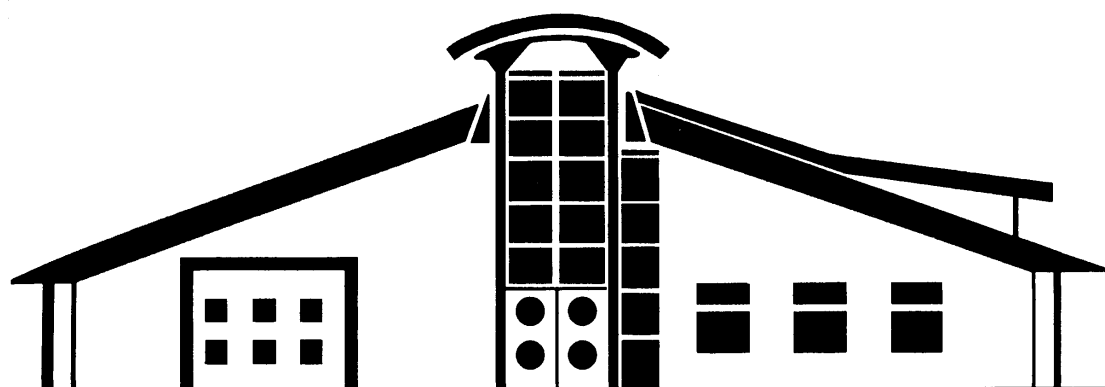




HOLMESDALE COMMUNITY INFANT SCHOOL



ASSESSMENT RECORDING AND REPORTING POLICY

Approved by GovernorsFebruary 2023

Review Date.....February 2025

Holmesdale Community Infant School

Assessment, Recording and Reporting Policy

AIM

For assessment to be an integral part of teaching and learning so that each child is given the opportunity to reach their potential.

Our Definition of Assessment

‘Assessment’ is the process of seeking and interpreting evidence for use by learners and teachers to

- Decide where learners are at
- Where they need to go
- How best to get there

Principles of Assessment

The staff at Holmesdale believe that:

- The prime purpose of assessment is to support learning.
- Assessment should be primarily focused on a session’s key learning objective – what staff want the children to know, understand or to be able to do by the end of a session.
- Significant learning often takes place that was not planned for that session. We must therefore be ready to recognise and acknowledge the unplanned but significant learning that children may make and where possible record it e.g. by use of post it notes.
- Staff will use many different types of assessment e.g. observation, discussion and looking at children’s work. This is an on-going process.
- Assessment will be both summative e.g. tests, tracking grids and formative e.g. discussions with a child about their learning, observations, use of high level questioning (directed and random).
- Children will also be involved in their own assessment and that of their peers. This can be done through peer and self-marking and the use of learning partners. In order to do this they must be clear about what they are supposed to be learning and be able to respond to evaluative questions such as :
What are you most pleased with and why?
What did you find difficult?
What helped you get out of this difficulty?
- To support the children with their ability to self-assess, they are taught how to develop positive behaviours for learning and are encouraged to persevere, be reflective, resourceful and be responsible for their own learning.
- Evaluative questions such as these should be integral to the learning process.
- It is also important that staff are able to assess how children learn best and use this knowledge to adapt their teaching.

Planning

Staff evaluate their planning against the learning objectives and their observations during the lesson to inform future plans. This should ensure that lessons build on previous learning, misconceptions are quickly identified and corrected, and that new learning offers appropriate challenge and support.

Marking, feedback to pupils and child's self and peer assessment

- All comments about a child's learning should focus on the positive and be developmental.
- Where possible we will try and involve children in evaluating their own learning and mark with the child present ('in the moment' marking). This will allow questioning and discussion between staff and the child. The teacher will highlight the learning objective in green if it was met independently, orange if only a little support was needed or red if more support was required.
- Staff will highlight work with a green highlighter to identify what is going well (great green!) and where children have met a target or learning objective.
- Developmental comments and work will be highlighted in pink (pink to make you think) and this will indicate to the children that they need to revisit, reflect and edit.
- Teachers will use highlighters in these colours to provide instant feedback to the children throughout the lesson.
- Where appropriate, symbols, stickers or stamps will/may be used to recognise success.
- The focus of the written or verbal feedback should be on the steps to success and learning objective for that piece of work and/or the child's next target.
- Children should be given time to respond to feedback.
- A mistake in Maths and English may be marked with a short line or dot.
- Children may use 'traffic lights' as a form of self-assessment.

Early Years Foundation Stage (EYFS)

In Reception each child will complete a statutory baseline assessment during the first half of the autumn term. This assessment provides a starting point to measure the progress schools make with their pupils between Reception and the end of primary school.

Assessment in the EYFS is the practitioner's professional knowledge of the child based upon their observations and interactions with each child. Practitioner knowledge is informed by a range of perspectives: the child, their parents, and other relevant adults in the child's life. At the end of the Reception year, practitioners will complete the EYFS profile. The EYFS profile is a statutory assessment of children's development at the end of the EYFS (known as a summative assessment) and is made up of an assessment of the child's outcomes in relation to the 17 Early Learning Goals (ELGs). The Foundation Stage Profile will form the basis for reports to parents at the end of the year.

Each child in the EYFS has a 'Wow Book' or 'Learning Journey' which they take ownership of. This book is a record of their learning achievements. Children are taught to value their learning, the learning process and recognise when they are proud of a particular achievement. Staff and parents also contribute to this journey by adding any 'golden nuggets' of development that they observe.

Reception and Key Stage 1

Staff enter a summative judgement termly into Target Tracker and use the statements on Target tracker as ongoing formative assessment to feed into planning for classroom learning and interventions. Staff use Little Wandle assessments for phonics in order to closely track and monitor children's progress. Staff use information from both formative and summative assessments to decide which level a child should be at. There are half termly pupil progress meetings between staff and members of the SLT to discuss progress and attainment of pupils and plan any necessary interventions.

All children in Year 1 will complete a statutory phonics screening check in the summer term. Any child who does not meet the required standard will retake the check in Year 2.

Foundation Subjects

On-going assessments in the foundation subjects are made against the statements on the knowledge and skills progression maps, which are based on the National Curriculum statements. These assessments should be updated throughout the year. Children begin each topic with a 'knowledge harvest' which is then built upon throughout the unit and work recorded in 'carpet books' to show their progress and learning.

End of Key Stage

As a school we comply fully with the statutory KS1 tasks and tests which are taken by the children at the end of Year 2. We use the results of these and our previously detailed ongoing assessments to inform and support our 'End of KS1 Assessments' in the key areas of reading, writing, maths and science.

Transfer of Information

At the end of each year an Assessment file is passed up to the next class teacher

Parental Involvement

- As a school we try to involve the parents as much as possible in their child's learning, emphasising that we are working in partnership in order to achieve the best possible standard of attainment.
- We encourage parents to tell us about any concerns at the earliest opportunity and depending on the nature of the concern staff will arrange follow up meetings and/or actions to be taken.
- Minor queries or concerns can be dealt with before or after school but, in general, for issues relating to a child's progress, an appointment is made with the class teacher. In some circumstances, where the teacher or parent remain concerned, a member of the Senior Leadership Team and/or SENCo may be present to add support.
- Reading diaries will also be used to give parents feedback on their child's reading progress, with comments helping to promote the child's next step.
- Consultation meetings are held in the autumn and spring terms and parents/carers have the opportunity to celebrate children's learning and understand their child's next steps based on evidence gathered by the teaching team.
- Reports are issued at the end of the summer term and parents are invited to make an appointment to discuss the report if they wish to.

Using Assessment Information - Monitoring Progress from Targets

We aim to target under-achievement at all levels. We do this by teachers and support staff developing a thorough knowledge of the strengths and areas for development of every child. We scaffold appropriately throughout each session with the aim that all children can achieve the learning objective.