

Corfield C of E Infant School

Assessment Policy

We believe that effective assessment provides information to improve teaching and learning. We give our pupils regular feedback on their learning so that they understand what it is they need to do better. This allows us to base our lesson plans on a detailed knowledge of that 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 pupils.

Aims and Objectives

The purposes of our assessments are:

- To discover the child's current level of achievements- what the child knows, understands, and can apply.
- To use as a diagnostic tool to discover the child's strengths and weaknesses.
- To aid progression of learning so that learning programmes will build on past achievements, setting realistic targets.
- To allow teachers to plan work that accurately reflects the needs of each pupil.
- To provide regular information for parents that enables them to support their child's learning.
- To provide the headteacher and governors with information that allows them to make judgements about effectiveness of the school.
- To establish an assessment system so that all staff are clear when and what information is to be gathered and how it is to be used.

Planning for assessment

Assessment opportunities are planned within activities identified in half termly subject plans.

We use the National Curriculum and the national schemes of work produced by QCA to support our teaching. We use assessment guidance in these schemes to help us identify each child's level of attainment.

We plan our lessons with clear learning objectives based on the teacher's knowledge of that child. We aim to ensure that all tasks are appropriate to each child's level of ability. Our lesson plans make clear the expected outcomes for each lesson. We make notes of those individual children who do not achieve at the expected level for the lesson, and we use this information to inform planning for the next lesson.

We have whole school assessment systems in place. Termly assessments of writing, reading, mathematics, science and RE to ensure consistency of approach to inform planning and targets setting for individuals or groups of pupils. These records are kept on ITrack, along with formative and summative assessments in class teachers planning folders. Phonics progress is assessed every half term. Assessments are analysed by the headteacher and subject coordinators each term.

Assessment data is shared with Governors on a termly basis in the core subjects of the curriculum.

Recording

We use a variety of methods to assess a child's learning. The type of assessment that we will make will be dependent on the child's ability and on the subject being assessed.

We plan our lessons with clear learning objectives. On our planning sheets we record only those pupils who fail to 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 the next lesson. We use these evaluations as a record of progress measured against the learning objective.

Reading Rainbow progress is recorded termly and shared with coordinator.

'Flight path' in mathematics are used to evaluate pupils learning and evaluate progress.

Phonics analysis of progress is recorded and analysed each term.

Teachers record the progress of each child against the broad objectives in other subjects of the National Curriculum.

Reporting to parents

We aim to keep parents fully informed of their child's progress in school through informal daily contact and parents consultation meetings. We actively encourage parents to contact the school if they have any concerns about any aspect of their child's work.

During the Autumn and Spring term parents are invited to attend a consultation meeting with their child's teacher. In the Summer term we give all parents a written report of their child's progress and achievements during the year. In this written report we also identify target areas for the next school year. We write individual comments on all subjects of the National Curriculum. Parents can arrange for a further consultation appointment to discuss the report if they so wish.

The final summer term report includes the level of attainment in the core subjects and RE. The year 2 pupils reports will include levels of attainment in the national tests and teacher assessments in the core subjects. The reception reports will include attainment in the 17 areas of the early Years curriculum.

Feedback to pupils

We believe feedback to pupils is very important, as it allows pupils to know what they have done and what they need to do next to improve their work. We have an agreed code of marking, as this ensures consistency across the school.(see marking)

All work will be marked, any written feedback will address the pupil's attainment in relation to the lesson's learning objective and what the child needs to do next in order to improve

future work. We give pupils verbal feedback on their work whenever possible. VF=purple pen.

Marking

Used effectively marking can:

- Help children become better learners by giving a clear picture of what they have done, and what they need to improve.
- Give recognition and praise for achievement.
- Enable parents to understand their child's progress, strengths, and weaknesses.
- Identify targets for individuals and groups of children.
- Ensure constructive dialogue between teacher and child.
- Suggest strategies for improvement.

A selection of symbols has been agreed to use with all subject areas. **ALL marking by staff will be in purple pen.**

In mathematics books a tick () will be used for all correct calculations and answers. Dots () will be used for incorrect answers in Key stage One.

VF- for verbal feedback given to pupils and initialled by the member of staff.

I-independent work

GD-guided work

CT- class teacher support

TA-Teaching Assistant support

Supply/Initial- when a lesson is covered by supply staff.

Monitoring

The overall responsibility will rest with the headteacher through:

- General observation- pupil's behaviour, attitudes, organisation, displays etc.
- Scrutinising of work through termly 'book looks'.
- Headteacher observations in classrooms.
- Analysing progress and attainment data.
- Dialogue with subject coordinators and analysis of data in their curriculum areas.
- Data sharing with Governors on a termly basis.

Reporting

Records of pupil's progress and attainment includes:

Reception baseline assessment.

Diagnostic/IEP's, EHCP's Virtual PEP's, provision maps, individual behaviour plans, care plans.

Lesson planning/documentation

Reading records

Spelling test results.

SAT's results

Phonics results

Reading rainbow progress

Yearly reports to parents

Records of attendance.

Records of behavioural incidents. (Integris)

This assessment policy will be reviewed by the Headteacher on an annual basis and shared with all staff and Governors.

September 2021

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