



**Calmore Infant School  
Assessment Policy  
Written By N Cowcher**

**Approved by Governors March 2020  
Review date March 2023**

# **Calmore Infant School**

## **ASSESSMENT POLICY**

*(Incorporating Marking, Record Keeping, Reporting and Target Setting)*

Calmore Infant School is an educationally inclusive school where the learning and teaching, achievements, attitudes and well-being of every young person matter.

All children have equal access to all aspects of the school curriculum regardless of gender, race, religion or ability.

### **RATIONALE**

At Calmore Infant School we aim to ensure that each pupil achieves their academic and social potential, and that they leave the school with the skills and knowledge they will need to make a fulfilling contribution to society.

Therefore, pupils need to know, on a regular basis, where they are succeeding in school and what their next steps for development are. Teachers need to know how effective they are in developing their pupils' understanding and skills. Parents have the right to know how well their children are progressing and developing.

### **AIMS**

At Calmore Infant School we believe that assessment underpins every aspect of learning.

We aim to provide marking and dialogue that is consistently of a high quality to ensure that pupils understand, in detail, how to improve their work. Effective assessment should be systematic and embedded in learning and teaching to enable all pupils to make excellent progress.

Pupil progress is recorded consistently and systematically and records are used to track pupil progress to identify strengths and areas for development. This information informs our planning. Data is analysed to identify progress of individuals and groups of pupils and to inform areas for improvement.

### **ASSESSMENT PROCEDURES**

Teachers, teaching assistants and pupils are all actively involved in the assessment process and this information is shared regularly with parents, carers and governors.

Our procedures are outlined as follows:

- Continuous Assessment for Learning e.g. questioning, observations, feedback and marking, pupil conferencing
- Address misconceptions in all subjects on a daily basis
- Frequent opportunities for talk for learning and time spent at the beginning of each session reviewing key learning points and how these link to prior and future learning
- Frequent opportunities at the beginning or end of the session for pupils to reflect on and review own work or the work of their peers to improve it ( self or peer review)
- Key points noted on planning and used to inform future sessions.

*Monthly/Half Termly:*

The school uses the HAM assessment model where data is put into the system 3 times a year in line with the 3 phases.

- Formal assessment of reading through RWI phonic assessments to ensure individual children's progress is tracked and the pupil can move to a new group and a new book level. In some cases through teacher on going assessment, the teacher can ask for the assessment of a child to be before this time if it is teacher's judgement that the child need to move group level sooner.
- Children having RISE (school reading intervention) are assessed on the YARC assessment and reassessed at the end of each half term to measure progress. The banded books ensure children can access reading at the level they require.
- Children having Numbers Count intervention are assessed on the Sandwell assessment and reassessed at the end of the intervention. Children's class maths books include work done in the intervention so teacher has access to full AFL opportunities
- Mathematics books reviewed and evidence found to support statements on ARE criteria sheets. Date of evidence found or a tick recorded on teacher assessment sheets or 'post its' in the books.
- Writing books reviewed and evidence found to support statements on ARE criteria sheets. Date of evidence found or a tick recorded on teacher assessment sheets or 'post its' in the books.
- Foundation subjects assessed according to subject specific criteria. Work recorded in Learning Journals and annotated with learning objectives to explain task set. Key ideas rather than levels are recorded on individual and whole class record sheets.

## **Yearly:**

- End of Key Stage Assessment tasks and tests for children in Year 2 in Spring 2 and Summer 1 terms. Phonic screening is also undertaken for all Year 1 children and Year 2 children who did not meet the required standard in Year 1.

## **Early Years:**

Early Years Foundation Stage Profile attainment is recorded on Pro tracker continually during the year from evidence gathered by adults when observing play. All information recorded on the Tapestry learning journal tool throughout the year is for parents to access at home.

## **GUIDELINES FOR ASSESSMENT**

### *Planning for assessment*

- Yearly assessment overview ensures balanced, fair and consistent opportunities for assessment
- Tracking system allows pupil progress to be monitored through the school
- Key objectives for assessment are identified in medium term plans for all subjects
- Children's progress against these objectives are recorded on class tracking lists
- Short term planning framework requires teachers to evaluate outcomes and determine next steps. Teachers use this information to inform planning

### *Pupil involvement in learning and assessment*

- Learning objectives are shared with the children
- Work is marked with children, following guidelines in this policy
- Individual targets are shared with pupils
- Pupil conferencing after assessed writing where necessary
- Pupils given opportunities to self and peer assess

### *Consistency in standards*

- Subject leaders and the Assessment Leader monitors assessment records and marking half-termly
- Subject leaders carry out work sampling and pupil interviews
- Subject leaders maintain their subject portfolios to provide evidence of attainment and progress in their subjects
- Class teachers analyse and discuss test papers with each other and involve subject leaders if appropriate
- All appropriate assessments are contained in the class assessment file

Each year group arranges opportunities for the moderation of work throughout the academic year. Once a term, all staff meet to moderate writing and maths work samples. The Year 2 team work with Year 3 each term to moderate work and discuss good practice.

The school involvement in moderation with other local schools to ensure standards are in line with other schools.

### **RECORD KEEPING**

Assessment uses a common agreed system of recording. Records will be maintained for all pupils in each subject in the class Assessment folder. Early Years use the Foundation Stage Profile to record pupils' progress in Foundation Stage.

Details of pupils' progress and attainment are recorded on a 9 to 10 week basis in line with the HAM assessment model so roughly just over half a term

IN KS1 for Reading, Writing, Number and Science an indication of the ARE for each year group is also recorded on the class tracking sheet. These tracking sheets will be shared in the Autumn, Spring and Summer term with the Headteacher and are accessible at all times on the Protracker, for Year R, and SIMS for Years 1 and 2. These records are then used to inform the end of year report and termly target setting.

### **REPORTING**

Reporting to parents will take place as indicated on the School Calendar. Each pupil will receive one full report each year, detailing their child's progress throughout the core curriculum and foundation subjects in Year 1 and Year 2.

In Early Years, each pupil will receive a report each year detailing their progress through the Foundation Stage Profile, with an appointment set for consultation with parents in the Summer Term.

Parent Interviews in the Autumn and Spring and Summer terms provide an interim opportunity to review progress and share targets.

### **USE OF DATA IN THE TRANSFER PROCEDURE**

When children transfer from one setting to another, or across classes, appropriate records need to be forwarded. This information varies at all levels and is listed below:

*From Pre-Schools :*

- Evidence of pupil attainment through the Foundation Stage Record
- Any SEN information

### **From one Year group to another:**

*Full transition meetings take place between class teachers and opportunities to teach in the new classes in advance in order for new class teachers to build up an understanding of the children in advance of the new term beginning*

Individual Pupil profile sheets

- Individual Numeracy, Book Band tracking and Phonics records
- From EY to KS1 – copies of EYFSP sheets
- Relevant SEN documents (IEP's/speech therapist reports)

**From Calmore Infant to other KS1 settings:**

- County transfer sheet
- Current work books
- Individual Pupil profile sheets
- Individual pupil reports for past and current year
- Individual Numeracy, Book Band tracking and Phonics records
- Latest Writing, Maths and Learning Journal books
- Relevant SEN documents (IEPs/speech therapist reports)

**From Calmore Infant to junior schools:**

- As requested from individual school
- Relevant SEN documents (IEP's/speech therapist reports)

**MARKING**

At Calmore Infant School we consider that the purposes of marking are to:

Value and reward pupils efforts and achievements and thereby encourage and motivate them

- Aid pupils accuracy and extend their understanding
- Help pupils to set and meet development targets
- Monitor how far learning objectives are being met and identify next steps in learning
- Evaluate teaching and learning, to inform planning in order to raise standards

Marking should take place alongside the child to enable dialogue about the work to take place. Within a group activity, the adult can build in time for discussion with the children. Teachers should also ensure that they circulate children who are working independently to give feedback on their work and provide support, if necessary, to enable all children to make progress during every session.

Children will be involved in the marking process and encouraged to begin to evaluate and correct their work.

**Key Stage 1 Symbols to be used in marking writing are:**

- |   |   |   |
|---|---|---|
| I | : | To indicate that work was completed independently   |
| G | : | To indicate that the work was undertaken as part of a guided session led by a teacher or TA |
| S | : | To indicate that the work has been completed with some support from an adult                |

Green to Go ( Green Highlighter Pen): To indicate and celebrate something the child has achieved relating to the learning objective or target

Orange to grow (Orange Highlighter Pen):

To indicate something that a child needs to practise and edit linked to the objective or target

Children will also be given any spellings to practise in their writing book or letter formation relating to handwriting.

The full marking scheme with symbols is attached

**Early Years Symbols to be used for marking mathematics and writing are:**

- I : To indicate that work was completed independently
- G : To indicate that the work was undertaken as part of a guided session led by a teacher or TA
- S To indicate that the work has been completed with some support from an adult

In the summer term 'Green to go and orange to grow' will be used by teachers where appropriate.

**Foundation Subjects**

Assessed pieces of work will be recorded in Learning Journals and accompanied by an annotated slip to explain the focus of the task.

All work marked by a person other than the class teacher must be initialled. Please ensure that work is dated.

Agreed by Governors, Curriculum & Welfare Committee: March 2020

To be reviewed: March 2023