



Priory Infant School Ramsgate

ASSESSMENT FOR LEARNING POLICY

Introduction:

At Priory Infants we know that effective assessment is fundamental to improving teaching and learning. We have high expectations that all children should make good progress in their time with us and we achieve this through a rigorous and consistent application of “outstanding formative assessment” ethos and practice. Our priority is to give children regular high quality feedback on their learning so that they understand what is expected of them and what they need to do to improve. We take time to teach children what “outstanding learning” is and what they need to do to be effective learners. We plan lessons using our detailed knowledge of the expectations within the National Curriculum and Early Years programmes of study, each child and their abilities. We regularly (at least 3 x per year) report to parents about their child’s progress because we believe that by working together with parents we can raise standards for all our children.

Aims and objectives:

- To enable our children to demonstrate what they know, understand and can do in their work through delivering well planned, challenging and stimulating activities
- To help children understand what they need to do to be an outstanding learner (by using the 8 super learning powers)
- To help children to understand what success is for any piece of work by creating and using success criteria within lessons. To teach children to use the success criteria to improve their work.
- To enable teachers to plan work that accurately reflects the needs of each child through an understanding of the stages of progress and national expectations in the curriculum and through an understanding of child development and the way children learn
- To enable teachers and leadership team to track rates of progress for each child and groups of children to know whether they are on track to meet national expectations for their age
- To identify children who are “not on track” so that intervention and support can be put in place
- To provide regular information for parents both through formal reports and parent meetings and informally through day to day contact and homework activities about how they can support their child’s learning
- To provide the headteacher and governing body with information that allows them to make judgements about the effectiveness of the school to benefit school improvement planning and to raise standards

Planning for Assessment:

At Priory Infants every member of staff is closely involved with the school improvement planning process and in this plan we set out our aims, objectives and values for the school and plan how we will achieve them. In this plan we identify areas in which we will work together to improve performance and raise standards. Assessment for learning is an essential tool in helping with this identification.

Tracking progress and attainment:

Following the introduction of the new National Curriculum 2014 and the abolition of levels-based assessment, all members of the teaching staff were involved in revising the school's curriculum and procedures for Assessing Without Levels (AWL).

The school adopted the Kent LA Assessment Manager tracking system based upon 6 numerical points progress per year for KS1.

The Leadership Team collaborated with other local schools to develop and moderate seasonal expectations for each year group in every subject which are used to show whether individuals and groups of children are "on track" to achieve the nationally expected standards at the end of each school year as specified in the NC programmes of study.

Work samples for writing and maths in Year 1 and Year 2 are moderated annually across the schools and a bank of agreed exemplars are used to support teacher assessment.

In our medium term planning we use the seasonal expectations to ensure breadth, balance and appropriate challenge in all the subjects taught and that effective tracking of skills and understanding across each year group is in place to ensure pace and appropriate challenge.

We use the Early Years Foundation Stage Curriculum Guidance in Year R and track children's progress in Reception using the stages in Development Matters and the Early Learning Goals.

Ongoing assessment for learning:

Each set of lessons are planned with clearly defined learning objectives and success criteria that relate to the activities we will give to the children and which are based upon our detailed knowledge of the children in each class or group and the expected outcomes. Children are given challenges appropriate to their ability and teachers and teaching assistants use skilled questioning with children as they work to elicit what they know, understand and can do.

We make a note of children who do not achieve the expected learning objective for the lesson (or unit of work) or those children who have surpassed expectations and this is then used when planning the next sequence of lessons. This information is kept in the class assessment file as a record of the progress made by the class.

Our well trained Teaching Assistants are used effectively to help teachers with assessment. Teachers will prepare assessment activities for the TAs to administer with children where the learning outcome/objective is clearly stated as a "can do" statement. TAs annotate whether children have met this during the lesson.

Assessing Progress and Attainment in Reading, Writing and Maths:

We set targets in reading, writing and maths for all children in Year 1 & Year 2, based upon our expectations that all children should make "good progress". The school uses SIMS Assessment Manager to track in year progress and "good progress" on this system equates to 6 points in-year.

Children in Year R are assessed on entry using information given to us from their pre-school setting and our own targeted observations in the first few weeks at school. Progress in Year R is tracked using our own points-based system which is linked to the stages in Development Matters. (3 points progress in-year is "good")

To make targets realistic but challenging we have a good system of tracking each child's achievements and rates of progress from their entry onwards.

- At Pupil Progress Reviews teachers discuss individual children with the Inclusion Manager and the Headteacher at least 4 times a year.

- We discuss individual progress and targets with parents at meetings in Autumn and Spring and in a full written report in the Summer term.
- Teachers plan for learning to give children many opportunities to achieve the seasonal expectations in reading, writing and maths, both in supported or “guided” activities and in independent activities.
- The use of feedback to children is vital in enabling them to understand what they need to do to improve their work, to meet the expectation. (See Feedback Marking Policy)
- Children’s achievements are highlighted on the seasonal assessment sheets when there is clear evidence that the objective has been achieved.
- At the end of each (short) term teachers complete a PPR grid to show whether each child is on track to reach the expected standard by the end of the year; not on track; or exceeding expectations. (This is then converted to AWL points for SIMs Assessment Manager.)

Assessing all other curriculum areas:

All other curriculum areas are assessed seasonally (ie. at the end of terms 2, 4 and 6) and tracking grids are completed for each subject to show which children are on track; not on track or exceeding the expected standard.

Recording:

We recognise and use a variety of methods for assessing children’s learning. The type of assessment we make varies from subject to subject. We think that it is unnecessary to keep a formal record of **all** of these assessments; we record only the information we need to inform planning and improve future learning.

Year R:

Assessments of each child’s progress against the Development Matters stages are updated termly using our in-school tracking sheets. The teachers use the EYFS profile to record when children have achieved the early learning goals at the end of Year R, so that we can track children achieving GLD (Good Level of Development).

Key Stage 1:

In KS1 teachers make a summative assessment of a child’s ability in all subjects at the end of the year. Reading, Writing & Maths assessments are made termly (6 x per year) and all other subjects are recorded 3 x per year.

Reporting to parents:

We have a range of strategies to keep parents fully informed about their child’s progress. We encourage parents to contact the school if they have any concerns at all about any aspect of their child’s work. Parents are encouraged to speak to teachers at the end of the school day and our way of dismissing the children one at a time to each parent encourages this daily contact. It is a good time for the teacher to approach the parent and vice versa in an informal way.

Teachers produce a curriculum newsletter to parents at the beginning of each term and display topic web on the classroom window. This highlights the main areas of study for the unit of work and gives details of how parents might become involved in collecting or researching for a topic at home with their children to support their learning.

3 x per year we offer parents the opportunity to discuss progress with their child's teacher. At the first meeting in October we review how the child has settled into the new class and the targets that the teacher has set for them and whether they are on track. At the second meeting, in the middle of the spring term, we evaluate the child's progress against the targets and whether they are on track to meet end of year expectations. In the summer term a full written report details the progress made in the past year and gives points for future learning. We report on whether the child has met, not met or exceeded the expectations for each of the National Curriculum subjects as well as Religious Education and Personal, Social and Health Education. There is also a comment about the child's strengths and aptitude for learning as well as their social and emotional development and information about children who have SEN and their progress based upon any individual programmes. We include a sheet for parental feedback.

Parents are then invited to an "Open Afternoon" when their children can show them around the school. This is an opportunity for them to talk informally to the teachers about their child's report.

If the parent or teacher wants a more formal meeting then there is always an evening available in the same week for the parent to have a longer interview. All parents of SEN children are invited to an appointment during the evening to discuss progress and future support.

Feedback to pupils: (see also Feedback Marking Policy)

We believe that feedback to pupils is of the greatest importance in raising standards. It tells them what is expected of them, how well they have done and what they need to do next in order to improve their work.

We give children verbal feedback at every opportunity. We do this mainly when the children are working during the lesson so that they can respond to the feedback immediately to improve their work/move on their learning. Sometimes it is appropriate to give general feedback at the end of the session during a plenary or at beginning of the next lesson before they begin a task. As part of feedback we will write comments on the piece of work or on a note for the child. Because our children are young and not all confident readers we are very careful about what we write on their work in order for it to be useful.

The whole staff follow the agreed feedback policy and mark work *with* the children wherever possible and ensuring that time is taken to show them areas of their work that are good (and meet the success criteria) and places where they can make improvements.

All feedback is related to the learning objective and/or success criteria and /or child's targets for the lesson. The objective is shared with the children at the start of the lesson and they are reminded of it during lesson time. Any marking or verbal feedback makes clear to the child how well they have met the objective or why they have not and what they need to do next in order to make their work better next time.

Comments written on the child's work are not always directed to the child. It is sometimes appropriate to write a comment that is useful for the teacher, TA or parent.

Consistency:

We hold regular staff meetings led by subject teams to monitor and moderate work across the curriculum to ensure standards are being met. There are regular moderation meetings between the subject co-ordinators within the WRAP collaboration.

At staff meetings we discuss progress expectations from the Foundation Stage to Year 2 and we moderate our assessments (eg. entry levels in Year R, Year 2 writing) with that of other local schools. All teachers have a common understanding of the expectations in each subject through using the scheme materials and the expectations in the NC programmes of study.

Inclusion and Equal Opportunities:

We are committed to the individual progress of every child from their own particular starting point and so differentiate learning objectives and tasks to ensure that they match the child's learning needs. Every child however is expected to make good progress from their starting point. For most children this will be 6 points of progress per year. For some children with high levels of SEN this may not be appropriate and smaller steps may be expected. The school uses B Squared P-Scale materials for smaller step progress with some children where appropriate.

The Inclusion Manager works closely with the Headteacher during the target setting reviews to ensure that the needs of SEN children are being fully and effectively met and monitors the effectiveness of interventions.

Pupil Premium funding is allocated specifically to ensure that disadvantaged children's learning needs are met eg. through interventions like Better Reading & Writing Partnerships; TalkBoost. This is monitored closely by the Governing Body.

The Inclusion Manager also reviews vulnerable groups and tracks rates of progress for many different groups within the school eg. boys, summer born children, single parents families, AEN, EAL etc etc to ensure that no group is disadvantaged and to highlight where further support may be necessary.

Monitoring and Review:

The Headteacher is Assessment Co-ordinator supported by the Deputy Head.

The SLT is responsible for monitoring the implementation of this policy and inspects planning and assessment folders from all staff on a regular basis.

The Deputy Head ensures that subject teams have time allocated out of class to enable them to monitor their subjects and standards.

Both Head and Deputy undertake monitoring within classrooms to observe the policy being implemented.

Policy written by: Tracey Jones (Headteacher)

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