

## **PART 1 - EYFS Assessment Policy**

### **St Nicholas CE VA Primary School EYFS Assessment Policy Vision Statement**

‘At St Nicholas we nurture everyone **to be the best we can be**, in a caring and inclusive Christian environment.’

UNCRC Article 29: *‘All children have the right to learning that allows you to become the best that you can be.’*

#### **Rationale:**

Assessment lies at the heart of the process of promoting children’s learning. Within the Early Years here at St Nicholas we provide an assessment framework that enables every child, regardless of their gender, class, race or ability to maximise their potential. Our assessments inform planning at both pupil and class level to help pupils and teachers enhance their skills and judgements.

#### **Principles:**

Through assessing, recording and reporting on pupils’ work, we aim to:

- Enable pupils to understand what they have to do to reach end of Year expectations.
- Allow EYFS staff to plan more effectively.
- Involve pupils and their parents/carers in their own learning.
- Provide our school with information to evaluate teaching.
- Give pupils helpful feedback on their achievements and areas for development, in order that they can learn more effectively.
- Ensure that our practices in this area adhere to the equal opportunities policy of the school.

#### **Types of Assessment:**

**Formative:** this is ongoing teacher assessment carried out by teachers both formally and informally throughout units of work. Formative assessments impact directly on the teaching materials and strategies employed by staff to deliver an area of learning. Results and observations are noted in the children’s learning journeys and in teachers’ own record books. **Summative:** in the Reception year the children are assessed using Early Years baseline and the Early Years Profile.

#### **Assessment on entry to St Nicholas CE VA Primary School:**

On entry to school all children in the Reception year will be informally assessed known as the ‘baseline’. Prior to children starting school transition meetings will take place between pre-school staff, child minders and parents to share where children are at with their learning and development. Results from the

baseline are used to inform planning, target setting and aid early identification of special needs. Children are assessed each term to ensure that the next steps in learning are appropriately planned in order to help children make progress.

### **Assessment in the Foundation Stage:**

During the Reception year children will be assessed using the Foundation Stage Profile. This is based on teacher's on-going observations and assessments in the key areas of learning:

- Communication and Language
- Physical development
- Personal, social and emotional development
- Literacy
- Mathematics
- Understanding the World
- Expressive arts and design

Each child's developments and achievements are recorded in the end of year Profile.

### **Records and record keeping:**

In order to effectively review pupil's progress, records are used which take a number of different forms to set appropriate targets and form the basis of reporting to parents.

- Planning – The Reception teacher has an assessment folder containing annotated planning and ongoing assessments. This folder is regularly updated and shared with the child's next teacher at the end of each year, to ensure smooth transition.
- Children's work – Each child in Reception has a Learning Journey which forms the main source of evidence for their learning.
- Assessment results are recorded electronically on 'School Pupil Tracker Online'.
- Baseline, Early Years Profile.

**Standardisation / Moderation:**

Like all other staff at St Nicholas, Early Years teachers are involved in the moderation process to ensure agreement on criteria for levels in the following ways:

- In house monitoring and with schools in the Pyramid.
- Attendance at courses to ensure our judgements are in line with other schools.
- Close liaison with our adjoining pre-school ‘The Ark’.

**Reporting:**

A Parents’ Evening is held in the autumn and spring term.

A full written report is sent to parents at the end of the summer term.

Throughout the year, informal discussions between parents and teachers are welcomed to keep parents up to date with their child’s learning.

Please see below a table showing what assessment in the Reception year looks like across the academic year.

| <b>Term:</b> | <b>Assessment:</b>  |
|--------------|---|
| Autumn       | <ul style="list-style-type: none"><li>• Baseline</li><li>• Observations</li><li>• Phonics assessments (Read Write Inc)</li><li>• Maths assessments</li><li>• Book scrutiny (in house / within Pyramid )</li></ul> |

|        |   |
|--------|---|
| Spring | <ul style="list-style-type: none"><li>• Observations</li><li>• Phonics assessments (Read Write Inc)</li><li>• Maths assessments</li><li>• Book scrutiny (in house / within Pyramid )</li></ul>  |
| Summer | <ul style="list-style-type: none"><li>• Observations</li><li>• Phonics assessments (Read Write Inc)</li><li>• Maths assessments</li><li>• Book scrutiny (in house / within Pyramid )</li><li>• Early Year's Profile</li><li>• Transition meetings with Pre-school &amp; Year 1 staff.</li></ul> |

### **Single Equality Act 2010:**

This policy is written in line with our 'Single Equality Policy', found on our school website ([www.childokeford.dorset.sch.uk](http://www.childokeford.dorset.sch.uk)). All children have equal access to the curriculum regardless of their gender, disability or ability. We plan work that is differentiated for the performance of all groups and individuals and are committed to creating a positive climate that will enable everyone to work free from racial intimidation and harassment to achieve their potential.

Further exemplification of assessment at St Nicholas can be found in the school's main assessment policy.

### **Monitoring and Review:**

This policy will be reviewed in three years (May 2020), or earlier if necessary.

St Nicholas CE VA Primary School Assessment Policy  
Adopted October 2016  
Next Review October 2017  
Miss Lisa Ireland (Reception Teacher / EYFS Co-ordinator)

Mrs Tracy Maley (Assessment Coordinator/Head)

Printed May 2017.

## **PART 2 - Assessment Policy (including Target Setting)**

### **St Nicholas CE VA Primary School Assessment Policy (including Target Setting)**

#### *Vision Statement*

‘At St Nicholas we nurture everyone *to be the best we can be*, in a caring and inclusive Christian environment.’

*UNCRC Article 29*: All children have the right to learning that allows you to become the best that you can be.’

#### **Rationale**

Assessment lies at the heart of the process of promoting children’s learning. At St Nicholas we provide an ‘assessment framework’ that enables every child, regardless of their gender, class, race or ability to maximize their potential. Our assessments inform planning at pupil, class and whole school level and help pupils and teachers enhance their skills and judgments.

#### **Principles**

**Through assessing, recording and reporting on pupils’ work, we aim to:**

- Enable pupils to understand what they have to do to reach end of Year and Key stage expectations.
- Allow staff and children to plan more effectively.
- Involve pupils and their parents/carers in their own learning.
- Provide our school with information to evaluate teaching.
- Give pupils helpful feedback on their achievements and areas for development, in order that they can learn more effectively.
- Ensure that our practices in this area adhere to the equal opportunities policy of the school.

## **DEVELOPMENT OF PRACTICE**

Assessment continues to be a focus of school development. Existing practice is evaluated annually and developed to provide an effective means of supporting both children's learning and school improvement. The school assessment system is updated to include any recent changes. The current focus is on Assessment for Learning strategies.

## **TYPES OF ASSESSMENT (See Appendix 1)**

We believe that effective assessment provides information to improve teaching and learning. To do this in our school we undertake two different but complementary types of assessment: assessment *for* learning and assessment *of* learning.

Assessment *for* Learning (formative assessment) involves the use of assessment in the classroom to raise pupil achievement. It is based on the idea that pupils will improve most if they understand the aim of their learning, where they are in relation to this aim, and how they can achieve this aim. Strategies include: observation, peer marking, self assessment, pupil feedback and many others. (*See Appendix 2 High Quality Formative Assessment at St Nicholas CE VA Primary School*)

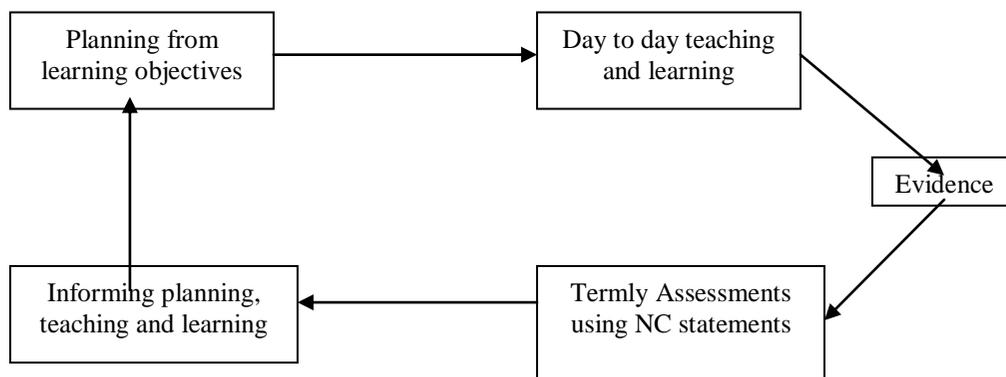
Assessment *of* Learning (summative assessment) involves judging pupils' performance against national standards. Teachers may make these judgements at the end of a section of work, of a year, or of a key stage. Test results, too, describe pupil performance, in terms of where children are in relation to age related expectations.

We give our children regular feedback on their learning so that they understand what it is that they need to do better. Research has shown that their involvement in the review process raises standards, and that it empowers pupils to take action towards improving their performance.

## **ASSESSING PUPIL PROGRESS (APP)**

The children's achievements in Writing, Reading, Mathematics, SPaG (Vocabulary, Grammar and Punctuation), and Science (NC 2014 – APP style) is recorded electronically using 'School Pupil Tracker Online'. Assessments are based on a selection of work and informed by the teacher's formative assessments. Judgements are moderated at least termly at Key Stage, Whole School and Pyramid level.

### APP Cycle



### **PLANNED ASSESSMENTS**

There are also formal planned assessments of children in school in response to current (ever changing) national requirements.

In the Foundation year (Reception) the children are assessed using Early Years baseline and profile. In Year 1 children complete the phonics screening assessment. At the end of Key Stage 1 (Year 2) and Key Stage 2 (Year 6) children are assessed through SATs tasks, tests and through teacher assessment. Teacher assessment will provide the main reported assessment at the end of Year 2.

The outcomes of these assessments provide evidence of the children's learning against local and national standards and inform both the plans for their learning and the school's review of its teaching. Comparison with benchmarks informs target setting for school improvement (see Raise online).

In order to track children's progress over time and provide comparative data for different cohorts, the results of statutory tests, reading and spelling assessments and teacher assessment for each child at the start, termly and end of each academic year are compiled in Pupil Tracker.

Each teacher has an assessment folder containing annotated planning and ongoing assessments. This folder is regularly updated and shared with the child's next teacher at the end of each year, to ensure smooth transition.

### **ANNUAL ASSESSMENT CYCLE**

The school has a clear annual assessment cycle for all staff to follow. It states what assessments are to be completed and what assessment materials are to be used. This will be reviewed and updated regularly by SLT to ensure it is accurate. Any updates will be circulated to staff. (*See Appendix 3*)

### **VERY ABLE PUPILS**

The identification of very able pupils must form part of a continuous whole-school process of assessment. Its purpose is to identify specific potential in order to plan for the teaching and learning needs of each pupil within the cohort. Very able pupils will be identified on the school's Very Able Pupil Register. This register will be discussed and reviewed annually.

### **RESPONSIBILITY**

It is the responsibility of the class teacher to ensure their planning provides opportunities for Very Able pupils. It is the responsibility of the subject coordinators to ensure this provision is adequate and they utilise every opportunity to develop the opportunities for these pupils. This will be monitored through planning, observations, scrutiny of pupils' work and pupil interviews.

### **CHILDREN WITH SPECIAL EDUCATIONAL NEEDS**

Children who experience difficulties across or in specific areas of learning will be assessed. Support will be initiated and continuously reviewed. For details please refer to the 'SEND Policy', on our school website. ([www.childokeford.dorset.sch.uk](http://www.childokeford.dorset.sch.uk)) Teachers should ensure that classroom assessment tasks and methods enable children of all abilities to demonstrate their learning through the use of appropriate materials or strategies.

### **REPORTING TO PARENTS**

Teachers are available to see parents at any time by arrangement to discuss matters of concern. Parents have the opportunity to discuss their child's progress, in the autumn, spring and summer term. In addition, all parents will receive a full written report towards the end of the summer term. These indicate the curriculum areas covered and inform parents of the child's progress, any significant difficulties and the next steps in the child's learning. Parents of children at the end of Key Stage 1 and Key Stage 2 also receive their recorded SATs results and the opportunity to meet with the class teacher. This opportunity is made available to parents in all year groups and tracking data is included as part of the annual school report.

### **TARGET SETTING**

#### **School Data Target-Setting Process**

When children start our school we make an assessment of their learning within the first term, using the nationally standards. We use the outcomes of these assessments to identify strengths and areas for improvement in individual children and in groups of children. National and LA comparative data allow us to identify the expected levels of achievement for these children in the national tests/teacher assessments at the end of Key Stage 1. We record these expectations in our pupil tracking system.

Based on pupils' KS1 teacher assessments we forecast the National Curriculum Age Related Expectations (ARE) that we expect each child to reach at the end of KS2 in Reading, Writing, Grammar, Mathematics and Science. The teacher and Headteacher then sets targets for the intervening years. Teachers discuss with the Headteacher these targets during regular pupil progress meetings and reflect on the quality of the teaching and learning, including pupils work and attitudes, to ensure our pupils make good progress across the school.

Teachers use the targets set for each child to develop classroom activities that are designed to help children meet their targets. Teachers will take account of these targets when planning work for different groups of children. The teacher reviews each child's targets and updates the tracking on Pupil Tracker at least termly. This helps teachers monitor the progress that the children are making towards their targets. Every term we offer opportunities for the children to review their progress with the teacher. The progress the children are making forms part of the discussion that teachers have each term with parents.

### **PUPIL TARGETS**

Teachers use the National Curriculum 2014 on School Pupil Tracker Online (SPTO) to help them identify the next steps of learning for every child and these objectives are then incorporated into their planning. In Maths Learning Ladders are used for each new concept and displayed in the classroom. This makes targets very visual for the learner and children and teachers can clearly measure their progress against them.

Target mats for Reading and Writing have been introduced in September 2016. These act as a constant reminder for the children and help them to identify their successes and the next steps in their learning.

## **ROLES AND RESPONSIBILITIES**

Classroom teachers are responsible for the planning and integration of assessment in their everyday teaching. They are responsible for carrying out periodic assessment as agreed and maintaining records. They should participate in in-school and pyramid moderation and contribute to policy development.

Teachers in Reception, Year 1, Year 2 and Year 6 are responsible for carrying our statutory assessment. All class teachers are responsible for reporting to parents.

Subject Co-ordinators are responsible for maintaining an overview of progression and standards in their subject areas, particularly in English, Maths, Science and RE. It is the responsibility on the co-ordinator for supporting teachers in the provision of an extended and challenging curriculum for very able, gifted and talented and provide support for children with SEND.

The Assessment Co-ordinator attends training and keeps up-to-date with national initiatives and changing requirements. She/he liaises with the SLT to develop good practice.

The Headteacher is responsible for overall development of assessment in the school, as part of the process of school development. She/he co-ordinates overall monitoring of the curriculum.

The Headteacher and governors are responsible for the provision of human and financial resources.

## **SINGLE EQUALITY ACT 2010**

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## **MONITORING AND REVIEW**

This policy will be reviewed in three years (June 2019), or earlier if necessary.

**Mrs Tracy Maley (Assessment Coordinator/Head)**  
**Updated September 2016**