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Olney Infant Academy

Assessment Policy

Introduction

This Policy outlines the purpose, nature, and management of assessment at Olney Infant Academy. Assessment complements and assists teaching and learning; it plays an integral part in each teacher's planning and enables the evaluation of current practice as well as pupil achievement. High quality formative assessment is an essential part of teaching and learning. It ensures a whole school approach to the provision of an excellent education for all children at Olney Infant Academy and enables teachers to deliver education that best suits the needs of their pupils.

Aims

The aim of the policy is to give a clear outline of all assessment techniques at Olney Infant Academy, to ensure that assessment is used as a tool to inform planning, to track pupil progress and to raise standards.

Roles and Responsibilities

The overall responsibility for assessment belongs to the Head teacher. However, this responsibility has been delegated to the school's Assessment leader. Class teachers are responsible for assessment of the children in their care and curriculum subject leaders are responsible for monitoring assessment within their subject area.

Entitlement

It is the entitlement of every child at Olney Infant Academy to be given an education that builds on their strengths, addresses their individual needs and ensures progression. Assessment is an essential tool in the delivery of this entitlement.

Implementation

Assessment is a daily part of the life of the school. Assessments, through monitoring of children's work are used, and marking and feedback is used by teachers to inform their teaching and ensure that children know their next step and what they need to do to improve. More formal methods of assessment provide feedback on pupil progress and ensure a rigorous approach to curriculum delivery.

The purposes of assessment are:

- to be formative, providing information for the teacher to plan the next steps in the children's learning and support children identifying their own next steps.
- to be diagnostic, providing more detailed information about individual children's strengths and weaknesses.

- to be summative, providing a snapshot of each child's achievement – these can be reported to parents.
- to be evaluative, allowing the school and individual teachers to evaluate how effective their teaching is.
- to inform the children to enable them to develop their learning.

Specific learning intentions (WAGBA – We Are Getting Better At) and assessment opportunities are identified in our daily and weekly plans. All assessment outcomes, including standardised test results, are used to evaluate current practice and to inform future planning.

Forms of Assessment

Day-to-day In-School Formative Assessment

Formative assessment is carried out by teachers every day in every lesson. It allows teachers to understand pupil performance on a continuing basis. This type of assessment is used to assess knowledge, skills and understanding, and is used to identify gaps and misconceptions. It enables teachers to identify when pupils are struggling, when they have consolidated learning and when they are ready to progress. It also enables teachers to identify if children are working at greater depth. Teachers are then able to provide appropriate support or extension as necessary. The methods of formative assessment we use include; the use of pertinent questioning, marking of pupils' work using our marking guidelines (see marking policy) and observational assessment.

Formative assessment enables teachers to evaluate teaching of particular objectives of the curriculum and plan future lessons accordingly. For pupils, formative assessment helps them to measure their knowledge and understanding against the lesson objective and success criteria. They can then identify how they can improve.

Local In-School Summative Assessment

Local Summative assessment enables teachers to evaluate both pupil learning and the impact of their own teaching at the end of a period of time.

It provides evidence of achievement against the objectives of the curriculum.

It is useful in informing teaching and learning in subsequent lessons. This type of assessment is shared with parents at parent/teacher consultations and enables them to support their child's learning.

OTrack is used for data tracking and its subsequent analysis provides teachers, SLT, governors and external stakeholders insights into progress of key groups/ individuals and the effectiveness of teaching and learning strategies.

Each term teachers assess their children in OTrack to indicate whether children are on track to reach age related expectations:

<i>Code Used</i>	<i>Explanation</i>
<i>WT1</i>	<i>Working below age related expectations (within the same PoS)</i>
<i>WT2</i>	<i>Working below age related expectations but showing signs of AT1 (within the same PoS)</i>
<i>AT1</i>	<i>Working at age related expectations (just within)</i>
<i>AT2</i>	<i>Working securely at age related expectations</i>
<i>GD</i>	<i>Working at greater depth within the expected standard</i>

A child in Year 1 working below the programmes of study for year 1 would have a 0 before the assessment. For example, if working at end of EY level the would be 0AT2

A child in Year 2 working towards the Year 1 programme of study would be targeted at 1WT

Using this information, targets are set for children at the end of each academic year for the following academic year.

In Writing, teachers plan for an independent write at least half termly at appropriate times in the term.

In Maths, Cornerstone assessments and past SATs papers are used for children in Year 2. Flash 4 activities are used across Key Stage 1 to capture children's depth of understanding of previously taught concepts to provide evidence of achievement against the curriculum objectives.

In Reading, teachers use guided and shared reading sessions to record progress and achievements against the national curriculum and Early Years outcomes objectives.

Children are assessed half termly in Phonics, including phonics screening check mocks from the beginning of Year 1

The progress of pupils with SEN and disabilities is reviewed and summative assessment adapted, as necessary. Children who have not made expected progress or who have fallen behind are targeted for interventions and rapid response work.

Nationally Standardised Summative Assessment

Year 1 Phonics Screening Test

This test is administered internally. These results are then reported to the local authority and to parents.

National Key Stage One Assessments.

At the end of year 2, pupils will be given teacher assessment standards in reading, writing, mathematics and Science.

Pupils will be assessed against criteria under the following heads:

Reading – working below the expected standard, working at the expected standard and working at greater depth within the expected level.

Writing – working below the expected standard, working at the expected standard and working at greater depth within the expected level.

Mathematics – working below the expected standard, working at the expected standard and working at greater depth within the expected level.

Science – working at the expected standard

The pupils will also sit tests which will consist of:

English reading Paper 1 – combined reading prompt and answer booklet

English reading Paper 2 – reading booklet and reading answer booklet

Optional English grammar, punctuation and spelling Paper 1 - spelling

Optional English grammar, punctuation and spelling Paper 2 – questions and answers booklet

Mathematics Paper 1 – arithmetic

Mathematics Paper 2 – reasoning

These will be carried out in the classroom over the month of May and the children will receive a standardised score where 100 is the expected attainment.

Marking

Whilst marking work, teachers are assessing children's achievements and noting areas of difficulty in order to inform planning of future lessons. Our Marking Policy ensures a consistent approach to marking throughout the school, including opportunities for children to self-assess and peer mark their learning. (See school Marking Policy)

Assessment for Learning

Assessment for learning is the process of seeking and interpreting evidence for use by learners and their teachers to decide where the learners are in their learning, where they need to go and how best to get there. Assessment for learning is a key part of our approach to teaching and learning at Olney Infant Academy. Staff use success criteria, peer marking and peer and self-assessment to involve pupils in their learning and to inform them of their next steps. Assessment for Learning opportunities are identified in planning. Marking should be against the learning objective and should identify successes and areas for improvement. Effective questioning is also used to inform assessments. Our Responses ensure that children know what they need to do to improve and what they have done well.

Accuracy and consistency of Judgements

Moderation is necessary to ensure accuracy and consistency of teachers' judgements about standards. It is important to agree judgements if our decisions are to be given credence. Teachers will often share opinions informally with subject leaders and other colleagues to clarify 'best fit' judgements or for statutory teacher assessments.

Staff moderation meetings are arranged for teachers to compare judgements and agree standards. Olney Infant Academy also works with colleagues in other IFtL schools to ensure that our judgements are accurate and consistent.

Staff training is arranged when there are changes to assessment processes to ensure all staff have a good understanding of assessment.

Target Setting

At the beginning and end of the academic year percentages of pupils expected to meet or exceed the national standards in English and Maths are set for children in Years 1 and 2. Short term (next steps) targets in writing, reading and maths are set in Early Years Foundation Stage (EYFS) and Key Stage 1. They are reviewed regularly.

Foundation Stage Assessments

In the EYFS we use EExAT (Early Excellence Assessment Tracker). EExAT is a fully integrated online assessment system designed to accurately record children's knowledge, skills and learning dispositions. EExAT establishes starting points on entry and is used for tracking, documenting, reporting and moderating evidence of children's learning from birth-5yrs. It is a consistent and reliable means of demonstrating progress through the EYFS.

EExAT brings our assessment and documentation processes seamlessly into the learning process; ensuring assessments are meaningful, impact on a child's learning and development and are supportive to all those working with children to gain a complete picture of the child as a learner

EExAT recognises and values the how of learning. The Characteristics of Effective Learning are scored in the system and levels of Well-being and Involvement are recorded during every assessment period.

EExAT promotes partnership working with parents. Parents are able to view their child's Learning Journal, make comments and send in information about experiences their child has had while out of school.

On-entry Assessments

On-entry baseline assessment can be made at any point when a child joins a setting/school
A cumulative score will also be given and recorded for every baseline assessment
Statutory baseline assessments are completed for every child in their first 6 weeks of schooling.

Age-related Judgments

EExAT statements are related to specific ages and they progress in six monthly intervals from 6 months to 67+ months. Every year children will reach two of these age-related milestones. EExAT recognises the importance of relating attainment to chronological age and as such the system has been developed so that it will automatically indicate where the child is in relation to their age at these two points each year.

EExAT describes child's age-related attainment for every aspect of learning as 'well below age-related expectations', 'below age-related expectations', 'at age-related expectations' and 'above age-related expectations'.

Three times a year the system captures the total score for the Characteristics of Effective Learning and the total score for the Areas of Learning and Development for every child. These two scores plus the levels of the child's Well-being and Involvement inform the individual Pupil Reports and the Cohort Reports.

The three broad assessment periods are as follows:

– 1st September to 31st December

- 1st January to 30th April
- 1st May to 31st August

EExAT has a multi setting moderation function which is used across the multi academy trust to secure and moderate judgements

At the end of the Early Years Foundation Stage, all children are assessed against the Early Years Foundation Stage Profile. For each Early Learning Goal the child is assessed as 'emerging' or 'expected'

Curriculum Links

Assessment is an integral part of curriculum delivery at Olney Infant Academy. Tracking of individual and class progress informs planning and enables systematic progression to be maintained. Assessment methods vary from formal testing to informal observation depending on the curriculum area. For example, in maths regular checking of subject knowledge is appropriate, whereas in art teachers will use their observations of children's work to inform their judgements.

Monitoring

The SLT monitor class on-line assessment data (OTrack and EExAT) during the year. Monitoring of assessment and classroom practice will be carried out through lesson observations, book and planning scrutiny and pupil conferences. This includes monitoring of agreed assessment arrangements defined in this policy. Feedback, with necessary actions, is then provided to staff to ensure consistency across the school.

If required, staff meetings are held to discuss and review the procedures in the assessment policy.

Equal Opportunities

As outlined above, assessment plays an integral part in identifying the individual needs of all children. It enables children with special educational needs and disabilities, children who excel and children for whom English is an additional language to be given a differentiated curriculum which meets their needs. In addition, the assessment policy at Olney Infant Academy ensures that identification of these children is systematic and effective.

Special Educational Needs

When assessment indicates a child may have Special Educational Needs or Disability, the SENDCo is informed and the child's progress is carefully monitored. Further assessment then takes place, as outlined in the SEND policy. For all children at the "My Support Plan" stage of the Code of Practice or above, an Personal Support Plan will be implemented. When teachers assess a child with SEND they will draw upon any on-going formative and summative assessment. Where necessary, they will gain views from parents, the pupil and any external specialists.

Reporting to parents

Parents receive a written report during each academic year. In KS1 this includes a comment on the child's academic progress in the core and foundation subjects and on their skills and abilities in all areas of the curriculum.

Teacher assessment in Years 1 and 2 are reported to parents at the end of the academic year. In year 2 this includes SATs assessments.

Pupils in Year 1 receive a notification to say whether or not they have passed the Year 1 Phonic Screening Check, as do those in Year 2 who did not pass at the end of Year 1.

Parents of children in the EYFS class receive a report based on the Early Learning Goals, including a comment against each of the Characteristics of Effective Teaching and Learning.

The reports include a comment slip for parents. In addition, parents are offered the opportunity to discuss their child's report with the class teacher.

Parent/teacher consultation evenings take place twice a year, in the Autumn and Spring terms. During these meetings teachers share the pupils' age-related attainment against national expectations, next step targets and the progress pupils have made to date.

An Open-Door policy is offered for any parents who would like to come in and have an informal discussion about their child if there are concerns.

Staff are prepared to make themselves available at the beginning or end of the school day to discuss parents' concerns. If it is not possible to speak to a parent immediately a prompt appointment will be made. If a member of staff has concerns over a child, they will contact the parents.

Parents of children with PEPs may be given an additional opportunity to meet with staff.