



Southwood Infant School

Assessment Policy

Rationale

Effective assessment is an essential element of good teaching and learning. At Southwood Infant School, Assessment for Learning (AfL) is utilised as a tool for raising attainment and securing good progress for all pupils.

High quality feedback to children about their learning helps them to understand how to be successful, what they have achieved and what they need to do to improve further. Good assessment practice ensures lesson planning is based upon a sound knowledge of pupils' learning styles, attainment, progress and the next steps in their learning. Reporting to parents through formal parent consultations, an annual written report and information about their child's attainment ensures that teachers and parents are working together to allow each child to achieve their full potential.

Detailed analysis of assessment information plays a crucial role both in raising standards and in school self-evaluation, by identifying areas of strength and weakness at an individual, group, class, year group and whole school level. This information then guides strategic planning at these levels. This analysis is also essential in enabling the governors to have a clear understanding of the performance of the school.

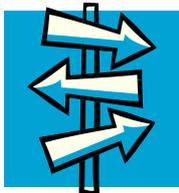
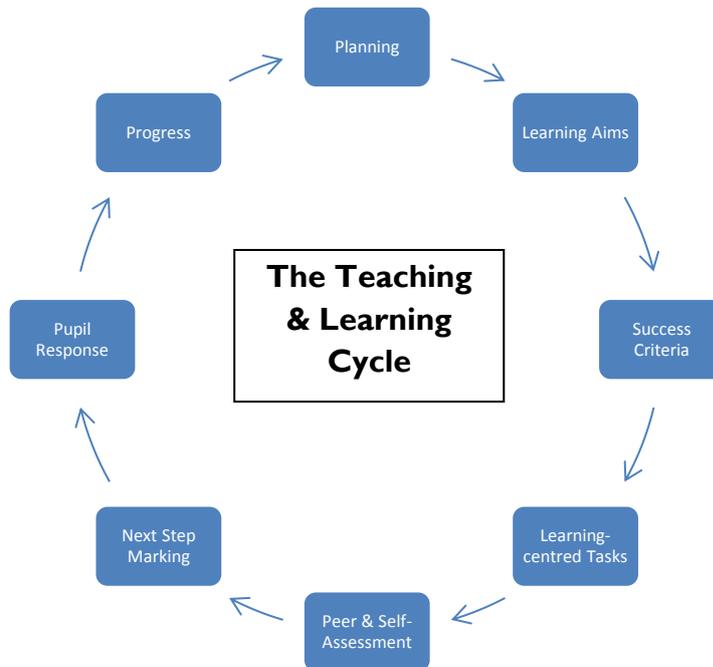
Purposes

The purposes of assessment at Southwood Infant School are:

- for children to demonstrate what they know, understand and can do in their work.
- to help children understand how well they are doing and what they need to do next to improve their work.
- to allow teachers to plan work that accurately reflects the needs of each child.
- to track the attainment and progress of individual pupils, groups and cohorts of pupils and thus inform future planning.
- to provide the next teacher with information which will ensure smooth transition and promote continuity and progression across the school.
- to provide receiving schools with information to ensure children's swift transfer and continuous progress.
- to provide the Senior Leadership Team with information which allows them to monitor and make judgements about the effectiveness of the school and identify strengths and weaknesses in the curriculum, utilising this information to inform school improvement planning.
- to provide subject leaders with information which allows them to monitor and make judgements about the effectiveness of practice within their subject area.
- to provide governors with information on the school's performance which will aid their monitoring procedures.

- to provide regular information for parents which will enable them to support their child's learning.
- to provide parents with information about the performance of the school.

At Southwood Infant School we believe that Assessment is only effective when it is viewed as part of the cyclical process of Teaching & Learning:



Assessment for Learning is about deciding:

- where learners are
- where they need to go
- how best to get them there

Key Features of AfL:

- Providing effective feedback to children.
- Actively involving children in their own learning.
- Adjusting teaching to take account of the results of assessment.
- Recognising the profound influence assessment has on the motivation and self-esteem of children, both of which are crucial to learning.
- Considering the need for children to be able to assess themselves and to understand how to improve.

Evidence of AfL

When AfL is truly embedded, there will be a range of evidence:

- pupils know what they are learning
- next step marking will be in place
- opportunities to reflect upon learning are provided
- assessment informs practice.

Key Elements of Assessment for Learning at Southwood Infant School:

Effective Marking & Response	Accurate 'Within Lesson' Assessment for Learning	Consistent & Reliable Teacher Assessment	'Learning Focussed' Planning
<ul style="list-style-type: none">✓ Next step marking (Purple polishing pens)✓ Extension / Support marking✓ Time for children to respond✓ Integral Self & Peer Assessment✓ Green for marking & Pink for next steps	<ul style="list-style-type: none">✓ Range of Questioning✓ Pupil Talk✓ Self & Peer assessment opportunities✓ Flexible planning✓ Flexible groupings✓ Cut-away strategy used effectively	<ul style="list-style-type: none">✓ Strong evidence base✓ Periodic Assessments used to inform planning✓ Robust Moderation practices✓ Robust pupil progress tracking✓ Timely interventions for stuck & stalled pupils✓ Booster Groups: Keep Up not Catch Up	<ul style="list-style-type: none">✓ Clear Learning Aims & Success Criteria✓ Clear focus on 'Learning', including✓ Rich tasks, high quality learning outcomes✓ Effective & appropriate differentiation✓ Scaffolding & Deepening (Differentiation)

Resulting in...

- ✓ The majority of children meeting or exceeding age related expectations
 - ✓ The majority of children making at least expected progress
 - ✓ Some children exceeding their expected progress
- ✓ Stuck & Stalled children making accelerated progress in order to narrow the gap
 - ✓ An appropriate level of challenge for children of all abilities
 - ✓ Children who understand and respond to teachers' marking
- ✓ Children who know and understand themselves as learners (self-assessment)
 - ✓ A culture of mutual respect and support of each other as learners
 - ✓ A common and consistent language for learning
 - ✓ Accuracy and consistency in whole school assessment procedures
 - ✓ A clarity of learning in all lessons across the school

Learning Objectives & Success Criteria

Clear, focused learning objectives should be the building blocks of every lesson. Teachers should ensure that learning objectives are based upon knowledge, skills and understanding; there should be a clear distinction between the task and the intended learning and this distinction should be made clear at the planning stage. Once a clear learning objective has been set, success criteria should be generated in the following way:

For classes:

- A 'We are learning to' statement (Key learning)
- 'What I am looking for' (success criteria)

'**Scaffolding**' should identify how children who are struggling will access key learning e.g. through resources / adult support / re-presenting the learning in a different way (e.g. a simpler calculation strategy). '**Deepening**' should not introduce new learning but should allow children to extend and deepen their understanding by applying the new learning in a different context or in a more extensive way.

Ongoing, Periodic & Transitional Assessment

Ongoing assessment - Curriculum 2014 places emphasis on on-going, day-to-day assessment as the main form of assessment. This includes information that teachers might gain from conversations with pupils about their work, as well as ongoing marking and peer and self-assessment. Day-to-day assessment gives pupils immediate feedback and provides them with relevant next steps. It also enables teachers to adjust their short-term planning in line with their pupils' needs.

Periodic assessment - This is based on reviewing performance over a period of time and taking into account evidence in a range of forms drawn from day-to-day assessment. It helps the teacher and pupil identify overall progress in a subject or aspect of learning, rather than just assessing learning of the most recently taught topic. It also gives the teacher a clear sense of whether pupils are able to use the knowledge, skills and understanding they have developed in different contexts. Periodic assessment can also inform the teacher's medium- and long-term planning and can provide the evidence to link pupils' attainment to national standards.

At Southwood Infant School, our Periodic Assessment Phases using the Hampshire model are as follows:

Phase 1: end of November

Phase 2: End of February

Phase 3: End of May

Phase 4: July (End of Year)

Transitional assessment - This is most likely to take place at the end of a year. It draws on the full range of assessment information, including judgements made by the teacher and any other evidence such as tests. Transitional assessments provide a formal recognition of achievement and valuable baseline information for a pupil's next teacher

Day to Day Assessment	Periodic Assessment	Transitional Assessment
<ul style="list-style-type: none"> • Learning aims which are central to every lesson. • Success Criteria based around a common language of WALT.../ I can also... / WILF..... • Use of questioning as an assessment tool throughout lessons • Observations of children's learning • Use of mini plenaries • Peer & Self assessment • Utilising working walls to show the learning journey • Verbal feedback • Focussed, next step marking which is centred around learning aims and success criteria (in line with school guidelines) • Using the outcomes of day to day assessment to inform the next steps in learning (through planning) • Daily / regular assessment against objectives using Hampshire Phased model) 	<ul style="list-style-type: none"> • 'On Track' assessments at phased assessment points (using SIMS) • Reading & Spelling age tests • End of Year Standardised Tests Y1 and Y2 • Termly Milestones Data 	<ul style="list-style-type: none"> • Annual Reports to parents • End of Year assessments in line with statutory requirements for end of FS and KS1 • Data Analysis for each cohort, based upon the school's Milestones using cohort trackers.

Assessing Without Levels – Reading, Writing and Maths

Children are assessed regularly against the end of year objectives for their year group using Key Performance Indicators from the Hampshire assessment model. Throughout the year, teachers assess children against these objectives, using the SIMS HAM model. At each Periodic Assessment Phases, teachers will make a judgement about whether each child is 'secure for age related expectations' for meeting the end of year objectives. These judgements will be informed by the following assessment materials:

- Hampshire Phased Objectives
- SIMS HAM model and information booklet
- Own professional judgement and knowledge of the child e.g. taking into account how far the child has to go before achieving the objective
- SIMS outcomes ('secure' is based upon ongoing assessments made by teachers)

When making periodic judgements about a child's 'secure to meet ARE (age related expectations), teachers should look for evidence in children's books, as well as using ongoing assessment judgements and ephemeral evidence.

SIMS HAM model

SIMS HAM software should be used regularly (ideally weekly) to assess each child against current learning objectives. Children are assessed using the following assessment language:

N = Not near Age Related Expectations (Blue)

C = Close to Age Related Expectations (Orange)

S = Secure with Age Related Expectations (Green)

B = Beyond Age Related Expectations (Purple)

When making these judgements, teachers should refer to the criteria given within the objectives on SIMS software booklet for their Year Group.

Moderation & Standardisation

Regular moderation of 'secure in ARE' will take place within Year Teams and from the SLT, under the direction of the Assessment Manager. The moderation process should remain the same as it was when moderating levels; when moderating judgements, teacher should look for evidence of each objective being achieved. Over time, school standards files will be produced in order to support teachers in making consistent judgements.

Assessing Without Levels – Foundation Subjects

Class Records

Teachers keep an on-going class assessment record in an excel format for science, history and geography with clear learning objectives. Objectives which have been achieved should be coloured as above for Not near-Blue, Close to-Orange, Secure-Green or Beyond-Purple against each child's name.

Responsibilities

Headteacher

- To maintain an overview of assessment in the school.
- To ensure assessment data (both internal and external) is collated and analysed, utilising the information to support school improvement and thus raise standards at a whole school level.
- To ensure that statutory requirements are met.
- To review Pupil Progress against key milestones (termly Milestones Meetings)
- To manage the whole school data systems.
- To keep up to date and inform staff on latest information and requirements.
- To lead pupil progress meetings.
- To inform Governors about the school's performance on at least a termly basis.

Assessment Manager (Deputy Headteacher)

- To lead all staff in meeting expectations and keeping up to date with changes to assessment, in line with 'life without levels' and new end of Key Stage tests.
- To review and update the policy.
- To monitor and evaluate the policy in practice.
- To have a clear and detailed understanding of what the assessment information means about the school's performance.
- To utilise assessment information to raise standards at a whole school level, leading developments and changes in assessment practices.
- To ensure consistency in assessment procedures and judgements, including through internal moderation procedures.
- To remain up to date with Assessment pedagogy and practices.
- To monitor Interventions
- To plan for able child extension groups and opportunities, in response to assessment data.
- To monitor the attainment and progress of able children across the school.

Team Leaders

- To ensure their team are fully up to date and aware of the school's policy and procedures regarding assessment.
- To utilise assessment information to inform them of the effectiveness of practice within their year group and to use this information to raise standards.

Inclusion Manager (SENCO)

- To monitor and report on the progress of pupils on the SEN register.
- To use assessment data to update the SEN register, in consultation with other staff.
- To ensure all tests for SEN children are administered, and results collated.
- To ensure Personal Plans are reviewed and new targets set termly, in line with the SEN policy.
- To provide guidance and support in assessment procedures for children on the SEN register.
- To ensure structured interventions are in place for SEN children and guide and support staff in delivering and assessing these.

Subject Leaders

- To ensure plans include clearly defined learning objectives and identify assessment opportunities.
- To advise colleagues on assessment and recording in their subject.
- To utilise assessment information to inform them of the effectiveness of practice within their subject and to use this information to inform subject action plans and raise standards within their subject area.

Class Teachers

- To identify learning objectives to be assessed on planning.
- To monitor pupil target sheets for reading, writing and maths.
- To mark children's work in accordance with the marking policy.
- To make regular (at least weekly, ideally daily) assessments against AREs on flexible grouping sheets and planning.
- To write termly 'Meaningful Action Plans', which identify intervention plans for stuck and stalled children.
- To prepare and write annual reports for parents.
- To provide samples of assessments and marking for monitoring and moderation.
- To keep appropriate records of children's attainment and progress.
- To ensure that the specific assessments requested by the Special Educational Needs Coordinator are carried out for pupils with S.E.N and that Personal Plans are maintained and regularly reviewed in accordance with the school's S.E.N. Policy.

LSAs

- To deliver intervention programmes under guidance from the SENCO and class teachers.
- To annotate and mark children's work as appropriate and in line with this policy, in order to inform Teacher Assessments.
- To maintain regular communication with class teachers and other staff regarding pupil progress and attainment.
- To support teachers in the delivery of assessment tasks and tests, ensuring children's independence.

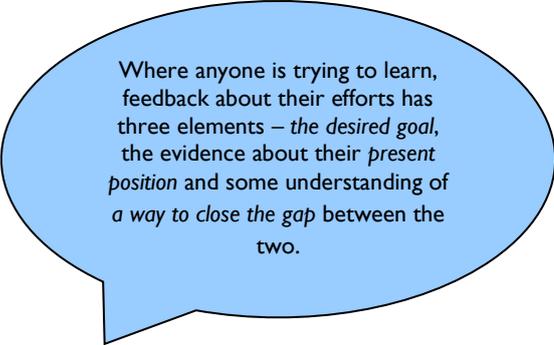
Annual Assessment Cycle

Autumn	Spring	Summer
<ul style="list-style-type: none"> • YR Baseline Assessment (Early Excellence) (September / October) • Ongoing Classroom Assessments/Flexible groupings • Phase 1 Assessments (November) YR – Y2 • Targets shared with parents at Parent Consultations (October) • Milestones Meetings (SLT & Governors) • Pupil Progress Meetings (December) • RAISE Online analysis (November) 	<ul style="list-style-type: none"> • Ongoing Classroom Assessments/Flexible groupings • Year R FSP Assessments (Feb / March) • Phase 2 Assessments (February) • Progress data shared with parents at Parent Consultations and short report given to parents with targets, effort and achievement (February) • Pupil Progress Meetings (March) • Milestones Meetings (SLT & Governors) 	<ul style="list-style-type: none"> • Year R end of FS Assessments (June) • Ongoing Classroom Assessments/Flexible groupings • Year 2 Statutory tests (May) • Year 1 Phonics Screening (June) • Annual Reports to Parents (June) • Year 1/2 Reading & Spelling age tests (June) • Milestones Meetings (SLT & Governors) • End of Year Data Analysis (all year groups)

Marking & Feedback

“To be effective, feedback should cause thinking to take place.”

Shirley Clarke

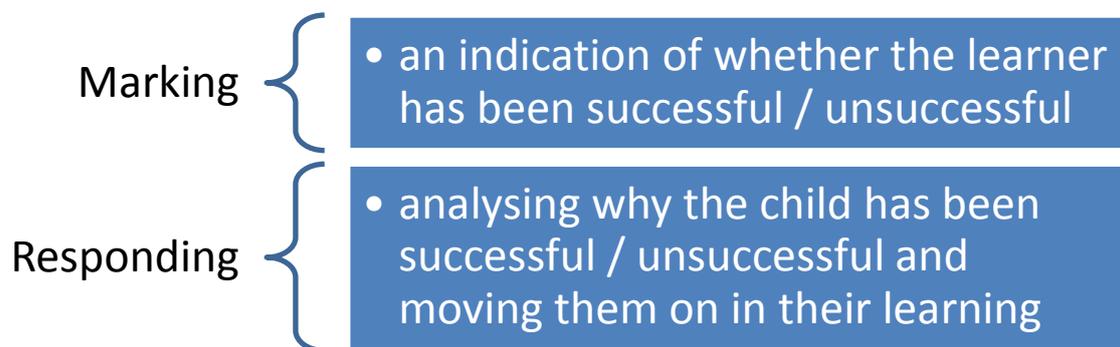


Where anyone is trying to learn, feedback about their efforts has three elements – *the desired goal*, the evidence about their *present position* and some understanding of *a way to close the gap* between the two.

Marking and Feedback are an essential part of the teaching and learning process. Used effectively, marking and feedback:

- give recognition and praise for achievement, thus raising self-esteem and confidence as a learner;
- help children become better learners by giving a clear picture of what they have done well and what they need to improve further;
- identify and address misconceptions in learning;
- extend and scaffold learning;
- enable parents to understand their child’s strengths and weaknesses;
- identify targets for individuals or groups of children;
- ensure regular dialogue between teacher and child;
- suggest specific strategies for improvement;
- provide opportunities for the teacher to respond to a child’s learning and for the child to respond to the teacher’s feedback.

Marking must be manageable; our aim is to spend less time 'marking' and more time 'responding' to the needs of each learner.



Reducing the amount of time spent marking children's work can be achieved by:

- the teacher and LSA marking work with the child, as part of guided group work;
- children marking their own work (self-assessment);

Next Step Marking

Effective marking celebrates success but also gives focussed next steps which children can understand and respond to. Written comments should always have the intention of moving children's learning forward. At Southwood Infants we aim to use next steps as a way of helping children edit and improve their work.

A Consistent, Whole-School Approach:

A common approach means that children will understand all teachers' marking, regardless of whether the teacher is their regular teacher or a supply / cover teacher. Children will also be familiar with marking procedures as they move through the school. In order to achieve consistency and aid monitoring:

- teachers mark and respond in green pen;
- LSAs mark and respond in green pen;
- children mark and respond in purple pen;
- agreed marking symbols must be used by all staff;
- marking symbols should be stuck inside each child's book;
- teachers should use the school handwriting style (cursive script) when marking children's work in order to model good handwriting and should ensure their own writing is clear, neat and legible;
- supply / cover and student teachers should initial their marking

Effective Marking in Maths

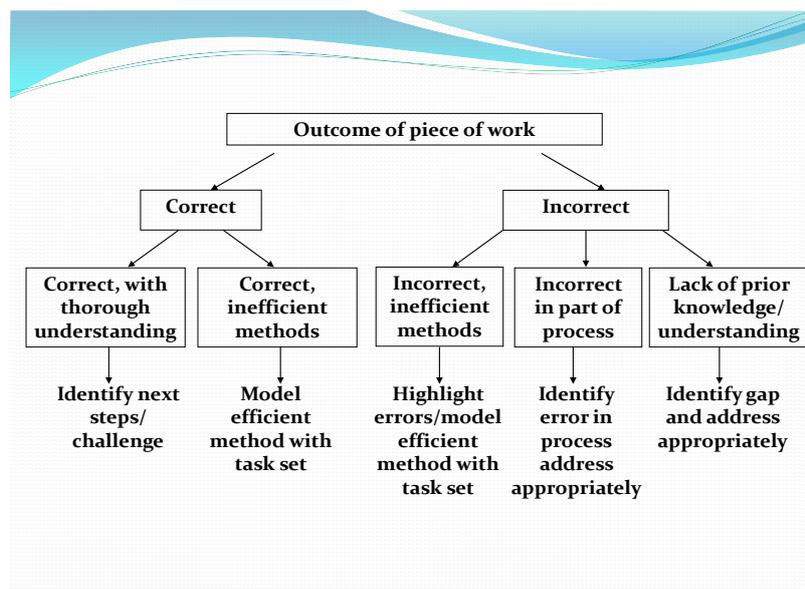
We do not expect children's maths work to be 100% correct; if this is the case, we should question whether or not we are adequately challenging the child. Conversely, if the majority of the child's work is incorrect, this is an indication that the work set is too challenging; this can adversely affect a child's self-confidence and self-esteem. Pitching the level of maths work correctly for each child can only be achieved through regular, accurate AfL and flexibility in planning and groupings.

Marking 'Non-Negotiables' in Maths

- The child and teacher should indicate the level of success by ticking the WALT for the lesson.
- Extension and support marking used effectively and regularly (see marking policy).
- Across the school teachers write in green, write the children's next steps in pink and children respond in purple.
- Time must be given for children to respond to the teacher's marking.

As a school, we have developed a process of '**Challenge and Booster group**' marking in maths. Where a learning aim has been securely achieved, children are given an extension task, in order to move them on even further within a mathematical topic. Where mistakes or misconceptions have occurred, the teacher provides a scaffold of support in order to help the children fully achieve the learning aim. Challenge and booster group marking should be used regularly by teachers, as and when children need it but a minimum of once per week per child.

When deciding on an appropriate extension or scaffolding task, teachers should analyse children's written outcomes carefully:



Challenge Tasks / Prompts (Moving children on)	Booster Tasks / Prompts (Scaffolds to address misconceptions)
<ul style="list-style-type: none"> • Apply the learning to the next small step e.g. You can find $1/2$. How could you find $1/4$? Find $1/4$ of 24. You can subtract a single digit number. Now try subtracting a teen number. Try these: • Apply the learning to a word problem (e.g. money / time) • Explain their thinking e.g. Can you explain why all your answers are even? How did you find your answer? Explain why all the answers end in 4. • Looking for patterns in number e.g. Can you see a pattern? What do you notice about...? All odd numbers end in..., What will the 17th number in the sequence be? • Show your working e.g. How would you show someone else how to do this? 	<p>All scaffolds should be a result of analysing misconceptions / errors, which should be annotated in the children's work.</p> <ul style="list-style-type: none"> • Model the correct / more efficient method and give a few more questions • If...then.... e.g. If $4 + 6 = 10$ then $24 + 6 = \underline{\quad}$ If $6 \times 3 = 18$ then $60 \times 3 = \underline{\quad}$ • Direct children towards correcting their work (be specific and give an example) e.g. Make sure you remember your number bonds facts

Effective Marking of Writing

Writing is a complex process; children need to synthesise many different skills in order to be successful. It is neither possible nor useful to attempt to address every aspect of writing when marking a piece of work. Therefore, at Southwood Infant School, we focus on marking children's writing against agreed success criteria, which should be integral to each lesson and clearly understood by the children.

Marking in Writing
<ul style="list-style-type: none"> • Regular use of positive comments along with next step marking: gives the children something to do to improve their work. These should be linked to the success criteria of the lesson. • The child and teacher should indicate the level of success by ticking the learning objective, double ticking the learning objective to show it is mastered or writing S if they needed support to meet the learning objective. • Regular use of checklists for self & teacher assessment of writing. • Use of purple editing pens used by children to edit & improve writing, in response to teachers next steps. • Time must be given for children to respond to teacher's marking.

Marking children's writing is a lengthy and time consuming process. We aim to keep the marking of children's writing manageable by only marking key, extended pieces of writing in detail (using 'Next Step' Marking).

Effective Marking in Reception

Marking 'Non-Negotiables' in Reception

- Stickers in books to indicate the aim and success criteria (WALT).
- The teacher should indicate the level of success by giving verbal feedback and writing a positive comment next to the success criteria in green pen. The child's next step should be discussed and clear (e.g. Finger spaces) in pink pen.
- Guided work should be used to respond to gaps in learning. There should be evidence of this work in books.
- Use of coloured pens for marking: 'Green for good work and next steps in pink' used by teachers.
- Teachers indicate how work has been completed using I (independent), S (teacher assisted/TA assisted/supported) or CI (child initiated).
- Teachers use smiley faces or stamps to praise children.
- As children begin to read, teachers may write positive comments in their log books.