

Yeadon Westfield Infant School

Assessment Policy 2019

Review 2022

This school is committed to safeguarding and promoting the wellbeing of all children, and expects our staff and volunteers to share this commitment. This policy should be read in conjunction with all other school policies.

Introduction

We believe that effective assessment provides information to improve teaching and learning. We give our children regular feedback on their learning so that they understand what it is that they need to do to improve. This allows us to base our planning on a detailed knowledge of each pupil. We give parents regular reports on their child's progress so that teachers, children and parents are all working together to raise standards for all our children.

Aims and objectives

The aims and objectives of assessment in our school are:

- to allow teachers to plan work that accurately reflects the next steps for each child;
- to enable our children to demonstrate what they know, understand and can do in their work;
- to help our children understand what they need to do next to improve their work;
- to enable us to track each child's progress to ensure they achieve their full potential;
- to provide regular information for parents that enables them to support their child's learning;
- to provide the head teacher and governors with information that allows them to make judgements about the effectiveness of the school;
- to provide outside agencies with the information they need about individual children and cohorts of children.

National Curriculum 2014

We use "point in time" assessment in Key Stage 1 to track children's progress throughout each year towards achieving the end of year objectives. This means we record children as "working towards the expected level", "working at the expected level" or "working at greater depth within the expected level" for the time of year. This allows us to assess continually whether children are on track. The data itself is tracked using the O Track system. We use half termly pupil progress meetings between teachers and SLT to discuss and track individual children's progress and to ensure appropriate actions are in place to allow all children to reach their full potential.

Progress towards achieving specific end of year objectives is tracked using assessment grids within children's workbooks.

Early Years

Within the first few weeks of school, children in Nursery and Reception are assessed and given a baseline level against the Development Matters age bands. Children are continually assessed against the Development Matters statements throughout their time with us using

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Simple and Learning Journeys and the data is again recorded half termly using O Track. The aim is for the children to achieve a Good Level of Development by the end of Reception and thus meet the Early Learning Goals.

Target setting

We set aspirational end of year targets in reading, writing and mathematics which are based on children's baseline assessments, their EYFSP data, and our knowledge of each individual. We discuss and update these targets regularly at pupil progress meetings.

Planning for assessment

We use our school's curriculum plan to guide our teaching. We plan our lessons with clear learning objectives based upon the teacher's detailed knowledge of each child. We strive to ensure that all tasks set are appropriate to the needs of each child, and our planning makes clear the expected outcomes for each lesson. We note those pupils who do not yet meet the learning objective, or who achieve more than was planned, so that we can take the needs of these pupils into account when planning for the next lesson.

Learning objectives

We take the objectives for individual lessons from the broad learning objectives within the school's curriculum plan. These in turn reflect the demands of the National Curriculum and the Foundation Stage Curriculum. Our teachers record the progress of each child against these broad objectives. This enables us to make a judgement about the work of each child in relation to expected levels of attainment, to monitor the progress of each child and to track this against their targets.

Success criteria

Learning objectives are supported by success criteria and both are used with, and by, the children so that all parties can identify the next steps in learning.

Feedback to pupils

We believe that feedback to pupils is very important, as it tells them how well they have done and what they need to do next in order to improve their work.

In each lesson, children will understand what the learning objective is, and they will increasingly be involved in understanding the success criteria for achieving it. Feedback to pupils will therefore reflect this, and marking will show which success criteria have been met.

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However, we believe that for infant age children verbal feedback is the most important and valuable feedback we can give. We usually do this when the children are working during the lesson although we sometimes give feedback on a particular lesson at the beginning of the next one. When lesson time does not allow for verbal feedback, we may write comments on the children's work during marking. We give written comments to children of all ages. We do not always aim these comments at the children; quite often we write something that is useful to both parents and teachers.

When we give written feedback to a child, we relate this to the learning objective for the lesson and to the success criteria. By so doing we make clear whether the objective has been met and we produce evidence to support the judgement. If we consider that the objective has not been met, we make clear why this was the case. In both cases we identify what the child needs to do next in order to improve future work.

We encourage the children to evaluate and make comments about their own work and the work of fellow pupils. We encourage older pupils to be the first markers of some pieces of work.

If appropriate we allow time at the beginning of a lesson for the children to absorb any comments written on their work. We do this to ensure that the time that our teachers spend marking really has an impact on the children's work.

All of our feedback has a growth mindset approach which focuses on effort and application.

Recording

We recognise various methods of assessing a child's learning. The type of assessment we use depends on the information we require and the child. Types of assessment we may use are observations, photographs, talking with the children, marking of work, tasks and tests.

Showing progress

Progress will be seen on O Track in children's dated achievement of Development Matters statements (Nursery and Reception) and in their "point in time" assessments at KS1. At KS1 more detailed progress will be seen in the completion of assessment grids in workbooks, but is more particularly demonstrated through children's confidence, understanding, skills, enthusiasm for learning, in their recorded and spoken work, and, increasingly, in their work books.

Half termly pupil progress meetings involving the class teacher and members of the leadership team, are used to discuss the progress of all children within each class towards

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their aspirational targets, any barriers to learning, and how these barriers can be overcome. In addition, team and whole school moderation of work will contribute to overall agreement on progress.

Reporting to parents

We have a range of strategies that keep parents fully informed of their child's progress in school. We encourage parents to contact the school if they have concerns about any aspect of their child's work.

Twice yearly we offer parents the opportunity to meet their child's teacher. At the first meeting of the school year we discuss how the children have settled and the progress they are making so far. We identify strengths and weaknesses and discuss how these will be supported in school and also how parents can help support their children. At the second meeting in the spring, we identify progress towards end of year expectations and again discuss how progress can be maintained and accelerated.

Parents are invited half termly to share their child's work with their child in the classroom, allowing them a chance to review progress together and also to chat to teachers.

During the summer term we give all parents a written report on their child's progress and achievements during the year, and we also identify target areas for the next school year. We include a space where the children in key stage one can offer their own evaluation of their performance during the year.

We offer parents of pupils in FS2 opportunities throughout the year to discuss the Foundation Stage Profile with their child's teacher, and in the written reports we provide details of the children's attainment in relation to the Early Years Foundation Stage Profile. Parents in FS1 have regular and in most cases daily contact with staff. Parents contribute to learning journeys.

In reports for pupils in Year 1, we also provide details of the level achieved in the Year 1 Phonics Screening Check, and in reports for pupils in Year 2 we provide details of the levels achieved in teacher assessments for the Statutory Assessment Tasks.

Each of our teachers gives parents a half termly update that identifies the main areas of study for that particular class. In this update the teacher may identify how parents can support any elements of the work during the term if appropriate.

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We are part of the Aireborough Learning Partnership Trust and we have worked together on a common assessment framework to ensure that our assessment feeds through to further stages of education. We work with our fellow Trust schools to ensure that assessment is consistent and coherent.