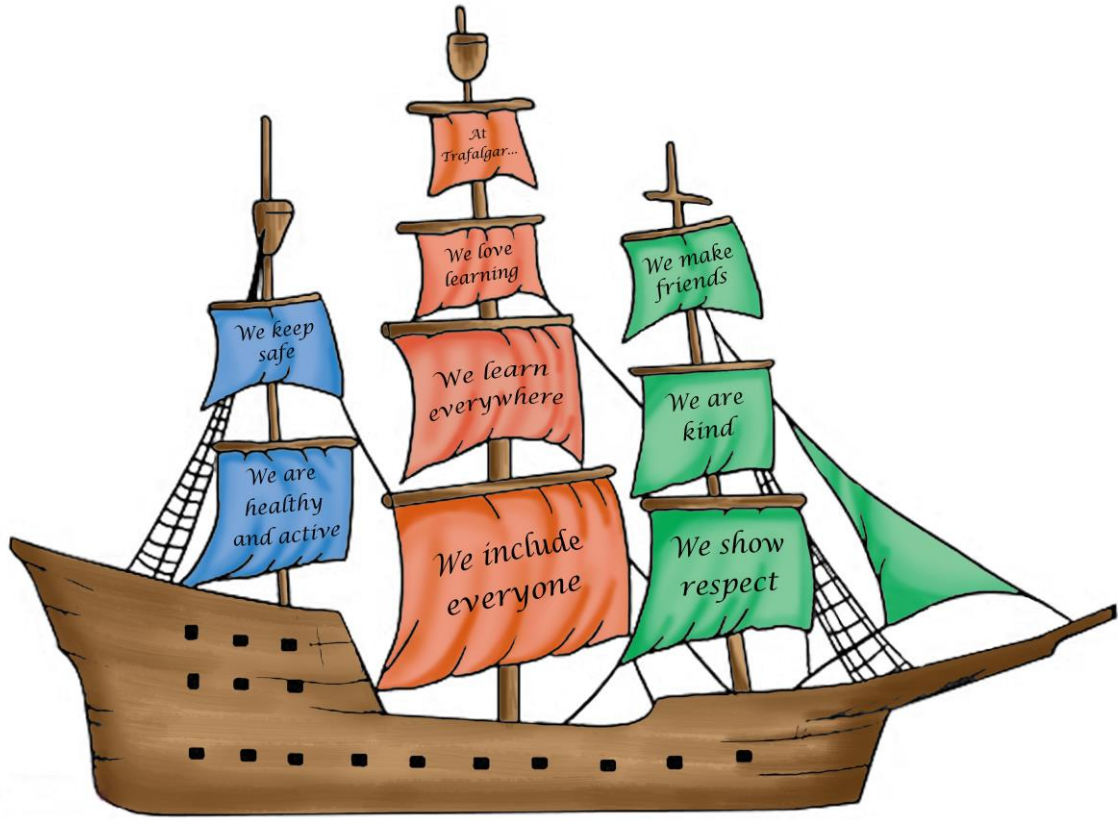


Trafalgar Community Infant School



Policy Document

ASSESSMENT FOR LEARNING POLICY AND EVALUATION FRAMEWORK

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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.”

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' [attainment and progress](#) and school performance in line 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.

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FORMATIVE ASSESSMENT

[Formative](#) assessment is a fundamental part of assessment at Trafalgar. 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. [It is dynamic, in that misconceptions identified by assessment can be addressed in that moment.](#) Through protocols and procedures [formative assessment](#) 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

Principles of Formative Assessment

- Be based on observation, questioning, classroom dialogue and responsive teaching
- Have pupil voice integral to the process
- Be collaborative with pupils and engage parents
- Be flexible, informal and regular in a range of contexts and environments
- Be diagnostic rather than evaluative
- Be quick to use and strategies should fit seamlessly into the teaching and learning process
- Be low stakes and assessment information gathered should not be scored or graded
- Be recorded in a variety of ways, or may not be recorded at all

From: West Sussex Formative Assessment Guidance

Teachers will assess knowledge and skills through talking to their children, getting to know them (including gathering parent views), reviewing their written work and drawings and using inclusive questioning techniques (where all children can answer).

SUMMATIVE ASSESSMENT

Summative assessment is a summary of a child's learning [or assessments for groups of children or subjects](#). The Assessment Responsibilities and Timings Framework ([Appendix A](#)) 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.

Summative Assessment is used to:

- inform parents/carers at regular points throughout their child's time at school
- for school improvement:
 - ensure children are making good progress against all subjects
 - ensure teaching across classes is consistent in supporting progress
 - identify any groups at risk of falling behind (e.g. boys, EAL, SEND, summer born)
 - identify the impact of initiatives and programmes on children's learning

Statutory Assessments

Summative assessments include the following statutory assessments:

- Reception Baseline Assessment (RBA), this is completed in the first 6 weeks a child starts school. The data is shared with the DfE. No numerical score is shared and the data is only used at the end of year 6 to form the school-level progress measure
- Early Years Foundation Stage Profile (EYFSP), completed at the end of the Reception year. The data is submitted to the Local Authority and shared with parents in reports and year 1 at handover.
- Phonic Screening Test, completed at the end of Year 1. Data from the phonics screening check data collection is used by DfE to publish statistics at national and local authority level. Pupils who do not achieve the expected standard in year 1 will receive additional support in school and retake the check in year 2.

Statutory assessments are compared against school, local and national data, using the Fisher Family Trust, DfE Dashboard and Ofsted IDSR (School Inspection Data Summary Report). They are shared with Governors and inform the School Improvement Plans.

End of Year Reports

All parents receive an annual school report for their child. This summarises their attainment and progress throughout the year and identifies next steps. We hope it reflects a picture of the child: what interests them, their strengths and personal achievements, their effort and attendance, and how they can continue to make progress.

PLANNING & ASSESSMENT

"Assessment and pedagogy are inextricably connected." John McIntosh

Assessment informs and improves our teaching. It informs our planning from a whole school improvement level, to subject leadership planning, weekly plans and planning for individuals. All our plans include clear assessment opportunities.



Assessment as part of Quality First Teaching:

For assessment to be meaningful it must have an impact on learning. Assessment informs the targets and next steps planned for all our children. Addressing misconceptions and giving verbal feedback is part of our daily practice. This is

part of what Quality First Teaching (QfT) looks like at Trafalgar; with all adults checking understanding and giving clear and meaningful feedback. This is evident as you move around our school and is monitored as part of lesson observations and drop-ins. Everyday adults encourage children to recap, recall and reflect on their prior learning. As part of our marking policy (Appendix B) children should have clear direction to improve their learning and skills for the next piece of work. Next steps are evident for individual pupils in their recorded work (including sharing '2 stars and a wish'). Curriculum targets and next steps are shared with parents/carers at parent teacher consultations and in annual reports. They are also clearly identified in Silver and Gold plans for those children with SEND, informed by observations at school, parent voice and outside professionals.

Pupil Progress Meetings

Pupil progress meetings happen termly. They provide an invaluable opportunity for the class teacher to meet with the Senior Leadership Team to discuss their cohort. At these meetings we will talk about those children, or groups of children, not making expected progress, and ensure that the strategies being implemented are narrowing gaps in attainment.

RECORD KEEPING

At Trafalgar, we strive to minimise record keeping that does not support children's learning and attainment. We value teacher knowledge and expertise and recognise that many assessments will not be written down. However, by collecting a range of evidence we can build up a picture of a child and groups of children, ensuring that progress is made by all and that any gaps in learning are narrowed.

The purpose of recording assessment 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
- 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

Evidence of assessment at Trafalgar includes:

- Teacher professional judgements/knowledge
- Learning Journeys/core and foundation subject books.
- [Insight data collection for all year groups](#)
- Regular [Little Wandle](#) phonics assessments
- Reading records
- Child initiated work, [including records in online learning journey-Evidence Me](#)
- [Children's voice](#) (including photos and quotes)
- Annotated planning
- Check lists – e.g. sounds and key words
- Evidence from displays
- Evidence of pupil voice including response to marking, [photos and quotes](#)
- Evidence of peer and self-assessment
- Evidence of parent/carers voice
- Records of intervention groups and impact [and reviews of Silver and Gold Plans](#)
- Highlighted 'I can' statements/ YrR Learning Objectives
- NELI Screening for YrR
- [Statutory Assessments: RBA, EYFSP, Phonic Screening](#)
- Pupil Progress meetings identify children needing interventions
- Parent/carer(s) teacher consultations
- Annual reports to parent/carer(s)

ASSESSMENT IN THE EARLY YEARS FOUNDATION STAGE

Each child's pre-school records, discussion with pre-school practitioners, settling in visits and discussion with parents is used to gain a picture of the child and their prior progress and development when they join Reception. During the first six weeks of the Autumn Term the Reception Baseline Assessment (RBA) 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 from their starting points is tracked and reviewed throughout the year. A judgement is made each term if the child is on track to meet the Early Learning Goals.

The Early Years Foundation Stage Profile is completed by the class teacher, with support from all the adults that know the child (such as Learning Assistants, PPA and specialist teachers). The judgements are moderated across the year group and with other local schools. The results are shared with parents and Year 1 teachers. The DfE deems that a child has reached a 'Good Level of Development' if they attain the Early Learning Goals in the prime areas and English and Maths. Children assessed as not having met a 'Good Level of Development' by the start of Year 1 will continue to access the Early Years curriculum, alongside the introduction of Year 1 learning objectives.

ROLES AND RESPONSIBILITIES

The Assessment Responsibilities and Timings framework (Appendix A) 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, in whole school staff meetings and locality groups, 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, and moderation meetings.

Assessment Responsibilities & Timings

Assessment Activity	Frequency	Role Responsible
Review of ISDR & DfE School Performance Data	Annual	HT, Governors, Assessment Co.
Reception Baseline Assessment	Annually (in first 6 weeks)	Rec CTs (overseen by Year Group Lead)
Phonic Screening Check	Annually (June)	Y1 CTs (overseen by Year Group Lead)
End of Year Group, Key Stage Assessments (Year 1 & 2)	Annually July)	KS1 CTs (overseen by Year Group Leads)
Early Years Foundation Stage Profile	Annually (June)	Rec CTs (overseen by Year Group Lead)
Foundation Subject Overviews	Annually	Subject Co's
End of Year Reports	Annually	CTs & SLT
Parent Consultations	Twice yearly	CTs (overseen by SLT)
Locality Moderation	Twice Yearly??	CTs (overseen by HT/Assessment Co)
Governor Assessment Update	Termly	Assessment Co
Data Drops on Insight & Pupil Progress Meetings	Termly/4x/yr??	SLT & CTs
SEND Gold & Silver Plan Reviews	Termly?	CTs (overseen by SENDCo)
Identified Groups Tracking SEND EAL PP/PP+ Additional Group Targets (e.g. Summer born, Young Carers)	Termly	SENDCo SENDCo SENDCo SLT
English, Phonics & Maths Tracking Overviews	Termly	English Co. Maths Co.
Year Group Overview	Termly	Year Group Leads
Individual Pupil Assessment including marking & feedback across all subjects	Ongoing	CTs

Trafalgar Community Infant School - Feedback and Marking Policy

- At Trafalgar we believe talking to the children about their learning and giving verbal feedback during their learning is the most effective way to support them to make progress.
- 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...”. In Reception learning objectives are shared verbally in adult led groups and whole class learning.

Marking in books

- All **focus** work **must** be dated, initialled and have a “Can I...” success criteria/sentence that the adult and/or child can mark against.
- Adults will use the following codes on the stickers to support their formative assessment.
 - ✓ + indicates the success criteria has been met and is well understood and extended
 - ✓ indicates the success criteria has been met
 - indicates the success criteria has not been met (needs revision/revisiting)

The following letter codes will be circled next to the success criteria to indicate the level of support/activity type

S = Support given by an adult

I = Independent

SI = Self Initiated (the child has chosen to complete the activity without being directed to)

AL= Adult Led (an adult has directed the child to the task and/or worked with the group the child is in)

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 marking on the piece of work (corrections, comments, next steps **and pupil voice**) should be written in **green** pen. (YrR term pen colours). In KS1, children will use a **purple** pen to correct, improve **or edit** any written work.
- ● next to a child’s answer indicates an error. **The adult will place a box or line next to this if they would like the child to self-correct.**
- **Children (and adults) are encouraged not to use rubbers apart from when presenting/publishing work** (child puts a line through or adult uses a ● to indicate error).
- **‘Two stars and a wish’** – will be used in KS1 **once each half term**. These will be recorded in children’s books. **Wherever possible these will be decided with the child and will always be shared orally with them.** 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 written **comments**, children should have clear direction on how to improve. **An example could be a spelling or letter formation to practice.** Ts and LAs **must** allow time for children to read and respond.
- **Self assessment** – children will have lots of informal opportunities to talk about their learning with both adults and peers and to think about how they can improve or extend their learning when reviewing and reflecting on tasks. For some pieces of work children will also have opportunities to write comments, have their comments scribed, or draw (e.g. smiley faces) to show how confident they feel meeting the success criteria.