

# Bolsover Infant and Nursery School

## Assessment Policy



This Policy has been written in accordance with the wishes of staff, children and Governors of Bolsover Infants and Nursery School.

Date Agreed.....

Signed.....

# *Assessment, Recording and Monitoring Policy*

## ***Rationale***

At Bolsover Infant and Nursery we view assessment as a practice which encompasses assessing, recording and reporting achievement of each child throughout their school life. Assessment also involves marking/feedback and target setting for future learning. We believe that assessment provides the basis of informed teaching, helping pupils to overcome difficulties and ensuring that teaching builds upon what has been learned. It is also the means by which pupils understand what they have achieved and what they need to work on. Assessment is integral to high quality teaching and learning. It helps us to ensure that our teaching is appropriate and that learners are making expected progress. All staff are regularly trained in our approach to assessment.

## ***Aims of this policy:***

- To raise the standards of achievement throughout the school
- To maintain accurate records of the progress and attainment of individual children and cohorts
- To ensure consistency in assessing achievement and identifying achievable and challenging targets for each child
- To enable the active involvement of pupils in their own learning
- To enable teachers and other professionals to use assessment judgements to plan work that accurately reflects the needs of individual pupils
- To provide regular information for parents that enables them to support their child's learning
- To provide the information that allows school leaders and governors to make judgements about the effectiveness of the school and to evaluate the school's performance against its own previous attainment over time and against national standards

## **1. ASSESSMENT**

Assessment is to assess a child's attainment based on knowledge gained through techniques such as observation, discussion, questioning, marked pieces of work, using and applying skills and testing. This provides information to be used to modify teaching and learning and plan the next steps.

- Through working with other schools and using external tests and assessments, we will compare our performance with that of other schools.
- We assess pupils against assessment criteria, which are short, discrete, qualitative and concrete descriptions of what a pupil is expected to know and be able to do

- Assessment criteria are derived from the school curriculum, which is composed of the National Curriculum and our own local design. (note A)
- Assessment criteria for periodic assessment are arranged into a hierarchy, setting out what children are normally expected to have mastered by the end of each year
- The achievement of each pupil is assessed against all the relevant criteria at appropriate times of the school year
- Each pupil is assessed as either 'developing', 'meeting' or 'exceeding' each relevant criterion contained in our expectations for that year.
- Where a pupil is assessed as exceeding the relevant criteria in a subject for that year they will also be assessed against the criteria in that subject for the next year. For those pupils meeting and exceeding the expected standards, we provide more challenging work
- Assessment judgements are recorded and backed by a body of evidence created using observations, records of work and testing
- Assessment judgements are moderated by colleagues in school and by colleagues in other schools to make sure our assessments are fair, reliable and valid.

Assessment can be discussed in terms of formative assessment and summative assessment.

- Formative assessment creates a positive learning environment where children can see the steps necessary for their own success. It enables teachers to set appropriate work at the level necessary for the children's continuing progress.
- Summative assessment is important for accurate information regarding a child's attainment and progress. It informs whole school target setting and prediction of a cohort's future attainment

## **2. Formative Assessment (Assessment for Learning - AfL)**

Formative assessment is a powerful way of raising pupils' achievement. It is based on the principle 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 the aim.

Formative assessments are used to:

- identify children's strengths and gaps in their skills/knowledge
- identify next steps for learning
- inform future planning
- enable appropriate strategies to be employed
- facilitate the setting of appropriate targets for the class, group, and individual
- track the child's rate of progress
- facilitate an evaluation of the effectiveness of teaching and learning
- inform future teaching and learning strategies
- identify individuals and groups for specific intervention support.

## **Summative Assessment - Assessment of Learning**

Summative assessment (Assessment of Learning) is important for informing both parents and teachers of a child's attainment and progress. This will also inform whole school target setting and prediction of a cohort's future attainment

Summative assessments:

- identify attainment through one-off standardised tests at any given point in time
- record performance in a specific area on a specific date
- provide age standardised information
- provide end of key stage test data against which the school will be judged
- ensure statutory assessments at the end of EYFS, KS1 and KS2 are met
- provide information about cohort areas of strength and weakness to build from in the future

**What is the difference between formative and summative assessment?**

### **Formative assessment**

The goal of formative assessment is to *monitor student learning* to provide on going feedback that can be used by staff to improve their teaching and by students to improve their learning. More specifically, formative assessments:

- help students identify their strengths and weaknesses and target areas that need work
- help staff recognise where students are struggling and address problems immediately

### **Summative assessment**

The goal of summative assessment is to *evaluate student learning* at the end of an instructional unit by comparing it against some standard or benchmark.

### **3. Aspects of Assessment, Recording and Reporting**

**RECORDING** is teachers making a record of significant **attainments to inform curriculum planning and reports to parents and other agencies.**

**REPORTING** is the process of informing others including parents, headteacher, governors and other agencies., the child's next school.

**MARKING** is how the teacher gives feedback on success and shares targets for improvement and future work. This may be verbal.

**TARGET SETTING** is what our teachers do after assessments have been carried out and shared. These allow children, staff and parents an opportunity to plan for future learning.

#### **4. Planning for assessment**

- The National Curriculum Programmes of Study and Early Learning Goals are used to guide our teaching. These documents provide us with the framework to ensure breadth and balance in our curriculum.
- The New National Curriculum programmes of study and EYFS Curriculum have been used to inform our curriculum overview and schemes of work. We use the assessment guidance in these documents to help us identify each child's level of attainment. The EYFS Profile and end of Year expectation and End of Key stage outcomes are used to guide our summative assessments.
- Lessons are planned with clear learning objectives, based upon the teacher's detailed knowledge of each child. We strive to ensure all tasks set are appropriate to each child's level of ability. The format of our lesson plans ensures that our lessons are planned in detail, taking into account the needs of all pupils.
- Teachers use focused marking to assess children's progress in relation to the planned learning objectives and set next steps to show where the child is in relation to this aim and how they can achieve the aim. Teachers use this information when planning for subsequent lessons. Marking may be given verbally due to the age of our children.

#### **5. Assessment and Reporting in the Early Years Foundation Stage**

**Long Observations:** Long observation will be carried out on all children in EYFS. This involves following the child for approximately ten minutes and documenting what they do. This is then analysed against the 'Development Matters' objectives in the Foundation Stage Curriculum Guidance and next steps are identified and planned for, for the following week.

**Short observations:** these are spontaneous 'capture the moment' short observations. Teachers and EYFS document onto sticky labels what the child has done e.g. Mary made a model of a camera, she used a small box and stuck a silver rectangle on the front, she put a circle on the top and said 'this is the button you press to take the picture'. These are then filed into an assessment folder along with long observations.

Both the long and short observations are used to provide evidence to assess and fill out the Foundation Stage Profile.

**Children's Portfolios** - exemplar pieces of work mainly done independently by the children. They provide key evidence in support of the profile evidence, which provides a record of attainment for each child.

**Focus Activity:** during focus activities teaching staff write comments on the child's work, often identifying the level of support needed or if the work was done independently. Next steps are also identified. Children are encouraged to comment on their work and next steps are also discussed with the children in child friendly terms.

## 6. Assessment and Recording in Key Stage 1

- Teachers use assessment for learning (AfL) to provide on-going assessment, through the use of focused marking and/or observations of children's work against learning objectives and success criteria. This information is then used to assess progress towards meeting learning targets and to identify and set next step targets for each child.
- Teachers use tracking grids based on end of year expectations for each child on an on-going basis to record progress and to identify next steps for learning in reading, writing and maths.
- Year group targets set expected levels for the number of children meeting age related expectations for the end of each academic year.
- Annotated plans and planning notes made by class teachers and other adults involved with each child record other important information about the progress of children in the class.
- Maths Assessment Folders contain a record of the progress made by children in Maths.
- Big Writing books contain a record of children's progress in writing
- Reading records contain a record of children's progress in reading.
- Topic books show a range of work, across a range of areas, which allow us to not only assess different subjects but to consolidate children's learning in maths and English.
- The SEN Register and Intervention Trackers ensure that children with identified special educational needs and those children not making expected progress are supported appropriately and their needs assessed regularly. Intervention tracking may also support our more gifted children achieving their full potential.
- Termly Pupil Progress Reviews are used by year groups to identify and analyse progress and set targets, in reading, writing and maths for classes and cohorts

Year Groups		STEPS	Ages and Stages	SEN P Levels For Children in Key Stage 1
EYFS (Nursery / Reception)		1-2	Birth to 11 months	P Level 1/2/3
		3-4	8-20 months	
		5-6	16 - 26 months	
		7	22-36 Low	
		8	22-36 Secure	
	Expected Levels for Nursery	9	22-36 High	P Level 4 / P5
		10	30-50 low	
		11	30-50 Secure	P Level 6 / P7
		12	30-50 High	
		13	40-60 low	P Level 8
		14	40-60 Secure	
		15	40-60 High	
		Reception Expected Levels	Early Learning Goal (ELG)	
	Year 1	16	Low Year 1 (Emerging into Year 1 expectations)	
		17	Secure Year 1 (Achieving expected levels for Year 1)	
18		High Year 1 (Exceeding expected levels for Year 1)		
Year 2	19	Low Year 2 (Emerging into Year 2 expectations)		
	20	Secure Year 2 (Achieving expected levels for Year 2)		
	21	High Year 2 (Exceeding expected levels for Year 2)		

## SEN children and Key Stage 1

Children who have not met expectation for the 40-60months stage, when moving into Year 1, will be moved onto P levels not the National Curriculum. P Levels are for children who are not yet ready to work within the national curriculum. This is where some children who have Special Educational Needs may be working.

### **7. Assessment Methods/Materials:**

Teachers use a range of assessment tools and materials (including analysis of children's work in books, guided reading records and results of class tests/published tests) alongside on-going focused marking and notes of pupil observations to inform their assessment of progress for individual pupils and groups.

### **Reception - Early Years Foundation Stage Profile (EYFSP)**

The Early Years Foundation stage Profile assessment takes place towards the end of the Early Years Foundation Stage when children are in the final term of the reception class. This 'sums up' all the different information from on-going assessments that have been made about the child. This information is added to a record of children's achievement which is related to the Early Years Foundation Stage Profile (EYFSP) - showing the levels different children have achieved in the seven areas of learning and development in the Revised EYFS. NB The EYFSP is not a test.

The Profile provides parents and carers, practitioners and teachers with a well-rounded picture of a child's knowledge, understanding and abilities, their progress against expected levels, and their readiness for Year 1. The Profile must reflect: on-going observation; all relevant records held by the setting; discussions with parents and carers, and any other adults whom the teacher, parent or carer judges can offer a useful contribution.

Each child's level of development must be assessed against the early learning goals (see Section 1). Practitioners must indicate whether children are meeting expected levels of development, or if they are exceeding expected levels, or not yet reaching expected levels ('emerging').

### **Year 1 - Phonic Screening**

The phonics screening check is a check of your child's phonics knowledge, the Department for Education have requested this information and have stated that all Year 1 children must undertake the test in Year 1. If a child does not meet the standard at the end of Year 1 they would be re-assessed at the end of Year 2.

### **Year 2 - End of Key Stage Assessments**

National tests are used at the end of key stage 1 in order to ascertain achievement before moving on into key stage2.

## **8. Moderation**

Regular moderation of levelling takes place each term to ensure consistency of levelling. Teachers meet in phase groups or in cross phase groups to analyse children's work against National Curriculum End of Year Descriptors or Early Years Foundation Stage Profile (EYFSP). During the autumn term EYFS staff moderate their baselines with each other and across our cluster. During the summer term, teachers in Reception and Year 2 are involved in formal teacher assessments, as part of end of Key Stage assessments and local authority moderation. Work is also moderated with our feeder Junior school.

## **9. Links to other policies and documents**

Please refer to:

- Teaching and Learning Policy
- Curriculum Statement and Subject Policies
- Target Setting Policy
- Marking Policy

The policy has been agreed by teaching staff, has been shared with non-teaching staff and approved by governors. Parents have access to the policy on request.

The policy informs day to day practice throughout the school by providing continuous assessment based on positive achievement.

## **10. Review:**

This policy is subject to annual review, as part of the school self-evaluation process. Its success in relation to the school's attainment targets for assessment will be evaluated as part of the annual assessment audit.

## Assessment for Parents



### Assessment in EYFS and the Early Years Foundation Stage Profile (EYFSP)

Assessment in the EYFS is of two main types

- 1 'Formative' assessment - On going assessment throughout each term/month/week/day/lesson
2. 'Summative' assessment - Early Years Foundation Stage Profile at the end of Reception

The Profile provides parents and carers, practitioners and teachers with a well-rounded picture of a child's knowledge, understanding and abilities, their progress against expected levels, and their readiness for Year 1. The Profile must reflect: on-going observation; all relevant records held by the setting; discussions with parents and carers, and any other adults whom the teacher, parent or carer judges can offer a useful contribution.

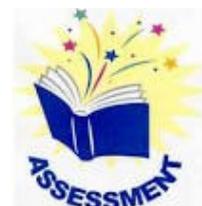
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### Assessment in Key Stage 1

By the end of each key stage, pupils are expected to know, apply and understand the matters, skills and processes specified in the relevant programme of study. These are broken down into age related expectations for the end of each year group. As an infant school we only deliver and assess against Year 1 and Year 2 expectations and programmes of study and end of key stage 1 expectations. At the end of Year 1 children are also assessed using the Phonic Screening test and the statutory assessments at the end of key stage 1.

### On Going Assessment / Monitoring / Recording

Assessment for learning is carried out throughout all lessons and staff continually monitor and assess children's progress (formative assessment).



**Assessment and Target Setting in Nursery and Reception**-All children enter Bolsover Nursery after their 3<sup>rd</sup> birthday, so all children are at least 36 months old. An average child would then progress through the 30-50 month stage. They will all enter into Reception after their 4<sup>th</sup> birthday (48 months+). An average child is expected to reach the Early Learning Goal by the time they leave reception, which means they are ready to move into Year 1.

**SEN** -Children who have not met expectation for the 40-60months stage, when moving into Year 1, will be moved onto P levels not the National Curriculum. P Levels are for children who are not yet ready to work within the national curriculum. This is where some children who have Special Educational Needs may be working.

**Assessment and Target Setting in Year 1 and 2** -Once children move into Key Stage 1 they will be assessed against standard criteria for their age (Year group). Children will either be emerging into expected levels for their age, achieving expected levels for their age or have exceeded expected levels for their age.

## Learning Pathways / Target Setting

### What is a Personalised Learning Path (PLP)?

A Personalised Learning Pathway is your child's own unique learning Journey, it is their



learning journey through Literacy and Maths. It is how we have tailored your child's education, in the core subjects, uniquely to them.

### Assessment, Target Setting and Intervention Planning explained...

At the beginning or end of each term, your child will be assessed against a set of criteria (appropriate to level and age). Their teacher will then set challenging, but achievable, targets for them to achieve in the coming term. These targets will be set with the main aim of your child achieving their full potential at the end of the year and/or key stage. Once this is complete the teacher, and the year group team, will identify what support your child will need, outside of normal classroom practice, in order to reach their targets.

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Year 2	19	Low Year 2 (Emerging into Year 2 expectations)			
	20	Secure Year 2 (Achieving expected levels for Year 2)			
	21	High Year 2 (Exceeding expected levels for Year 2)			