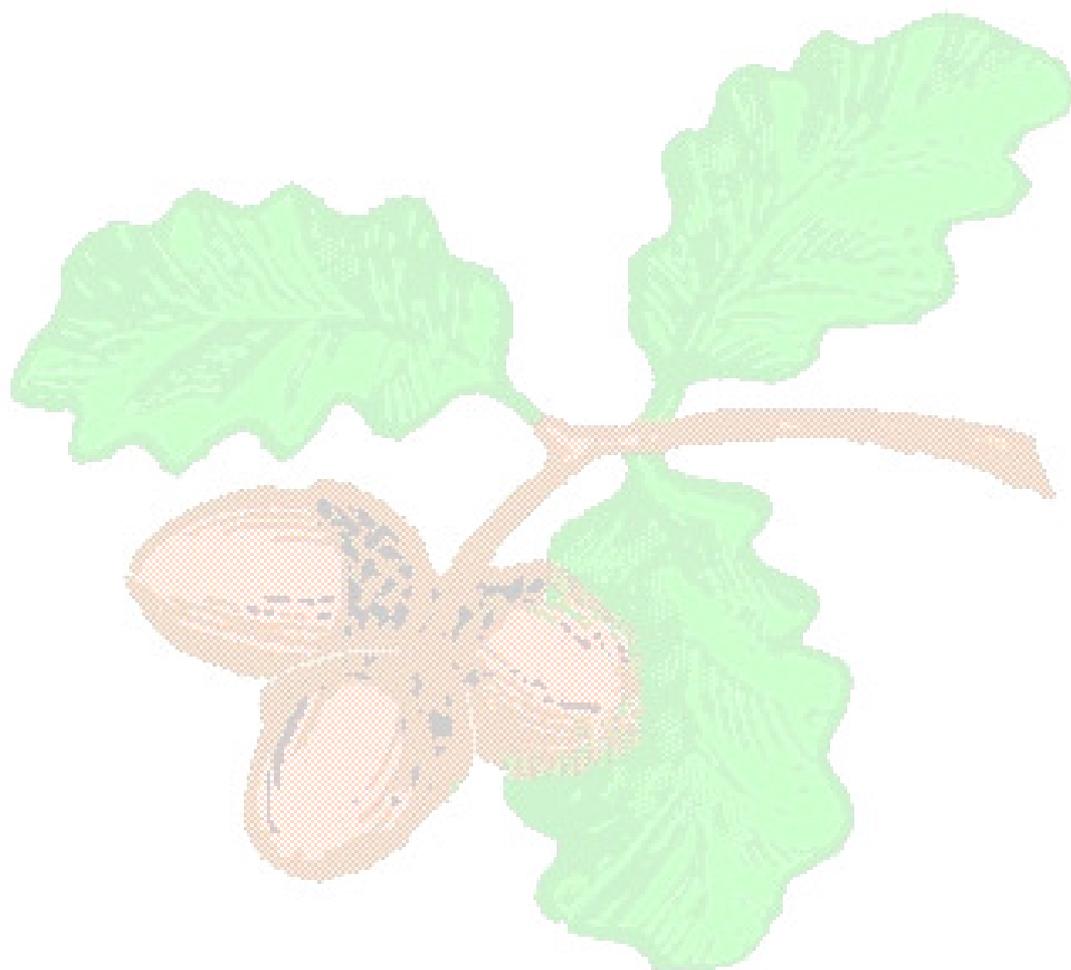


**Churchfields Infants' School,
Nursery Unit
& Language Facility**



**Assessment
Policy**

ASSESSMENT AND RECORD-KEEPING POLICY

Rationale

Assessment is a vital part of classroom practice, as it gives us a more accurate understanding of what children know and can do. The school believes that assessment should always be used to inform planning, and assist teachers to provide a properly differentiated programme for their pupils. Assessment also helps us to evaluate our effectiveness as teachers. A variety of methods of assessment are used at Churchfields to allow us to develop as full a picture as possible of a child's development.

Purposes

Why are we assessing children?

- to evaluate what a child knows and can do
- to identify the next stage in a child's learning
- to look at the strategies a child is using
- to ensure that the child's needs are being met through appropriate tasks
- to measure the progress the child has made and report this to parents
- to provide evidence that will contribute towards assessment at the end of the Key Stage

The results of assessment should be used to:

- improve the performance of individual pupils
- analyse the school's teaching programmes
- ensure consistency of standards

We believe that all children should have equal access to the curriculum. When planning assessment activities, teachers should try to ensure that tasks allow all children to demonstrate what they are capable of doing; for example, teachers can record the child's response in maths and science activities; or teachers can modify tasks in response to a pupil's physical needs, e.g. increasing the size of print. We recognise that the teacher's choice of material is important in ensuring equal access for bilingual learners.

Broad Guidelines

The school aims to make its planning, assessment, record-keeping, monitoring and reporting:

- clear
- systematic
- manageable
- consistent
- useful

By following these principles, the school seeks to ensure that these activities promote achievement generally, and are of real benefit to children, parents and teachers.

A number of means of assessment are used at Churchfields, brief details of which are given below.

EYFS

Foundation Stage staff use the EYFS profile to assess children during their time in nursery and reception. Children are assessed on entry and exit to each stage. The information provided allows staff to plan appropriately for the next stage of a pupil's learning. Strengths and areas for development are highlighted and are shared with parents. The information is also used to assist teachers in setting targets for pupils and allows for the EYFS profile assessment. Learning Journals for every child are kept in the Nursery and Reception classes to allow staff to moderate their judgements in year group teams and also for external moderation.

On-going teacher assessment

Informal assessment is an ongoing process in the interactions between teacher and child. When a teacher is discussing a task with a child there are many opportunities to discover the child's understanding and consider the approach used to complete the task. Notes about a child's approach to a task can be made on the completed piece of work, but comments written on a child's book should always be helpful.

If there are concerns about a child's behaviour or progress, the class teacher will keep a note of any incidents. These notes can be important in forming part of the early evidence for a Special Needs assessment.

Planned assessment activities

The year group teams plan assessment activities each term, agreeing the structure of the task, the way it is to be introduced and the criteria to be used in making assessments. The assessment activity will be carried out with all children in the year group and their responses noted. At an agreed date, examples of the work produced will be brought to a year group meeting. The work will be moderated within the year group to ensure consistency between classes, and any implications for future planning are noted. Assessment tasks are kept as evidence.

Reading assessments

Reading assessments are carried out regularly for each child to encourage the teacher to consider the strategies the child is using in reading and to consider what steps can be taken to develop the child further as a reader. Assessments are recorded on the pupil reading record sheets, and at the end of the year they are sent to the next teacher.

All children also have a reading diary to record books read in the home/school programme.

Writing Assessments

A piece of writing is marked and assessed each week. Each teacher has a class list where they keep a record of the progress pupils' are making. This helps them to plan future writing lessons and includes next steps or learning targets for the child.

Records of achievement

There are samples of work for every child. These samples should be dated and annotated to show the nature of the achievement. These samples are useful in highlighting a pupil's progress and acknowledging the achievements of all pupils.

Standard Assessment Tasks

The Standard Assessment Tasks for seven year olds are administered according to current Government directions, usually during the first half of the Summer Term. The results of these assessments, along with the teacher assessments, are reported to the parents of Year 2 children in July and there is an opportunity to discuss the results with class teachers at the termly Parents evening.

An analysis of the school's test results is discussed with staff and Governors, and implications for planning are noted.

Special Needs Assessment

The school's Special Needs Co-ordinator may be asked to observe a child and carry out assessments. At school Action Plus the Educational Psychologist may carry out diagnostic tests to help in the assessment of the child and the development of an Individual Education Plan.

Records

Transfer Records:

These are summative records which provide information at points of transfer.

Nursery Transfer Record

This is used when children transfer from Nursery to Infants' School. It provides information for each child plus comments on skills.

Year 2 Transfer

This is used when a Year 2 class transfers to the Junior School. It details each child's attainment in English, Mathematics and Science according to Teacher Assessment.

Individual Transfer information

This record is used when an individual child transfers to another school before the teacher assessment judgements at the end of KS1. It details the child's attainment in subjects and is used in conjunction with a narrative report covering all areas of the curriculum.

SEN Profiles

These are kept for individual children as applicable, and are maintained by the SENCo.

IEPS

These Individual Education Plans are prepared for all children on the SEND List. They identify targets and set review dates.

SEND Register

The Register is kept by the SENCO and records support provided for those children who are part of the SEND List and details their progress.

Language Facility Profiles

These are held for each child in the Language Facility. These contain a record of support provided and progress a child has made. They are sent to the child's next school.

EAL Records

These are opened as applicable when children enter school. They detail home languages for each child and grades for English Language, as assessed by our EAL teacher.

Reporting

The school reports progress by the means outlined below:

Termly parental Consultations

All parents are invited to make an appointment to discuss their child's progress.

Individual consultations

These may be initiated by either the school or the parent.

Annual Written Reports

These describe each child's academic and personal achievement and also report any support teaching received by the child. At the end of the Key Stage 1 Reports detail comparative school and national figures at this stage.

The School Prospectus/Website

These include the School's aggregate results along with the comparable national figures.

In addition to these parental and public reports, the school also uses the following forms of professional reporting. Meetings involve all relevant staff including the SENCo and the Headteacher.

Nursery / Infant School Liaison Meetings

These are held in the summer term, just before each intake enters school.

School Transfer Meetings

These are held towards the end of year.

Infant / Junior School Liaison Meetings

These are held towards the end of year, in readiness for each intake of children transferring to Yr.3. These involve the staff, SENCo and Headteachers' of both schools.

SEND/Language Facility Review Meetings

These are held every term for named children. They involve parents, specialist teacher, class teacher, speech therapists and Educational Psychologists.

External Specialist Liaison Meetings

These are arranged as requested by the SENCo. These involve members of the Borough's support services and all relevant school staff.

Planning and Monitoring

Planning and Monitoring form an on-going process involving Year Group teachers, Subject Leaders and the Headteacher.

Central to this process are the Year Group Meetings. These are held each week to:

- evaluate the current half-term's work
- plan weekly teaching sessions
- plan the next half-term's work
- evaluating and planning assessment activities

These Year Group Meetings are backed up by:

- other meetings held regularly to evaluate progress and to fine-tune planning
- moderation meetings, led by Subject Leaders and built into INSET;
- shared lessons - these may involve colleagues/co-ordinators/Head/Deputy
- evaluation of results - INSET time is provided for whole-staff analysis of the school's results using the Annual Statistical Return and Raise –online.

Evaluation

The staff will evaluate the success of the policy. Careful assessment will result in a better match of tasks to the abilities of pupils, and will be reflected in more careful planning by all staff. Accurate assessment will result in raised standards of achievement.

