



Assessment Policy

Aiming High, Achieving Together

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Signature of Headteacher	<i>L.J. James</i>
Signature of Chair of Governors	<i>G. Dove</i>

At Merton Infant School, we believe that assessment is not a singular activity; it is about measurement of performance at a given point in time and a way of gaining information to promote future learning. Assessment is an integral part of teaching and learning and central to classroom practice.

We believe that good assessment practice will:

- Enhance standards of attainment and behaviour
- Enable the active involvement of children in their own learning and so improve children's attitude and response
- Promote children's self-esteem through a shared understanding of the learning process and the routes to improvement
- Guide and support the teacher as planner, facilitator and evaluator
- Enable the teacher to adjust teaching to take account of assessment information and to focus on how children learn
- Track children's progress and identify those at risk of underachievement
- Provide information for teachers and curriculum managers to plan for individual children and cohorts
- Provide information which can be used to evaluate the school's performance

Assessment for Learning (formative assessment)

Assessment for learning is finding out where children are, and how to bring them forward. It involves using assessment all the time in the classroom to raise children's achievement, allowing the children to be active in their learning.

Children will improve most if they understand the aim of their learning, where they are in relation to this aim and how they can achieve the aim (or close the gap in their knowledge).

Effective assessment for learning involves:

- Believing that all children can improve in comparison with previous achievements
- Both the teacher and the children reviewing and reflecting on children's performance and progress
- Children learning self-assessment techniques to discover areas they need to improve
- Recognising that both motivation and self-esteem, crucial for effective learning and progress, can be increased by effective assessment techniques

Assessment for learning is effective when children:

- Show changes in their attitudes to learning and in their motivation, self-esteem, independence and confidence
- Ask relevant questions and feel confident to ask for help
- Respond well to questions, contribute more in plenary sessions and give detailed explanations and descriptions
- Know what standards are required
- Know what has been achieved against known success criteria
- Make progress and show improvements in their attainment and know how to further improve
- Are actively involved in formative assessment techniques e.g. setting targets, defining their own success criteria, engaging in peer or self-assessment, recognising and reflecting on progress in their recorded work, skills, knowledge and understanding

To effectively use assessment for learning teachers will:

- Model to children the value of the learning process
- Know their children well, know why they make mistakes, and be able to make judgements about next steps or interventions
- Share learning objectives / targets with children
- Develop success criteria with the children and use them to mark work or give feedback

- Engage children in rich, probing questioning with adequate 'wait time'
- Give children specific and regular feedback (oral and written) to help them to identify how to improve their learning
- Use closing the gap prompts e.g. reminders, scaffolds, examples
- Plan review / respond time for themselves and the children to make improvements and reflect upon their learning. Helping children to understand what they have done well and what they need to do to develop
- Use a range of evaluation and reflection tools e.g. response partners, thumbs up, 2 stars and a wish, post its
- Provide opportunities for children to review work of others and suggest next steps in meeting success criteria
- Encourage children to take responsibility for their learning by providing opportunities for children to describe their responses to learning objectives or targets, the strategies they use and the judgements they make in relation to their progress
- Plan that children with English as an Additional Language (EAL) and with Special Educational Needs work in mixed ability groups and partners to ensure there are opportunities to develop a range of language skills with proficient English speaking children

To effectively use assessment for English as an Additional Language (EAL) teachers will:

- Use the Bell Framework for any pupils who are referred to EMTAS to track pupils' progress over time in speaking, listening, reading and writing
- Routinely use terms to describe stages of learning as this is a useful starting point when considering the needs of their pupils eg new to English, beginner EAL learner, advanced EAL learner.

In addition, teachers will ensure Medium Term Plans / daily or weekly planning have:

- An emphasis on learning objectives and on sharing them with children and other adults
- Assessment criteria for feedback and marking, peer and self-assessment
- Differentiated groups
- Planned Fix-It review times
- Notes of children who require additional or consolidation work
- Time for guided groups sessions for explicit formative assessment opportunities
- Amendments highlighted i.e. what worked well (WWW) or even better if (EBI)

To effectively use assessment for learning the school will promote an ethos that:

- Values attitudes to learning and promotes trusting relationships
- Encourages and builds self-esteem
- Takes account of the importance of learner motivation
- Believes that all children can improve whatever their ability level
- Recognises value-added
- Provides support, guidance and appropriate training for all staff
- Encourages review and self-evaluation at individual, subject and school level

Assessment of Learning (Summative Assessment)

Assessment of learning is carried out at the end of a topic, year or key stage in order to make judgements about children's performance in relation to national standards.

We believe that Assessment of Learning

- Enables colleagues to share and set expectations and agree standards of work.
- Helps to modify and extend subsequent Medium Term Plans.
- Provides a summative document which provides information for parents, Governors and staff about the performance of the school
- Allows us to compare the performance of our school against national standards, and similar schools
- Allows whole school evaluation of assessment practice and analysis of performance

The School will:

- Ensure responsibilities are clear in relation to assessment
- Monitor the delivered curriculum
- Provide, use and analyse data to enable external accountability and raise attainment
- Keep parents / carers informed and involved
- Use assessment information to inform the SIP and identify training needs

- Analyse data to identify groups / individuals at risk and to focus intervention on underachieving groups
- Plan termly (1st half) Teacher / SENCO Surgery
- Plan termly (2nd half) Pupil Progress Meetings

The teacher will:

- Meet with cohort colleagues, the Headteacher and Inclusion Manager to moderate standards in Reading, Writing, Maths
- Identify gaps in children's knowledge and understanding
- Implement strategies to accelerate progress to meet local and national expectations

FORMAL TESTING

Formal testing takes place in the form of:

- Language Link (Year R)
- PIRA: Progress in Reading Assessment (Y2)
- Y1 Phonics screening check

The results of these will be used to plan for a child's individual needs and set targets for development or intervention.

Results from standardised testing for children with English as additional language (EAL) will be treated with consideration, particularly for early stage EAL learners. Staff will use the Bell Framework and first language to additionally assess learners.

TRANSFER DOCUMENTATION

At the end of each academic year or if a child leaves mid-year, the following is passed to the child's receiving teacher:

- Annual report
- Statutory test results: EYFS Profile, Y1 Phonics Screening check, SATs
- All groups information
- Last work books
- Medical information
- CPOMs
- Statutory transfer forms if applicable
- Cohort and class tracking grids for Reading, Phonics, Writing, Maths and Science
- Group / Individual Reading Records

Assessment Manager – Larissa James

Assessment Procedures

Termly
Whole School Monitoring and Moderation • Reading, Phonics, Writing, Maths and Science monitoring of progress by CMs (non-contact days / staff meetings / PPA) • Non-core subject worksampling (non-contact days / staff meetings / PPA) • Learning Walks by CMs (non-contact days / PPA) • Formal lesson observations (non-contact days / PPA)
Pupil Progress Meetings at the end of each term Year group teacher meet Headteacher, Deputy Headteacher and SENCO to: • discuss attainment on-entry • complete cohort and class tracking grids in all areas in Reading, Writing and Maths • analyse class data including groups (DIS, PP, EAL, EM, CLA, Service, Traveller) • evaluate planning – www / ebi • update SEN & EAL registers • identify children causing concern - reasons, strategies already in place, specific targets
Parent-Teacher Consultations • Learning Targets shared with parents. Teachers make suggestions about 'How you can help at home' box • Copies of IEPs signed, dated and sent to parents.
Formative Assessment e.g. brainstorms carried out at the beginning and end of each topic.
Update class groups to reflect learning needs

Weekly	
Annotate Medium Term Plans to reflect current learning and assessment	
Plan from targets – update to reflect progress and learning	
Create appropriate visual prompts for Writing and Maths to support learning targets and discuss with children	
Daily	
Identification and sharing of learning objectives / targets – record I CAN focus visually	
Defining success criteria with children – record visually, provide WAGOLL	
Mini-plenaries - 'Close the gap' feedback Balance between teacher feedback and children's self-assessment – see Marking Policy	
Complete Guided Reading Record Sheets	
Update CPOMs to reflect CP, social, emotional, health, family developments	