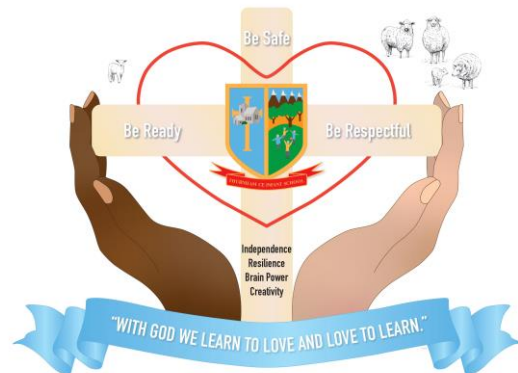


Thurnham C.E. Infant School



Assessment Policy

Member of Staff Responsible	Mrs E Pateman
Position	Deputy Headteacher / Assessment Leader
Dated	September 2023 v1
Date of next review	September 2024

Thurnham C.E. Infant School

Equal Opportunities

Thurnham C.E. Infant School is committed to promoting the principles and practices of equality and inclusion. A whole school approach is used to ensure all children receive equality of opportunity - not only so that every child is included and not disadvantaged, but also so that each child may learn from the earliest age to value diversity in others and grow up making a positive contribution to society. We acknowledge and respond to the differing needs of all children, whatever their cultural or ethnic background and experiences and whatever their physical and educational needs. We understand the importance of providing a challenging and enjoyable programme of learning and development and we make reasonable adjustments to enable all pupils to participate and feel valued and supported.

Thurnham C.E. Infant School is fully committed to avoiding all forms of discrimination as set out in the Equality Act 2010 (including the February 2013 update). This applies to all pupils, parents and staff members and includes inappropriate discrimination on grounds of age, disability, gender (including gender reassignment), marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex, and sexual orientation.

This policy is underwritten by our school Christian value of Love. This forms an integral part of all teaching and assessment at Thurnham C.E. Infant School.

1) The Principles and Aims of Assessment

At Thurnham Church of England Infant School we believe assessment is fundamental to being able to extend and challenge children's learning so that all pupils can fulfil their potential.

Our mission statement, "At Thurnham School with God we learn to love and love to learn" is an important part of emphasising our Christian character as a Church school, alongside our Christian value of **love** which forms the back bone of all that we do in assessment.

We believe assessment should be incorporated systematically into teaching strategies in order to assess progress and diagnose any necessary teaching, whether on an individual, group, class or whole school basis.

We believe assessment is only effective if there is a regular review, communicated and acted upon at all levels. Our assessment procedures are free from bias, stereotyping and generalisation in respect of gender, class, race, disability and special educational needs. However, we do analyse the progress of different groups of pupils in order to ensure the quality of education meets all pupils' needs.

Our Aims of Assessment

- To identify and monitor children's progress.
- To provide teachers with useful information which they can use to plan further targets for each child.
- To highlight strengths and weaknesses so that teaching can be targeted to individual needs.
- To celebrate children's achievements in a broad range of curriculum areas.
- To provide continuity and progression of learning between classes and year groups, and between infant and junior schools.
- To identify difficulties shared by children, including pupils who have SEN needs, so that help and support can be focused and effective.
- To provide parents with information about their child's progress at school.
- To comply with statutory requirements.
- To track a child's development throughout their time at Thurnham C.E. Infant School.

Assessment is at the heart of teaching and learning at our school

- Assessment provides evidence to guide teaching and learning.
- Assessment provides the opportunity for children to demonstrate and review their progress.

Assessment is fair

- Assessment is inclusive of all abilities.
- Assessment is free from bias towards factors that are not relevant to what the assessment intends to address.

Assessment is honest

- Assessment outcomes are used in ways that will not cause unnecessary pressure for the pupils.
- Assessment outcomes are conveyed in an open, honest and transparent way to assist children with their learning.

Assessment is consistent

- Judgements are formed according to common principles.
- The results are readily understandable by third parties.

The school's results are compared with other schools, locally and nationally.

Assessment is ambitious

- Assessment places achievement in context against nationally standardised criteria and expected standards.
- Assessment embodies, through objective criteria, a pathway of progress and development for every child.
- Assessment objectives set high expectations for learners.

Assessment is appropriate

- The purpose of any assessment process is clearly stated.
- Conclusions regarding children's achievement are valid when the assessment method is appropriate (to age, to the task and to the desired feedback information).
- Assessments consistently draw on a wide range of evidence to provide a complete picture of each child's achievement.
- Assessment demands no more procedures or records than are practically required.

2) Arrangements for the governance, management and evaluation of assessment at Thurnham C.E. Infant School

- It is the responsibility of the Assessment Leader (Deputy Headteacher) and Interim Headteacher to ensure that the assessment policy is maintained and followed by all members of the school staff.
- The Interim Headteacher and Deputy Headteacher will monitor regularly the effectiveness of our assessment practices throughout the school. This will take place through lesson observations, work and planning scrutiny and Pupil Progress Meetings. Year group Leaders are responsible for ensuring that their team members are following school procedures and supporting them with this as necessary. They too will undertake work scrutiny, lesson observations, planning scrutiny and data tracking activities.
- The effectiveness of this policy and practices will be judged by the ease and confidence with which staff are able to assess the children within their classes; how they are able to use these assessments to develop appropriate outcomes for all children and how well they are able to monitor and track the progress of all the children. Staff should have the confidence to be able to talk about the children within their classes and an understanding of their barriers to learning and of the next steps children need to take.
- The members of the Senior Leadership Team take into consideration data from FTT and Pupil Progress Meetings.

Governance

- The Quality of Education Committee meets four times a year and considers our termly progress and outcomes.
- Presentations and training are delivered by members of the teaching to ensure that governors' knowledge and understanding is kept up to date.
- Governors visit the school during the working day to see how assessment looks in practice.
- All governors are informed as to how the school compares locally and nationally.
- Governors have access to our Inspection Data Summary Report (IDSR) so they are aware of any areas of concern or weakness.

2) How Assessment Outcomes are Collected and Used

- At Thurnham C.E. Infant school we use the following terms when we are assessing and reporting on the children's current progress within Key Stage 1:

Working Towards

Emerging

Expected

Exceeded

These terms are relative to each of the year groups and relate to the child's progress within that particular cohort.

- When we discuss the children with their parents and report at the end of the year we use the terms Working Towards, Emerging, Expected and Exceeding against the National Standards set for that year group.
- At the end of Year 2 the terminology that is reported is slightly different:
 - Engagement Model (the replacement for P Scales) for non-subject-specific study steps**
 - Pre-Key Stage Standards 1 - 4**
 - Working Towards the Expected Standard**
 - Working at the Expected Standard**
 - Working at a Greater Depth Within the Expected Standard**
- For tracking purposes in KS1, we use FFT and teachers assess throughout the year using the programmes of study for English and mathematics.
- As a school we have embraced the concept of not levelling children. We feel that our children should be offered a far wider and deeper understanding and curriculum. We seek to consolidate their understanding. We also found that parents and staff became very concerned about moving to the next level. Therefore, we have adopted the tracking statements as recommended by Kent County Council. These statements are used by schools when moderating together (in Years 1 and 2) and act as a common language.
- It is the aim of all the staff within our school to get all our children to Expected. Many of our children go on to greater levels of mastery.
- Writing: We assess and moderate our children's writing informally on a weekly basis. This gives our teachers a chance to see how well the children are progressing and whether any additional support or changes need to be made. This information is then used to see whether there are

any noticeable gaps in children's attainment. We consider all our vulnerable groups including boys and girls and summer born children.

- Reading and mathematics are benchmarked during our Term 1 target setting meetings and then assessed throughout the year using FFT.
- Science and the foundation subjects are assessed termly and at the end of the year and a judgement made as to whether pupils are WTS, EXP, GDS.
- Parents are informed as to how well their children are progressing towards the Expected Standard at parent meetings (3x year). Targets are set with the children and parents to help the children understand their next steps.
- To help inform their decisions, teachers highlight the FFT statements secured in mathematics, reading and writing throughout the year. These help when looking to see what gaps there are in the children's understanding and whether they have met or Exceeded the national expectations.
- Assessments are also made in Religious Education and shared with the RE Subject Leader.
- In Key Stage 1, for reading and mathematics, teachers make summative assessments based on the NfER Assessments at the end of the Christmas, Spring and Summer Term. Formative assessments are also made during each guided reading session. Year 1 and 2 teachers also use the end of unit White Rose assessments.

Moderation

- Moderation takes place across the school in reading, writing and mathematics, three times a year. Year groups continually monitor and moderate pupil outcomes to adapt their teaching. These moderation sessions help ensure there is consistency and accuracy in our judgements.
- External moderation takes place at least twice a year with local schools.
- English, Mathematics and Science Subject Leaders, where possible, also attend county moderation sessions to ensure we have the correct understanding and accuracy in our judgements.
- We also moderate with junior schools in the consortium so that they can see how our judgements are arrived at.

4) Arrangements for Competent and Confident Judgements

- Staff will be involved in any changes to the way we assess, or the methods which we use to gain information and how judgements are made. Through staff meetings and PPA sessions (Planning, Preparation and Assessment) staff will be able to discuss and be made aware of any changes to the school's procedures.
- As a school we work well together in year group teams and as a whole school staff. We have very strong middle leaders who keep themselves informed of what is happening, not just in our school, but in schools in the local area. All our middle leaders are responsible for a core curriculum area. Through networking and meetings, they are made aware of the national agenda in their specific subjects. They then inform their team and wider staff of these changes.
- The Senior Leadership Team meet fortnightly: assessment and monitoring is always on the agenda.
- As a staff we always share good practice we have seen from other schools.
- The Interim Headteacher and the Deputy Headteacher keep informed of the local and national scene and share this with leadership team, staff and governors.
- Pupil Progress Meetings are held four times a year. The Term 1 meeting is designed to discuss the children who staff feel may not meet the Expected standard at the end of year. Discussions are also held as to ways to support the children who will exceed the Expected Standard. The

remaining meetings are to track the progress of all children and discuss those who are not for various reasons making the progress they should. Interventions and support are discussed. All vulnerable groups are considered and the teaching staff are supported with any needs that have arisen within their classes.

5) Different forms of Assessment used at Thurnham C.E. Infant School

Formative assessment

At Thurnham C.E. Infant School we understand that assessment of children's achievement leads to our teachers asking, What does this child/these children need to learn now in order to make improvements and progress? or How can I extend / enrich them further?

- Assessment for Learning is pivotal and underpins Thurnham C.E. Infant School's approach to Teaching. Staff use Learning Objectives, Success Criteria, effective marking and peer and self-assessment to engage pupils in their own learning journey and to inform them of their next steps.
- Assessment opportunities are identified in our planning. Marking is in line with the Marking for Improvement Policy which identifies successes and areas for improvement.
- We use mixed ability grouping to help support and extend all the children.
- In all lessons there are enrichment or support tasks, specifically matched to the prior knowledge of the children.
- As detailed in our Marking for Improvement Policy we assess/deep mark the children who are in our guided groups for that session. We extend and support 'live' at the time of learning. **Green** marking shows what has been successful and **pink** is an aspect the child needs to develop or revisit. There is then a response from the child at the time. The information gained during these sessions is used to plan the next steps in learning.
- We randomly select pupils to answer questions when on the carpet. This provides opportunity for all and ensures all children remain engaged.
- Talk partners are widely and all staff use open-ended and higher-order questions when evaluating and probing children's understanding.

- Teaching Assistants (and other staff) will often scribe or make observation notes during 'carpet' sessions. This gives teachers invaluable insights into children's knowledge and thinking.
- Seesaw is used to capture and share the children's work with their families. Photographs are used to capture learning, where practical.
- Mini plenaries are used by the teachers to check understanding. Often a lesson will be paused to check in on the children's understanding and to provide feedback to the teacher to gauge how well the lesson has been pitched.
- All children are aware of the success criteria before they begin each lesson. These are often negotiated with children.
- Children use peer assessment and discussion to give feedback.
- Children who did not grasp the activity are supported either by the class teacher or teaching assistant with a boost or recap session so they are ready for the next lesson.
- Once an activity has been completed the children respond in their books as to how well it went. Adults highlight the L.O. in pink for not reached, Green for reached, Yellow for exceeded.
- The Little Wandle Phonics programme provides a range of Keep Up, Catch Up and SEND programmes for pupils who need additional support.

SEN(D)

Our pupils who are identified as having SEN or SEND are also involved in the assessments process in the same way as their peers. Assessments made on these pupils will be based on the curriculum they are following. In some cases, if a pupil ended the academic year at 'working towards' teaching and learning will continue from that starting point the following academic year. For example, a pupil who ended Year 1 as Working Towards the Year 1 curriculum will begin Year 2 still working to achieve the Year 1 curriculum. They will still be covering aspects of Year 2 but assessments will be made against the previous year until their teacher is confident they have grasped it. The process and support for children with Special Educational Needs is detailed in the school's ***Special Educational Needs Policy and SEN Information Report*** which can be found on our website.

Summative Assessment

Standardised Tests/Assessments

During Key Stage 1, all children who are deemed to be on track for (at least) working at the Expected Standard will undertake NfER Reading and Maths assessments – delivered by their class teachers.

- Summative assessment at Thurnham C.E. Infant School is used to inform parents of their child's development and progress. This is shared not only during Parents' Evenings but at any other time they wish to talk to the teacher about their child.
- We use Seesaw as the method of communication with our families.
- Homework goes home on a weekly basis, via Seesaw, and this helps parents to see how well their children are progressing e.g. how well their child was independently able to complete a task set.
- The children in Reception have weekly challenges, set on Seesaw. Learning Journeys also go home and parents are encouraged to celebrate significant achievements within them. These give our parents a chance to discuss the learning from school and to add their own photos and events.
- Children in Years 1 and 2 have weekly spellings and mathematics homework and are challenges set on Seesaw.
- Writing moderation – three times per year.
- Little Wandle assessments, termly.
- Children who are working at closing a gap (from the previous year) will have individual or adapted success criteria so they too feel that they are able to achieve.

Also see our Marking for Improvement Policy.

Nationally Standardised Summative Assessment

At Thurnham C.E. Infant school we strive to achieve the very best for all our children. To do this we keep abreast of current initiatives. We invest in our teachers attending training and networking sessions. These sessions ensure staff are confident that all statutory assessments are undertaken correctly, that they are aware of the content of these assessments and that all children are well prepared when they encounter them.

National assessments include:

Reception Year:

- Reception Baseline Assessment
- End of Foundation Stage assessments against the Early Years Foundation Stage Statutory Framework (EYFSP)

Year 1:

- Phonics Screening Check

Year 2:

- End of Key Stage 1 teacher assessments in Reading, Writing, Spelling Punctuation and Grammar, Mathematics and Science
- End of Key Stage 1 (optional) National Standardised Assessment Tests in Reading, Spelling Punctuation and Grammar, Mathematics.

At the end of Year 2 the terminology that is reported is slightly different:

Pre-Key Stage 1-4

Working Towards the Expected Standard

Working at the Expected Standard

Working at a Greater Depth within the Expected Standard.