

Netherfield Infant School and Nursery

Whole School Assessment Policy

Summer Term 2008 - review Spring Term 2010

We view assessment as an essential and integral part of our teaching programme.

We aim to: -

- * Enable teachers to understand the purpose of assessment in their daily work and to use it to enhance the quality of teaching and learning.
- * Enable teachers to use assessment to inform future planning
- * Enable teachers to assess children's work accurately, consistently and comprehensively.
- * Assess all aspects of a child's development including social and emotional development, behaviour, attitudes, co-operative skills and physical development with reference to Every Child Matters.
- * Have a range of effective methods of achieving assessment that have been agreed by whole staff negotiation.
- * Comply with statutory requirements that include -

Foundation Stage Profile

Teacher Assessment to operate within the National Curriculum

End of KS1 assessments

Pupil records/evidence

Reporting to parents

Reasons for Assessment

Assessment is a tool that can be used in the following ways to ensure that appropriate development is taking place,

- a) Formative - to indicate where the child is in his/her learning in order to plan future development and ensure progression.
- b) Diagnostic - to identify individual strengths or difficulties in order to provide appropriate tasks for development, extension and support.
- c) Summative - to record the child's overall achievements in order to give information to parents at the end of the Key Stage, or to colleagues and others when the child transfers to other classes or schools.

Assessment underpins our practice, it is an essential tool in improving teaching and learning throughout the school.

The Assessment Process

Assessment is a continuous and ongoing process carried out and contributed to by many people. These may include:

- a) the class teacher
- b) teaching assistants
- c) the child
- d) parents/carers
- e) headteacher, SENCo, other teachers
- f) ancillary staff and students
- g) other agencies e.g. school nurse, doctor, speech therapist, educational psychologist, inclusion support service

Strategies used to make Assessments

These are the methods in use at present and agreed by whole staff negotiation.

- * Nursery Record/Profile - kept during the child's stay in the Nursery (example at end of policy)
- * County Base-line Assessment and Foundation Stage Profile (N.C.C - County) - completed in the Nursery and Reception class
- * Observation of the child at work, ongoing assessment and recording areas of individual children's strengths and weaknesses
- * Examining the child's work/product and whole school moderation
- * Discussion with the child, individually and in groups, asking questions etc. to check understanding and set targets
- * Listening to the child read and discussing books, both individually and during guided reading
- * Marking and dating the children's work - bubble and block in written work
- * Assessment using published material as well as sheets produced "in house"
- * SATs materials from previous or current years may be used with any child who the teacher thinks is capable
- * Tracker grids and target folders for phonics and core subjects
- * NFER Maths and English, KS1 SATs assessments

Planning for Assessment for Learning

Assessment is closely linked with curriculum planning and to the National Curriculum and the Revised Literacy and Numeracy Strategy requirements. Individual subject

policies indicate agreed frequency of formal assessments in the core subjects. Assessment is identified in medium term planning and ongoing assessment informs short term planning in individual lesson plans. Medium term plans are highlighted/annotated and fed back to subject leaders. Can-do statements and work trawls are also used. The children are given group or individual targets to work towards in Literacy and Numeracy. Parent/carers are informed about targets at open evening.

Foundation Subjects

Subject leaders medium term planning is informed through work trawls and photo portfolios where assessments are fed back to coordinators and discussed at staff meetings. Subject leaders and teachers use the results of these assessments to ensure appropriate tasks in future planning. Now we teach through topic in the afternoons assessment is becoming more skills based and we are considering using skills ladders for assessment.

Marking Policy for School

Marking is an important part of the assessment process. It is the aim of the staff to work with the individual child. We hope to encourage the child to view errors in a positive manner and not to be discouraged by making them. With this in mind, we have agreed: -

- * Reversed figures and letters will be pointed out, and a wiggly line drawn underneath with corrections as appropriate
- * Errors in writing will be dealt with according to the purpose of the writing. If the purpose is to encourage the flow of creativity errors are likely to be discussed between the teacher and child; if the purpose is to encourage accurate spelling, then errors are likely to be corrected. The teacher will identify a number of spellings for the child to correct.
- * Bubble and block marking in written work
- * It is agreed practice to make comments on the child's work that are meaningful, encouraging and avoid the use of superlatives. Sometimes these comments are written and sometimes they are given as verbal feedback. As often as possible we aim to discuss with the children what they need to do to improve.

Records of children's progress and achievement include -

- * Nursery entry profile/ nursery records and reports to parents transferred, with child, to reception class
- * Focus tracking throughout the Foundation Stage
- * Local Authority Baseline and Foundation Stage Profile
- * Whole class trackers in core subjects which show the progress of each individual child

- * Individual profile sheets and reports for parents/carers - written before Parents/Carers Evenings
- * Special Needs Support Programme - i.e. Individual Education Plans and review notes / Child friendly IEP's/ 5 minute box/ ELS
- * PIVATS and P Scales used as appropriate
- * Standardised Assessment Tests
- * Personal/Medical information and implications for learning
- * Impact of attendance on child's progress
- * Friday book for achievements during one week
- * Certificates for sustained effort over half a term
- * Assessment Manager

Evidence of Attainment/Assessment is kept as follows:

- * Baseline and Pupil Progress Assessment booklet\Baseline Assessments
- * Written work - Children's' individual work sample kept throughout school
- * Reading Diaries - kept throughout the year, dated and indicating ongoing progress in reading as recorded by parents and teachers
- * Teacher's notes, daily-diaries, planning
- * Displays in the classroom
- * Test results (SATs and NFER)
- * Photographs etc. where appropriate eg photo portfolios
- * Art work/models etc may be used in displays and/or kept as examples of curriculum work, but the majority are taken home

Reporting Arrangements

The children's achievements and progress are reported to their parents in the following ways:

- * Informal discussion between parent/carers and teacher regularly throughout the year
- * Settling into Nursery report
- * End of Nursery report - written then discussed with parents/carers
- * Written profile discussed with parents at autumn Parents Evenings
- * Annual written report in the summer term, discussed at Parents' Evening - together with SAT's results for those children who took the tests
- * Reading Diaries
- * Informal communication with home (nursery open evenings, assemblies, good work stickers etc.)

- * Termly review meetings for those children working with our special needs support assistant
- * Governors' Annual Report to Parents
- * IEP's
- * Information on Website
- * In the future we hope to share targets more frequently with parents

Transfer of information

Within school information is transferred by:

- Formal and informal discussion
- Nursery records, Foundation Stage Profile
- National Curriculum tracking documents
- Reading diaries
- Children's work
- Written profiles
- Annual Reports to parents (photocopies)
- Special Needs Information
- Medical information

Information is transferred to other schools by:-

- Formal discussion (Eastlands) and sometimes by a telephone conversation with a teacher at another receiving school
- Foundation Stage Profile
- Written summary of child's progress
- Children's work
- National Curriculum tracking documents
- Written profiles
- Annual Report to parents (photocopies)
- Special Needs Information
- End of Key Stage assessment
- Medical information
- Passports

Target setting and data analysis

Data for analysis and to inform target setting is available from a number of sources

- ** Entry and Baseline and Pupil Progress Assessments
- ** NFER 6 test data at Y1
- ** end of KS1 assessments
- * the school's tracking sheets for individual pupils progress
- * data on levels of SEN, FSM, gender balance, age of pupils and socio-economic background held by the school

- * data to be used for benchmarking and Raise Online data issued by DfEs, QCA and Ofsted
- * groups are assessed in Literacy / Numeracy and assessment used to inform target setting
- *In the future "small steps" targets will be sent home and shared with parents

For items marked ** the school submits data to the LA and this is collated for them. The LA produces a "Primary Performance Handbook" specific to each school that brings data together so comparisons can be made.

The school is aware of the importance of teacher expectations and sets targets using teacher predictions. These are updated at regular intervals. Targets and assessments are compared at the end of KS1 to highlight any discrepancies, concerns, trends and possible improvements.

Targets for Development in our Assessment Procedures

We are considering the use of skills ladders for assessment in foundation subjects