

Bernards Heath Infant and Nursery School



Assessment Policy

June 2016

Assessment and Progress

At Bernards Heath Infant and Nursery School we value children as individuals and look at progress from each child's individual starting point. We actively promote a growth mindset and believe that all children can achieve anything they put their mind to with the right support and teaching. This policy outlines our expectations of staff, governors and children and the procedures in place to ensure data collected is rigorous, robust and used to move children's learning on and inform planning and teaching.

Assessment for Learning (Formative Assessment)

We believe the most effective assessments are the ones that inform planning and help children move on in their learning immediately. All day every day staff make assessments about what children can do and take prompt action to move their learning on. Through questioning and providing a wide range of challenges all children have the opportunity to 'grow their brains'.

We have learnt a huge amount from educational experts including Shirley Clarke, Carol Dweck and Guy Claxton. They all promote the theory of a growth mindset. The idea that intelligence is not fixed and through the power of practice, along with a good teacher, one can learn anything. This removes all lids on learning and challenges some of the things we hear adults saying. We do not accept it when children (or adults) say things 'I can't do it'. We believe the right phrase is 'I can't do it yet.'

Our Learning Heroes exemplify what we are trying to achieve and give us the words for sharing this philosophy with children.

- Duck - never ever gives up (even when challenges seem too tricky)
- Bear - shares ideas and listens to others, a good team player
- Monkey - asks lots of questions, keen to learn something new
- Dog - manages distractions, sticks to tasks and gets the job done

Learning Heroes



Learning Recall in Foundation Stage classes gives children the opportunity to explain what they have been learning during child initiated play. They talk about learning in two ways; what is really good about it, what they are proud of and what could be improved. This is done in a supportive way and is led by an adult. It doesn't take long before children are reflecting on their own learning and talking about how they might make improvements outside of Learning Recall.

In Year 1 and 2 children build on this and traffic lights are introduced, these are a way for children to communicate to their teacher how they feel about their learning.

Red - I don't understand this learning and need some help

Amber - This learning is growing my brain, I might need a bit more practise

Green - I am really confident about this learning and could explain/teach someone else

Our aim is that children are mostly recording amber lights, to ensure children are traffic lighting accurately takes time and practise. First we need to distinguish between thinking about the learning rather than how easy or hard something has been. Traffic lighting can happen verbally within lessons; the teacher might say 'If you are red traffic light come and work with me' some additional teaching would then take place before children go back to their tables to have another go.

When teachers are giving feedback in verbal or written form they talk about what children have done well, giving very specific praise. For example, 'I like the way you have remembered a full stop at the end of every sentence.' Suggestions for improvement are just as specific 'Now look at this sentence, can you think of a more interesting word to use than big?' Giving feedback like this rather than 'Good girl/boy' means that children know what they have done well so they can repeat it in the future and can make an immediate improvement having a positive impact on their learning.

In children's books in Year 1 and 2 you will see two ticks and next steps. This is a written form of the verbal example above and children are expected to act on these the next time they come to their book. We provide children with very clear success criteria and model what their learning should look like. In Heath Class this might be success criteria for snack time and in Year 2 it might be success criteria for writing a really good story. If children know what success looks like then they are more likely to achieve it and be able to talk knowledgeably about why they have been successful. You will also see highlighting of 'Yippee Yellow' to show children something they have done well and 'Green for Growth' to highlight an area for development.



Assessment of Learning (Summative Assessment)

End of term assessments are a snapshot of 'where a child is' in relation to the age related expectation. This is reported to parents using the following language:

- * Working towards age related expectations
- * Working broadly at age related expectations
- * Working securely within age related expectations
- * Working at a greater depth within the age related expectations

To arrive at these summative judgements teachers use a range of evidence from day to day learning. This will include: observations, learning in books, discussions with children, children's own views about their understanding of a concept or area of learning and statutory assessments.

Statutory Assessments

At the end of Foundation Stage teachers assess children using the Early Years Foundation Stage Profile. This is a set of 17 Early Learning Goals and for every goal teachers report whether a child is emerging, expected or exceeding the criteria of that goal. In addition to the Early Learning Goals teachers report to parents on their child's Characteristics of Effective Learning which includes information about the levels of motivation, perseverance and engagement their child demonstrates at school.

In June of Year 1 all children work with their teacher to complete a Phonics Screening. This checks children's ability to blend and segment 40 real and 'alien' words.

In Year 2 all children complete two maths papers (arithmetic and calculation) two reading papers, one more challenging than the other, and a spelling, punctuation and grammar paper. These are all completed by the end of May. In June of Year 2 teachers make final end of year assessments using a wide range of evidence gathered from the statutory assessments and their everyday work in books along with notes of discussions and observations of children. The final teacher assessment is the one that is reported.

The outcomes for all statutory assessments must be sent to the DfE. The exception to this in 2016 is that the Year 2 assessments are statutory but it is the teacher assessment that is reported to the DfE.

Roles and responsibilities of Headteacher, other staff, governors

The **Headteacher**, with support from the Assessment Leader and Leadership Team, will ensure that:

- * Pupils in KS1 follow the National Curriculum
- * Pupils in FS follow Early Years Foundation Stage Guidance and Early Years Outcomes
- * Teachers use the principles of AfL to ensure children achieve the skills needed for independent lifelong learning
- * Where a subject does not have national standards as a reference then the school's own progression documents will be used (KS1)
- * Assessments are completed and steps and phases (HfL assessment document) are entered to AM7 for Reading, Writing and Maths at the end of each term (KS1)
- * Statutory assessments are completed during May of year 2 and these results are used to inform teacher assessments reported in June

- * The phonics screening is carried out in June with all Y1 children and Y2 who did not meet the pass mark in Y1
- * Early Years Outcomes are used to assess and track progress throughout the Foundation Stage. The Foundation Stage Profile is completed at the end of Reception
- * Formative assessments are used to move children on in their learning. In Foundation Stage all teachers/TAs are trained to observe/ make assessments and move children on in their learning as part of groups and CIP (See the FS Oral and Written Feedback Policy)

- * Marking of pupils' learning complies with the school's guidelines and is used to provide pupils with specific guidance on what they have done well and how to improve their work
- * AM7 is used to track individual progress over a KS to promote a shared responsibility for progress across KS1. Specific/vulnerable groups are identified and teachers use their data to inform planning
- * Pupil progress meetings follow up on children making slower than expected progress and staff are held to account
- * All pupils will receive a written report once per year written in accordance with agreed procedures
- * Parents are informed about their child's progress and attainment 4 times a year in KS1 and 5 times for FS.
- * Any changes required to this policy in the light of practice and changes in national requirements are reported to the Governing Body

All **teaching staff** are expected to ensure that:

- * Pupils are actively involved in learning and self-assessment of learning using the traffic light system at different points of the lesson
- * Targets are used in writing to inform planning and show progression of skills
- * Care is taken to ensure that formative assessment builds pupils' motivation, confidence and self-esteem and children are encouraged to become intrinsically motivated learners.
- * Lessons include clear expectations, and learning objectives and steps to success are written/ shared with pupils. These are reviewed where necessary throughout the lesson.
- * Each pupil receives age/stage appropriate feedback about the standards of their work; this may be from their teacher, another adult working in the classroom or from a peer.
- * Results of assessment are used to inform further planning and differentiation.

Pupils are encouraged to take responsibility for their own learning through:

- * Always doing their best and trying hard
- * Assessing their own learning using the traffic light system and, where appropriate, the learning of other pupils
- * Being involved in creating success criteria where appropriate
- * Asking questions and making suggestions for how and what they would like to learn
- * Discussing their strengths and areas for development and asking for help and advice in improving their work
- * Challenging themselves! Choosing learning that 'Grows their brain!'

The **governing body** is responsible for ensuring national comparative data is provided for similar schools and national averages (available on the website)

The Head teacher will report annually to the governing body on:

- * The outcomes of monitoring, and changes in practice that have resulted from them (including reports from the HIP)
- * The overall standards achieved in each subject by year group
- * The overall standards achieved at the end of each key stage by gender and ethnicity, compared with national and local benchmarks
- * The standards achieved by pupils with SEN and groups considered to be vulnerable
- * Feedback received from staff, pupils and parents.

Date for review

June 2018