

# **Yeadon Westfield Infant School**

## **Assessment Policy 2020**

To review 2023

*This school is committed to safeguarding and promoting the wellbeing of all children, and expects our staff, governors 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.

### **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 are aware of those individual children who do not achieve at the expected level for the lesson, as well as those who have exceeded expectations, and we use this information when planning for the next lesson.

### **Target setting**

We set aspirational end of year targets in reading, writing and mathematics. We track children continually against these targets as "point in time" assessments, ensuring children are on track with their learning for the time of year. We discuss each child's next steps in reading, writing and mathematics with them as verbal and/or written feedback and communicate these to

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parents regularly. Parents are invited into school half termly to see their child's work. We review the progress of each child towards their targets through "point in time" assessments, discussion in pupil progress meetings and book scrutiny.

### **"Point in time" assessment for Key Stage 1**

- "Point in time" assessment is a system by which learning is assessed against what has been taught to date and learners' achievements are compared against the expected levels of understanding and competencies relative to that "point in time".
- "Point in time" assessments will therefore be recorded as BLW, WTS, EXS or GDS throughout the year. (BLW = below; WTS = working towards; EXS = expected; GDS = greater depth.)

### **Foundation Stage**

Foundation Stage assessments use Development Matters bands and Early Learning Goals. Each child is tracked through these bands half termly and is in addition tracked against targets for an end of year Good Level of Development.

### **Assessment ethos**

- We ensure that all children are being assessed continually by class teachers and teaching assistants through discussion, observation, marking and feedback, and that this informs planning.
- More formal methods of checking progress towards end of year attainment in Key Stage 1 may take place in relaxed and child-friendly settings.
- We ensure that assessment is seen as progress in the children's confidence, understanding, skills, enthusiasm for learning, and in their recorded and spoken work.

### **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.

We plan our lessons with clear learning objectives. 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

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of these pupils into account when planning for the next lesson. Where the majority of the class makes the planned progress, of course, there is no need to record this. We use this knowledge to inform records of progress.

With an emphasis on skills, 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 skills and 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.

### **Feedback to pupils**

The ethos of our school is that of "growth mind-set". We encourage the children to "reach for the stars", and to value, be excited by, and enjoy learning. The children are helped to understand that learning can be broken down into very small achievable steps, that mistakes are part of the learning journey and can in fact help us learn, that we should always be challenging ourselves, and that perseverance and resilience are core attitudes.

We therefore 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.

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.

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We encourage the children to 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.

### **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 the targets and areas for development that we have identified for their child. At the second meeting of the year we review and discuss what the child needs to work on to achieve their end of year targets.

During the summer term we give all parents a written report of 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. They are invited to parent consultations twice yearly, and receive end of year written reports. 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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In addition, parents are invited into classrooms every half term to share their child's learning by looking at their books and are regularly invited into specific lessons to share the learning experience.