and Article 29 that “it (assessment) provides information to enable teachers to decide upon the next steps for learning.”

ASSESSMENT POLICY STATEMENT

The principles and purposes of assessment:

In our school we believe that assessment is an integral part of everything we do.

Assessment

- supports children in understanding next steps to improve their learning
- identifies the need for appropriate teaching and intervention
- monitors whole school performance against benchmark standards

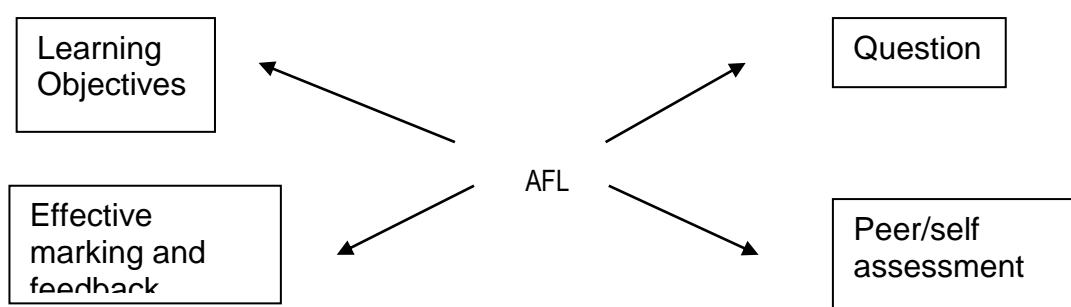
We recognise that assessment is an ongoing process which is essential to our understanding of each child, determining the provision of next steps for his or her learning. This is happening continually in the classroom on a daily basis. As teachers we build up our own detailed picture of each child and have our own class based systems of recording progress in all aspects of pupil learning. Such records can be at the heart of assessment, being flexible and adaptable. They often result from sitting with the child and reflecting on the pupil's learning at that moment. There are more structured forms of assessment through which information is gathered and monitored to compare pupils' achievement and school performance with year group expectations. As a school, we encourage a growth mindset and avoid ideas of fixed ability and emphasize the opportunity for all pupils to succeed if taught and assessed effectively.

The objective of this framework and policy is to clarify to all stakeholders their roles, responsibilities and accountabilities to whole school assessment and self evaluation.

ASSESSMENT FOR LEARNING (Formative assessment)

AfL (formative assessment) is the fundamental approach to assessment in our school. It is the assessment that is formed during the educational journey and is ongoing. It is used to assess knowledge, skills and understanding and to identify gaps and misconceptions. Through agreed protocols and procedures AfL is embedded in classroom practice:

- to inform teachers' and learning assistants' detailed knowledge of pupil progress
- to inform children's understanding of next steps to improve their learning through feedback
- to inform the planning and adaptation of strategies and activities to promote effective learning



SUMMATIVE ASSESSMENT

Summative assessment is a summary of a child's learning. The School Assessment and Evaluation Framework sets out the range of assessments carried out and recorded to monitor the progress and attainment of individual pupils, identified groups, cohorts and whole school. This enables teachers to evaluate both pupil learning at the end of an instructional period and the impact of their own teaching.

Assessment is used to:

- inform parents/carers
- foster home-school links
- promote home learning

PLANNING AND ASSESSMENT

"Assessment and pedagogy are inextricably connected." John McIntosh

The cyclical nature of assessment informs and improves our teaching. Therefore, within our planning structure from the School Improvement Plan, topic and subject planning to teachers' short term planning we need to:

- ensure continuity, progression, depth and balance
- have clear intended learning objectives that meet the needs of individual pupils
- include clear assessment opportunities
- review outcomes and adapt our teaching where necessary

Assessment recording and reporting

The purpose of assessment recording is to:

- use the information and records from the previous teacher to help future planning and teaching
- plan with assessment in mind
- make judgements based on evidence
- develop recording strategies and establish a clear pattern of reviews
- provide opportunities for pupils to reflect, review and record in the classroom
- contribute evidence of pupil attainment, with judgements, to support moderation to promote common standards and expectations across the school

The content and formats of assessment practices are shown in this framework

Assessment tools at Trafalgar:

- Teacher professional judgements/knowledge/AfL
- Learning Journeys/writing books/maths books etc.
- Pupil Progress – Target Tracker
- Regular phonics assessments
- Guided reading/reading logs
- Child initiated work/discussion including quotes/photos
- Planned assessment
- Annotated planning
- Reading diaries
- Check lists – e.g. sounds and key words
- Evidence from displays, files and e-files (Evidence Me)
- Evidence of pupil voice including response to marking
- Evidence of peer and self-assessment
- Evidence of parent/carers voice
- Impact evidence of Intervention programmes
- Highlighted 'I can' statements

EYFS Assessment

Each child's pre-school record is used to inform us about the child's prior progress when available. During the first six weeks of the Autumn Term the Reception Baseline Assessment is used alongside our own observations to give a snapshot assessment of a child's starting point on entry to school. Records are kept throughout the year both electronically (Evidence Me) and in each child's Learning Journey. Each child's achievements and progress since their baseline is tracked and reviewed throughout the year. A judgement is made each term against the 2021 EYFS criteria as to whether a child is on track to meet a Good Level of Development (the Early Learning Goals) at the end of the year.

The Early Years Foundation Stage Profile is completed by the class teacher and learning assistant for each child towards the end of the foundation year and results sent to the Local Authority for analysis and an end of year report is written for parents/carers. This information is also shared in a Transition Meeting with the Year 1 teachers. Children assessed as not having met in the Early Learning Goals at the start of Year 1 will have access to the Early Years curriculum until ready to access the National Curriculum.

Curriculum targets/next steps and tracking:

Curriculum targets/next steps are evident for individual pupils in Key Stage 1 in their recorded work. Verbal next steps are given more frequently through oral feedback and this is evident as you move around our school/see evidence in lesson observations and drop-ins. Teachers and learning assistants will encourage the children to 'look back' at the last few comments before starting a new piece of work, to ensure that the marking is having an impact on their learning, and that the children are achieving their 'next steps'. Curriculum targets/next steps will be shared with parents/carers at parent teacher consultations and annual reports.

ROLES AND RESPONSIBILITIES

The framework sets out roles, responsibilities and the timings of assessment activities. Identified staff need to liaise and co-ordinate their work with the Assessment Co-ordinator who will maintain the overview of assessment and evaluation across the school. The monitoring process will evaluate the efficacy and relevance of assessment procedures and ensure the inclusion of any changes and developments to assessment requirements that may impact on whole school practices. Moderation in year groups and in whole school staff meetings ensures consistency and accuracy of assessed judgements and allows for benchmarking against standardised exemplification materials. Teachers will be kept up to date with developments in assessment practice and will be able to develop and improve their practice through INSET, staff meetings, CPD, JPD and moderation meetings.

DATA COLLECTION AND REPORTING

- Target tracker assessments
- Pupil Progress meetings identify children needing interventions
- Silver/Gold plan reviews
- Parent/carer(s) teacher consultations
- Annual reports to parent/carer(s)
- Data submitted to LA

SCHOOL ASSESSMENT AND EVALUATION FRAMEWORK

SCHOOL DATA DASHBOARD (DfE)

PERFORMANCE TABLES (DfE)

FFT (FISHER FAMILY TRUST)

ASP INSPECTION DATA SUMMARY REPORT

ANALYSIS REPORTS

IDENTIFIED GROUPS TRACKING

- SEN
- EAL
- Pupil Premium (PP+/CLA/Service children)
- Additional Groups Targets (Girls, Summer Born)
- Young Carers

SUBJECT / COHORT TRACKING (Core)

KEY STAGE OVERVIEW :
EYFS, KS1

PUPIL ASSESSMENT

- Target Tracker – October (Baseline for EYFS to be completed by 6-weeks after they start), before February half term (in time for parent consultations), just before May half term (to feed into annual reports), July (update ready for transition/submission to LA)
- Phonics data entered onto tracking sheets
- Year 1 Phonics check/Y2 re-takes (June)

PUPIL PROGRESS – Target Tracker

PUPIL TRACKING

END OF YEAR GROUP / KEY STAGE ASSESSMENT

DfE

PARENTS/CARERS

ASSESSMENT RESPONSIBILITIES AND TIMINGS
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Assessment

coordinator = Fiona Hickie

SCHOOL INSPECTION DASHBOARD (Annual) / **ASP** (Analysed School Performance, DfE)

HT/SLT

GOVERNORS (Representative/FGB)

Assessment Coordinator

PERFORMANCE TABLES (Annual) HT

GOVERNORS (Representative/FGB)

IDENTIFIED GROUPS TRACKING (Termly)

- SEND – CE
- EAL – CE
- Pupil Premium/PP+ – CE
- FSM/Ever 6 – CE
- Additional Group targets –SLT (Girls, Summer Born etc...)
- Young Carers

SUBJECT/COHORT TRACKING (Termly)

Maths - TB

English – Reading, Writing RP/CF

Phonics – RP/CF

YEAR GROUP OVERVIEW (Termly)

EYFS – EB

Year 1 - RP

Year 2 – TB

INDIVIDUAL PUPIL ASSESSMENT (On-going)

CLASS TEACHERS

Reading and Writing, Maths

On-going marking and feedback (evidence in books/work, including pupil responses)

EYFS Baseline (EB to monitor/moderate within YR and with Y1)

Y1 baseline (ASAP in Y1, but latest by Oct half term. Y1 RP to monitor/moderate)

Y1 phonics check (Y1 RP to monitor) Y2 retakes (Y2 TB to monitor)

Y2 SATs (TB to monitor)

PUPIL PROGRESS/PUPIL PROGRESS MEETING (Target Tracker) – 4 times a year (October, February, May, July)

ALL STAFF

END OF YEAR GROUP / KEY STAGE ASSESSMENT- (June/July)

ALL STAFF/LT

APPENDIX A

Trafalgar Community Infant School - Feedback and Marking Policy

- In KS1 Learning objectives are written on the whiteboard in child-speak so that the children can refer to them throughout the lesson “We are learning to...”
- “Can I...” (changed from ‘I can’) stickers in books/work (gives the children challenge and purpose) will show the assessment focus and the date and the following symbols recorded on the sticker. Adults need to annotate next to these either (and tell your class what these mean).
 - ✓ + indicates the objective is well understood and extended
 - ✓ indicates the objective is understood
 - indicates the objective is NOT understood (needs revision/revisiting)
- ● next to child’s work indicates an incorrect answer (tell your class what this means).
- All marking on the piece of work, corrections of spelling, punctuation, comments and written next steps should be written in green pen.
- ‘Two stars and a wish’ – should be used in writing books in KS1, and in other subjects.
 - This should be used at least once each half term where next steps can be identified and implemented.
 - This will be recorded in their books but can be shared orally with the child, depending on what is age appropriate. The children’s response might be immediate (making corrections or improvements) or work will be seen in books in following lessons which shows the child is working towards any next steps that have been set.
- Following any written marking, children should have clear direction to improve their learning and skills for the next piece of work, and Ts and LAs must allow time for children to read/discuss these comments and to respond or to draw a smiley face when they have understood them.
- Pupil conferencing – T must plan in time (e.g. during Golden Time or briefly at the start of a session or activity) for the class/group/individuals to look back at their books/learning/marking/feedback with the T or LA if needed, so that they are clear about their next steps.
- In KS1, children will use a purple pen to improve or correct any work.
- No rubbers in Maths (child puts a line through or adult uses a ● to indicate error). Where possible, children will be encouraged to have another go next to the ●
- S = Support given by an adult
I = Independent
G = guided/whole class work
Si = Self-initiated
Sc = Self corrected
If an adult supports the child for the initial part of the work, write ‘S’ next to that part, then ‘I’ next to the part that the child then tackles independently.
- All work (worksheets and in books) must be dated, initialled and have a “Can I...” Learning Objective sticker/sentence that the adult and child can mark / comment against.