



**Calmore Infant School
Assessment Policy**

Approved by Governors January 2024

Calmore Infant School Assessment Policy

(Incorporating Marking, Record Keeping, Reporting and Target Setting)

Calmore Infant School is an educationally inclusive school where the learning and teaching, achievements, attitudes and well-being of every young person matter.

All children have equal access to all aspects of the school curriculum regardless of gender, race, religion or ability.

RATIONALE

At Calmore Infant School we aim to ensure that each pupil achieves their academic and social potential, and that they leave the school with the skills and knowledge they will need to make a fulfilling contribution to society.

Therefore, pupils need to know, on a regular basis, where they are succeeding in school and what their next steps for development are. Teachers need to know how effective they are in developing their pupils' understanding and skills. Parents have the right to know how well their children are progressing and developing.

AIMS

At Calmore Infant School we believe that assessment underpins every aspect of learning.

We aim to provide marking and dialogue that is consistently of a high quality to ensure that pupils understand, in detail, how to improve their work. Effective assessment should be systematic and embedded in learning and teaching to enable all pupils to make excellent progress.

Pupil progress is recorded consistently and systematically and records are used to track pupil progress to identify strengths and areas for development. This information informs our planning. Data is analysed to identify progress of individuals and groups of pupils and to inform areas for improvement.

ASSESSMENT PROCEDURES

Teachers, teaching assistants and pupils are all actively involved in the assessment process and this information is shared regularly with parents, carers and governors.

Our procedures are outlined as follows:

- Continuous Assessment for Learning e.g. questioning, observations, feedback and marking, pupil conferencing
- Address misconceptions in all subjects on a daily basis
- Frequent opportunities for talk for learning and time spent at the beginning of each session reviewing key learning points and how these link to prior and future learning
- Frequent opportunities at the beginning or end of the session for pupils to reflect on and review own work or the work of their peers to improve it (self or peer review)
- Key points noted on planning and used to inform future sessions.

Monthly/Half Termly:

The school uses the HAM assessment model where data is put into the system 3 times a year in line with the 3 phases.

- Formal assessment of reading through RWI phonic assessments to ensure individual children's progress is tracked and the pupil can move to a new group and a new book level. In some cases through teacher on going assessment, the teacher can ask for the assessment of a child to be before this time if it is teacher's judgement that the child needs to move group level sooner.
- Children having reading intervention (Boosting Reading at Primary – BRP) are assessed on their ability to read a BRP book, this takes place throughout the intervention, to measure progress. The banded books ensure children can access reading at the level they require.
- Mathematics books reviewed and evidence found to support statements on ARE criteria sheets. Date of evidence found or a tick recorded on teacher assessment sheets or 'post its' in the books.
- Writing books reviewed and evidence found to support statements on ARE criteria sheets. Date of evidence found or a tick recorded on teacher assessment sheets or 'post its' in the books.
- Foundation subjects assessed according to subject specific criteria. Work recorded in Class floor books / Foundation curriculum books and annotated with learning objectives to explain task set. Key ideas rather than scores are recorded on individual and whole class record sheets.

Yearly:

- End of Key Stage teacher assessment for children in Year 2 in Summer term, moderated with other Infant Schools and if possible Junior schools too.
- Phonic screening is also undertaken for all Year 1 children and the Year 2 children who did not meet the required standard in Year 1.

Early Years:

- Upon entry to school, within the first 6 weeks, children in the EYFS undertake the National Baseline Assessment. This assessment is carried out by the class teacher.
- Early Years Foundation Stage Profile attainment is recorded at the end of the Foundation year continually from evidence gathered by adults when observing play.

GUIDELINES FOR ASSESSMENT

Planning for assessment

- Yearly assessment overview ensures balanced, fair and consistent opportunities for assessment
- Tracking system allows pupil progress to be monitored through the school
- Key objectives for assessment are identified in medium term plans for all subjects
- Children's progress against these objectives are recorded on class tracking lists
- Short term planning framework requires teachers to evaluate outcomes and determine next steps. Teachers use this information to inform planning

Pupil involvement in learning and assessment

- Learning objectives are shared with the children
- Work is marked with children, following guidelines in this policy
- Individual targets are shared with pupils
- Pupil conferencing after assessed writing where necessary
- Pupils given opportunities to self and peer assess, editing to improve their work

Consistency in standards

- Subject leaders and the SLT monitor assessment records and marking half-termly
- Subject leaders carry out work sampling and pupil interviews
- Staff attend moderation sessions regularly internally and externally with other local schools. The Year 2 team work with Year 3 each term to moderate work and discuss good practice.

- Subject leaders maintain their subject portfolios to provide evidence of attainment and progress in their subjects
- Class teachers analyse and discuss test papers with each other and involve subject leaders if appropriate
- All appropriate assessments are contained in the class assessment file or stored on the school MIS system Arbor

RECORD KEEPING

Assessment uses a common agreed system of recording. Records will be maintained for all pupils in each subject in the class Assessment folder. Early Years use the Foundation Stage Profile to record pupils' attainment at the end of the Foundation Stage.

Details of pupils' progress and attainment are recorded on a 9 to 10 week basis in line with the HAM assessment model so roughly just over half a term.

IN KSI for Reading, Writing, Number and Science an indication of the ARE for each year group is also recorded on the class tracking sheet. These tracking sheets will be shared in the Autumn, Spring and Summer term with the Headteacher and are accessible at all times on Arbor. Records are then used to inform the end of year report and termly target setting.

REPORTING

Reporting to parents will take place as indicated on the School Calendar. Each pupil will receive one full report each year, detailing their child's progress throughout the core curriculum and foundation subjects in Year 1 and Year 2.

In Early Years, each pupil will receive a report each year detailing their progress through the Foundation Stage Profile, with an appointment set for consultation with parents in the Summer Term.

Parent Interviews in the Autumn and Spring and Summer terms provide an interim opportunity to review progress and share targets.

USE OF DATA IN THE TRANSFER PROCEDURE

When children transfer from one setting to another, or across classes, appropriate records need to be forwarded. This information varies at all levels and is listed below:

From Pre-Schools:

- Evidence of pupil attainment through the Foundation Stage Curriculum

- Any SEN information

From one Year group to another:

Full transition meetings take place between class teachers and opportunities to teach in the new classes in advance in order for new class teachers to build up an understanding of the children in advance of the new term beginning

Individual Pupil profile sheets

- Individual Numeracy, literacy and Phonics records
- Current book in use is sent to new class, to continue in new year group, this enables new teacher to see expectations and ability of pupil
- From EY to KSI – copies of EYFSP sheets
- Relevant SEN documents (IEP's/speech therapist reports)

From Calmore Infant to other KSI settings:

- County transfer sheet
- Current work books
- Individual Pupil profile sheets
- Individual pupil reports for past and current year
- Individual Numeracy, Book Band tracking and Phonics records
- Latest Writing, Maths and Learning Journal books
- Relevant SEN documents (IEPs/speech therapist reports)
- Books are sent to new settings to show work completed and attainment

From Calmore Infant to junior schools:

- As requested from individual school
- Relevant SEN documents (IEP's/speech therapist reports)

MARKING

At Calmore Infant School we consider that the purposes of marking are to:

Value and reward pupils efforts and achievements and thereby encourage and motivate them

- Aid pupils accuracy and extend their understanding
- Help pupils to set and meet development targets
- Monitor how far learning objectives are being met and identify next steps in learning
- Evaluate teaching and learning, to inform planning in order to raise standards

Marking should take place alongside the child to enable dialogue about the work to take place. Within a group activity, the adult can build in time for discussion with the children. Teachers should also ensure that they circulate children who are working independently to give feedback on their work and provide support, if necessary, to enable all children to make progress during every session.

Children will be involved in the marking process and encouraged to begin to evaluate and correct their work.

Key Stage 1 Symbols to be used in marking writing are:

- I : To indicate that work was completed independently
- G : To indicate that the work was undertaken as part of a guided session led by a teacher or TA
- S : To indicate that the work has been completed with some support from an adult
- VF : To indicate that verbal feedback has been given

Green to Go (Green Highlighter Pen): To indicate and celebrate something the child has achieved relating to the learning objective or target

Orange to grow (Orange Highlighter Pen): To indicate something that a child needs to practise and edit linked to the objective or target

Children will also be given any spellings to practise in their writing book or letter formation relating to handwriting.

The full marking scheme with symbols is attached

Early Years Symbols to be used for marking mathematics and writing are:

- I : To indicate that work was completed independently
- G : To indicate that the work was undertaken as part of a guided session led by a teacher or TA
- S : To indicate that the work has been completed with some support from an adult
- VF : To indicate that verbal feedback has been given

When appropriate, usually by the summer term 'Green to go and orange to grow' will be used by adults where appropriate.

Foundation Subjects

Assessed pieces of work will be recorded in Learning Journals and accompanied by an annotation to explain the focus of the task.

All work marked by a person other than the class teacher must be initialled. Please ensure that work is dated.

To be reviewed: March 2025