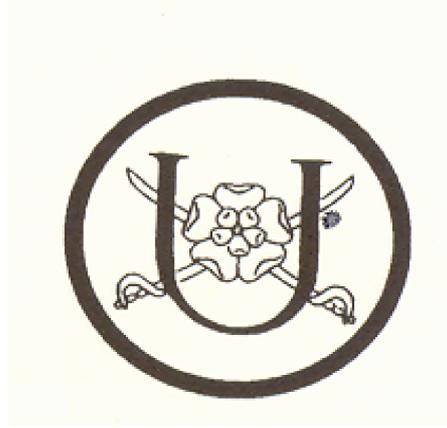


Underhill School and Children's Centre



Assessment Policy

Date Adopted: July 2017

Last Review: 19 October 2018

Review Date: July 2019

Cycle: Annual

ASSESSMENT

1. Rationale

We believe that effective assessment provides information to improve teaching and learning. We give our children regular feedback on their learning so that they understand what it is that they need to do better. This allows us to base our lesson plans on a detailed knowledge of each pupil. We give parents regular reports on their child's progress so that teachers, children and parents are all working together to raise standards for all our children.

2. Aims and Purpose

The aims and objectives of assessment in our school are:

- to enable our children to demonstrate that their knowledge and understanding;
- to help our children understand what they need to do next to improve;
- to allow teachers to plan learning that accurately reflects the needs of each child;
- to provide regular information for parents that enables them to support their child's learning;
- to provide the Headship Team and governors with information that allows them to make judgements on the effectiveness of the school.

Guidelines

Planning for assessment

- We use the National Curriculum 2014 and EYFS 2017 with Development Matters to inform our teaching. From this we produce half termly overviews. In this plan we give details of what is to be taught to each year group. In our weekly/half termly plans we identify opportunities for assessment within each broad unit of work.
- We plan our lessons with clear learning objectives. We base these upon the teacher's detailed knowledge of each child. We strive to ensure that all tasks set are appropriate to each child's level of ability. Children who do not meet the learning objective are identified for intervention.
- EYFS - we plan on a daily and weekly basis where appropriate. We ensure that planning is responsive to the interests and educational needs of each child through observation and interaction. We plan activities, with clear learning objectives, designed to meet these needs using the 'Development Matters in the EY' document.

Target setting

- Children are given end of year targets (B, WT, WA, WGD) in the first half term which are challenged throughout the year by the Headship team during half termly pupil progress meetings.
- EYFS use ongoing assessments and targets (next steps) through planned activities based around the individual needs. These are recorded as evidence on Tapestry.
- We ask our children to review their targets with fellow pupils (self and peer assessment), because we believe that this encourages them to work together and share evidence of progress.
- Children with Special Educational Needs (SEND) have an Individual academic and/or behavioural targets which are set and reviewed at least termly with their parents/carers, teachers and support staff. In addition, Children with Statements of Special Educational Needs or Education and Healthcare plans also review their targets at an Annual Review according to the current SEND Code of Practise.

Target Tabs

- In Curriculum books (English and Topic), target tabs are used to enable children to understand their next steps and to support them in being able to achieve them. Teachers should group children according to their targets. In Y1 are used as the other year groups but the target tabs and groups are displayed in the classroom.
- Teachers set 1 target for a child at a time. This target must address gaps in learning, appropriate to the child's ability.
- Targets must be written with 'learner friendly' clarity; some children will need verbal feedback to ensure they understand the target. A tab must be stuck at the top of the book so that it easily identifies the target and the date when it was set.
- Children need to evidence their target consistently on 3-4 pieces of independent work to demonstrate they have clearly understood the target.
- Running concurrently, each child has a handwriting/presentation target. Success in achieving the target is demonstrated in the same way.

Examples of targets:

Write my name on my own

Hear and write the sounds I can hear in a word
Use full stops accurately
Use capital letters for proper nouns
Use connectives such as when, if and so to join sentences
Use ambitious verb choices
Use a range of fronted adverbials
Match formality of writing with audience
Use paragraphs correctly

Handwriting targets:

Use the letter rhyme to help write letters correctly
Write the letters p, q, g, j and y as descenders
Write on the line

- Children should be encouraged to underline evidence of their target met as part of the self or peer assessment in the lesson. Teachers and support staff must make reference to or comment on the progress of towards the target in each relevant piece of work until the target is met. This can take the form of verbal feedback comments, written feedback or additional support given.
- Each new target is a different colour; handwriting targets are always purple.

Recording

- Assessment of children in Reading, Writing and Maths is ongoing, using both summative and formative assessments. Progress against Reading, Writing, and Maths objectives is recorded on School Pod and discussed half termly in pupil progress meetings.
- Children will be assessed as working B (below their year group), WTS (Working towards the level of their year group), WA (Working At their year group expectation) or WGD (Working at greater depth)
- Children will also be assessed as making slow, good or rapid progress.
- Children at an early stage of EAL will be levelled using EAL1, EAL2, EALT
- EYFS - Children are assessed half termly and their levels of development in all seven areas of development within the Foundation Stage curriculum will be recorded onto The Schools Tracking Spreadsheet termly. At the end of Reception, children's progress will be assessed as emerging, expected or exceeding against the Early Learning Goals.

Reporting to parents

- Twice yearly, we offer parents the opportunity to meet their child's teacher. Parents are to be told the progress of their child and discuss any targets their child needs.
- During the summer term, we give all parents a written report of their child's progress. We encourage parental feedback.
- At the end of the Summer term, pupils in Years R, 1, 2 and 6 are provided with details of their achievements in the national tests and/or the teacher assessment levels.

- Details of each year group's half termly topic are published on the school website at the start of each half term. These identify the main areas of study for that year group as well as giving suggested home learning ideas and useful websites to access at home.
- In Nursery, all 2 year olds receive a Two-Year Old Check Report 6-8 weeks after they have started in the Nursery.

Feedback to pupils

- We believe that feedback to pupils is very important, as it tells them how well they have done and what they need to do next in order to improve their work. Please see the Feedback and Marking policy

Consistency

- YGLs moderate children's work and teacher's planning to ensure there is consistency across the year group.
- Throughout the year the Headship Team carry out a scrutiny of children's books to ensure expectations and feedback are consistent across the school

Monitoring and review

- The Headship Team is responsible for monitoring the implementation of this policy. They monitor targets, analyse data, compare data to like schools, identify trends and groups needing development, review the success of intervention groups, observe the policy being implemented in the classroom, by monitoring books, planning and through half termly pupil progress meetings.