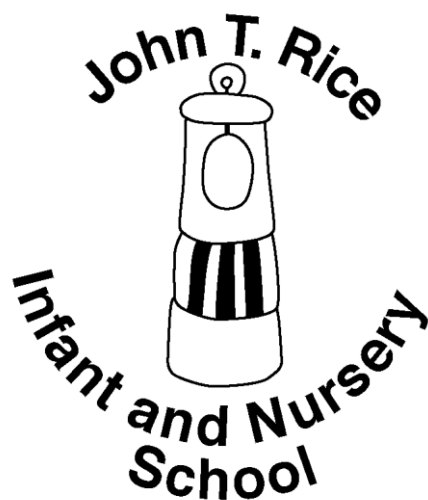


John T. Rice Infant and Nursery School

Assessment Policy



Introduction

This Policy outlines the purpose, nature and management of assessment at John T. Rice Infant and Nursery School. Assessment complements and assists teaching and learning; it plays an integral part in each teacher's planning and enables the evaluation of current practice as well as pupil achievement. It ensures a whole school approach to the provision of an excellent education for all children at John T. Rice.

Aims

- To indicate where a pupil is in his/her learning in order to plan for future development and ensure progression. A **formative** function.
- To identify strengths and difficulties in order to provide appropriate support and development. A **diagnostic** function.
- To record a pupil's overall attainment in order to give information to parents/carers, colleagues and to other schools on transfer. A **summative** function.
- To provide pupils with the opportunity to show what they know, understand and can do.
- To inform the development of the curriculum with clear targets, objectives and learning outcomes. It provides information about a pupil's experience and attainment which guides the direction of future learning. Therefore, a major aim is to **improve the quality of teaching and learning**.

Specific learning intentions and assessment opportunities are identified in our medium term plans. The focused assessments identified in our short-term plans use these learning intentions as assessment criteria. All assessment outcomes, including standardised test results, are used to evaluate current practice and to inform future planning.

Marking

Whilst marking work, teachers are assessing children's achievements, noting areas of difficulty and moving learning forward. Our Response Policy ensures a consistent approach to marking throughout the school. (See school Response Policy)

Assessment for Learning

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

Assessment for learning is a key part of our approach to teaching and learning at John T. Rice. Assessment for Learning opportunities are identified in planning. Marking should be

against the learning objective and should identify successes and areas for improvement. Effective questioning is also used to inform assessments.

Non-negotiables

The school uses Non-negotiables for Reading, Writing and Maths with the children and parents to show what the expectations are for each year group. The Non-negotiables in FS are linked to the Early Learning Goals and parents are given a leaflet with these in at the beginning of the year. In KS1 the Non-negotiables are taken from the NAHT Key Performance Indicators (KPI's). Parents are given a copy of these at the beginning of the year and a child friendly copy of them is put in the children's writing and maths books and a reading one is put in the class reading folder. These are highlighted as the children achieve the objectives. Parents are given a highlighted copy at the Spring Term Parent's Evening so that they can see which objectives their child still needs to work on. These assessments are also included on ScholarPack.

ScholarPack

Assessment data is inputted into a computerised system called 'ScholarPack' for all subjects. In Key Stage 1, assessments in all subjects are completed linked to the New Primary Curriculum. In the Foundation Stage assessments are made against the EYFS Ages and Stages. Information from these assessments is used to inform planning, set targets and for co-ordinators to analyse.

National Curriculum assessments (SATs)

The children in Year 2 undertake the end of Key stage NC assessments (SATs) in May to monitor children's progress and to identify strengths and weaknesses in curriculum delivery and to help inform Teacher Assessments for the end of the Key Stage. The Senior Leadership Team analyse the SATs results and consider the implications for the content and delivery of the curriculum. This information is shared with the staff.

Phonics Screening Test

At the end of Year 1, in June, the children undertake the Phonics Screening Test. This is a national test that all children in Year 1 take at the same time. The test looks at the children's ability to read a range of real and nonsense words using phonic ability. Any children who do not pass the test in Year 1 will have to re-sit the test in Year 2.

Written English and Maths Assessments

Formal Maths and English Tests are undertaken by the children in Key Stage 1 twice a year prior to Assessment periods (Spring 1 and Summer 1). Class Teachers use these to aid their assessments. Teachers then moderate in Year groups to ensure consistency.

Foundation Stage Assessments

The Ages and Stages from the Development Matters in the EYFS is an ongoing assessment, which is completed throughout the Foundation Stage using Scholarpack. This information is passed from F1 to the F2 class and from F2 to Year One. The teachers also meet to discuss the children's progress.

The Ages and Stages assessment is begun on entry to F1, added to each term, and completed by the end of the reception year where the children are assessed against the Early Learning Goals through the Early Years Foundation Stage Profile (EYFSP). Evidence is collated using Tapestry and linked to ScholarPack.

Target Setting

At the beginning of the academic year targets in Reading, Writing and Maths are set for children in Key Stage One based partly on previous attainment as well as aiming for pupils to have met age related expectations by the end of the year. Pupil progress across the school is tracked using ScholarPack. Staff are expected to analyse the results in consultation with the Senior Leadership Team through termly achievement reviews.

Consistency of judgements

The consistency of teachers' judgements about standards is important if our decisions are to be given credence. Teachers will often share opinions informally with subject co-ordinators and other colleagues to clarify 'best fit' judgements for statutory teacher assessments. Staff meetings give opportunities for teachers to compare judgements and agree standards. There is a regular programme of agreement trials and moderation including working with other schools in the collaboration. Staff also use a reading assessment grid (which was produced together as a whole school) that includes reading stage, phonics stage and ScholarPack level to ensure consistency.

Monitoring

In accordance with the Ongoing Monitoring and Evaluation Cycle, the Headteacher and Deputy Head will monitor class assessments.

The Head, Deputy/Curriculum co-ordinator will monitor children's work samples on a termly basis. This will include monitoring of assessment through termly Achievement Reviews with staff to look at progress of individuals and groups of children and ways to support and accelerate progress.

Equal Opportunities

As outlined above, assessment plays an integral part in identifying the individual needs of all children. It enables children with special educational needs, Gifted and Talented children and children for whom English is an additional language to be given a differentiated curriculum which meets their needs. In addition the assessment policy at John T. Rice ensures that identification of these children is systematic and effective.

John. T. Rice Infants is committed to ensuring equality of opportunity in line with the Equality Act 2010. We aim to reduce disadvantages, discrimination and inequalities of opportunity, and promote diversity in terms of our pupils, our workforce and the community in which we work.

We will assist our pupils in achieving to their very best potential. Where pupils experience barriers to their success, we will work with them to address these in a sensitive and sympathetic way. We will teach our pupils the importance of equality and what forms discrimination can take and the impact discrimination can have.

We will not discriminate on any of the grounds listed below (known as the Protected Characteristics) save where such discrimination is permitted by law. The Protected Characteristics that apply to schools are:

- Age (in relation to staff only);
- Disability;
- Gender re-assignment;
- Marriage and civil partnership (in relation to staff only);
- Pregnancy and Maternity;
- Race;
- Religion Faith or Belief;
- Sex; and
- Sexual orientation.

Special Educational needs

When assessment indicates a child may have special educational needs the SEN co-ordinator is informed and the child's progress is carefully monitored. Further assessment then takes place, as outlined in the SEN policy. For all children at the School Support stage of the Code of Practice, or above, a Pupil Support Plan will be implemented.

Reporting to parents

Parents are invited to Parent/Teacher Interviews in the first half of both the Autumn and Spring Terms to discuss their child's progress and attainment. They are also given a highlighted copy of the 'non-negotiables' to show progress towards the end of year expectations for their child's year group.

Parents receive a written report at the end of each academic year. In F2 this comments on the child's progress in English and Maths as well as their characteristics of learning. In KS1 this comments on the child's academic progress in reading, writing, maths and science as well as their skills and abilities in the other topic areas. SATs results are included in the reports of children in Year 2. In Year 1 teacher assessment on whether they have met the end of year expectations and results of the Phonic Screening Test are included in the report. Parents of children in the Reception classes receive a report based on the Early Years Foundation Stage and includes their achievement against the Early Learning Goals. The reports include a comment slip for parents.

In addition, parents are offered the opportunity to discuss their child's report with the class teacher. Parent/teacher consultation evenings take place twice a year, in the Autumn and Spring terms.

Staff are prepared to make themselves available at the beginning or end of the school day to discuss parents concerns. If it is not possible to speak to a parent immediately a prompt appointment will be made. If a member of staff has concerns over a child they will contact the parents. Parents of children with SEN will be given an additional opportunity to meet with staff.

This policy was agreed by staff in and governors in January 2020 and will be reviewed by staff and the governing body in January 2023.