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## Assessment and Monitoring Policy

Date of policy:	January 2017
Date last review adopted by governing body:	19th January 2023
Frequency of review:	As required

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### 1. Rationale

At Writtle Infant School we believe the main purpose of assessment is to enable each child to develop their full potential by knowing where they are in their learning and knowing what they have to do in order to continue to make good progress. The school also needs to be able to judge the standards that children are achieving compared to similar schools locally and nationally and whether we are in line to meet targets. It needs to be continually reviewed and manageable and work hand in hand with our marking policy. We need to use the full picture with assessment and look at the achievements of the child across the curriculum.

### 2. Aims

The aim of this policy is to ensure a consistent approach to:

- How children learning achievements, skills, knowledge, experience and understanding are measured against agreed criteria;
- Provision of an accurate representation of children achievement for effective use in setting children targets, evaluating and planning lessons and to inform whole school analysis of children progress;
- Provision of accurate and regular information for staff, children, parents and governors;
- Celebrating success and avoiding underachievement.

### 3. Types of assessment

**SUMMATIVE** is Assessment OF Learning. It is used mainly to measure performance and clearly identifies a standard of pupil attainment. It is carried out at the end of a period of learning. e.g. SATs tests in core subjects, or end of half termly assessments. The Assessment Calendar states when staff update current performance.

**FORMATIVE** is Assessment FOR Learning. It is ongoing and provides evidence of and for progression in learning. At Writtle Infant School we believe AFL is an essential and necessary part of every lesson and teachers must take into account the starting points of children when planning their lessons.

**SELF ASSESSMENT** encourages pupils to take responsibility for their own learning by:

- Evaluating their own achievement against a learning objective
- Identifying their own strengths and areas for improvement
- Fostering a self-reflective learning culture
- Encouraging independence in learning e.g. reflective time

## **4. Responsibilities**

### **Senior Leadership Team**

- Ensure key data is available to all staff
- Inform governors of standards and achievement
- Monitor assessment through classroom observation, data analysis and work scrutiny
- Ensure that teachers regularly mark work, set and provide appropriate feedback on successes and next steps in selected pieces of work

### **Subject Leaders**

- Develop policy, which translates the whole school assessment policy into detailed requirements of the subject.
- Produce regular feedback to the SLT on their subject linked to data analysis where appropriate.

### **Teaching Staff**

- Adhere to school policy on assessment
- Provide a range of assessment opportunities in lessons
- Ensure that assessment informs the learning of pupils by assessing what pupils know before beginning a new topic
- Ensure that all reports and records are produced to the required standard at the appropriate time and made available to the relevant people

**Opportunities are provided in staff meetings for teachers to analyse their own data and refine their understanding of starting points and key groups.**

### **Pupils**

- Carry out self-assessment / reflection regularly, graduated according to age
- Use peer assessment and marking when required to inform learning

## **5. Assessment in Years 1 and 2**

All children will be assessed in October, January, April and a cumulative assessment during May/June. Pupil Progress meetings discuss trends and also children who are causing concern, not just those working below but may include children who are high achievers but not on track for greater depth and children we class as disadvantaged.

If children are not working within at the end of their year group, they will not automatically start at the next year group but will be tracked on their progress in years one and two. Children working below may be tracked on the Engagement scales which replace the P scales. Children who did not achieve GLD may continue to be tracked on their individual targets.

Children must not be put in the year ahead of them for assessment.

Progress will be tracked in terms of percentage of children moving from each point from each assessment window and recorded on a grid which uses different colours to show status, red working

below expected for the term concerned, orange working at expected for the term concerned, and green working above expected for the term concerned.

N.B. In summer the data drop is June for reportable data. Teachers will do a data drop at the end of term for any changes.

If a child is on B then the class teacher will put in the child's attainment using the year/years before, e.g. 46-60s

Evidence will be gained from work samples, record sheets and formal assessments. There will be staff meetings for assessment as needed and time for moderation for maths, science and English, both within school and with other schools.

In addition the 20% lowest children will be tracked monthly in core subjects. The tracking will be reviewed by SLT

## **6. Foundation Stage**

The 'EYFS Profile' summarises and describes children's attainment at the end of the EYFS. Assessments are based primarily on observation of children's daily activities and events at school and will also take account of a range of perspectives including those of the child, focus children sheets, parents, carers and other adults who have significant interactions with the child. Children's development and progress will be captured in Tapestry, our online learning journal that will tell the 'story' of their time in Foundation Stage. Children are baseline assessed on entry using teachers observations and the baseline. A completed EYFS Profile consists of 20 items of information: the attainment of each child assessed in relation to the 17 Early Learning Goals (ELGs), together with a short narrative describing the child's characteristics of learning. For each ELG the staff will judge whether the children are meeting the level of development expected at the end of the Foundation Stage (expected), or not yet reaching this level (emerging). This information will be shared with the Year 1 teachers and will also be used to form an end of year report for parents.

Assessments are made to help us recognise childrens' progress, understand their needs and to plan activities and support. Ongoing assessment through our "focus child weeks" and daily interaction help us to know the children's level of achievements and interests in order for us to shape our teaching and learning experiences and environment accordingly. During the childrens' focus points in the year, we draw on our knowledge of the children to make a professional judgement of the children's development within all the areas of learning and whether the children are on track or we have concerns about their development.

## **7. Children with SEND/Social and emotional needs**

Children with SEND will have their own outcomes, as part of their PCP. It is essential that the qualitative data from observations is used when assessing the progress of children with SEND and that individual achievements are recognised and celebrated. The Boxall profile will be used for particular children with SEND/social and emotional needs.

## **8. Open evenings**

Twice a year, appointment evenings are arranged to give parents the opportunity to meet with their child's class teacher and to discuss their child's progress. Parents of children receiving extra support in school may meet with the SENCO at set times during the year to review their PCP. Naturally, if parents wish to meet with any of the staff on any other occasion then they are most welcome to make an appointment.

At the end of each academic year each parent receives an annual report. The report will include comments on the progress made in all curriculum areas; suggestions on how to promote further success; and the number of unauthorised and authorised absences recorded in the year. The children also write a report about themselves. Parents are invited to comment on the report they have received, whether in writing or online and to advise us of any achievements their child has made in any other activities. Parents are asked to make an appointment if they want to discuss any aspects of the report.

## **9. Year 1 and 2 phonic screening checks**

The phonics screening check is an assessment completed in the summer term to confirm whether individual children have learnt phonic decoding to an appropriate standard. The test screens whether children can recognise the sounds individual letters / combinations of letters make in words and can blend them together to read new words they see or hear. The check is for all year 1 pupils and children in year 2 who previously did not meet the standard of the check in year 1. Results of this check are shared with parents at the end of an academic year.

## **10. Key Stage 1 assessment**

In the summer term Year 2 children are assessed by their class teacher reading, writing, mathematics and science. Standard Assessment Tasks (SATs) are used to inform these teacher assessments but teachers use a broad range of evidence. Assessment against the KS1 framework should be a secure fit model. Within reading, writing and maths there are three strands: working towards, at and greater depth within the expected standard. Science is just working at expected. Prior to the assessments taking place, parents are invited into school to discuss the procedures with the Year 2 teachers and Year Two assessment results are included in the children's annual reports

## **11. Non-core subjects**

Non-core subjects are assessed using the agreed pro-forma. Teachers use skills headings using curriculum maps for guidance.

## **12. Monitoring Evidence**

To assist in the monitoring of subjects, evidence of childrens' work will be kept in the following places, in addition to cross-curricular writing in writing books.

Maths - Children's books

English - Children's books

Science - using QR codes. EYFS Tapestry, books and learning journals  
 Art/DT - sketchbooks to be passed up through the years, photos  
 Computing - Children's work  
 Music - Through Charanga  
 History/Geography - Books  
 RE- Reflection book  
 PSHE- Reflection book  
 PE- Photos and lesson information

### 13. Assessment/Monitoring timetable

Ongoing:

- Weekly book looks/Pupil Perceptions with children – Headteacher
- Monthly book looks in SLT
- Drop Ins/5 for 1 time Headteacher
- Data analysis once a half term/once a month for identified children
- Half termly analysis of focus 20%
- Subject leads to SLT
- Subject discussion each staff meeting
- Non-core subject assessment
- Governor and subject lead lesson observations planned in all subjects

Date	Activity	Who and when
<b>September</b>	Baseline begins	EYFS staff – by October
	PMR	SLT – by half term
	SIP day	All staff
	5 for 1, lesson study planned and subject time starts	
<b>October</b>	Reporting to governors	Meetings
	KS1 Assessments	All staff – by half term
	Parents Evening	
	Asp on secure area – update SEF	Headteacher
	Target setting	Headteacher & GB
<b>November</b>	Moderation within cluster and cross schools	Teachers
	LSA/other staff mid-term PMR	SLT – by end Nov
	Pupil progress meetings	Headteacher/SENCO
<b>December</b>	Moderation in writing, science & maths	Teachers
<b>January</b>	Pupil progress meetings	Headteacher/SENCO
	Moderation in writing, science, reading & maths	Staff meetings
	EYFS assessment/Close the gap analysis	EYFS staff – by Feb
<b>February</b>	Pupil Progress meetings	SLT & teachers
	Moderation within cluster and cross schools	As booked
	PMR midterm meetings for teachers	By 28 <sup>th</sup> Feb
	Teachers, HT and SENCO	

<b>March</b>	Parents Evening Reporting to governors Non-core subjects assessment	As booked Ongoing
<b>April</b>		
<b>May</b>	KS1 tests to be administered Moderation within cluster and cross schools	By end May Year 2/3 teachers By end May
<b>June</b>	Phonics screening Data to local author ELG profile to be completed Year One/EYFS moderation	Year One teachers relevant Year Twos Relevant teachers EYFS team End June – teams
	Test analysis	HT/SLT
<b>July</b>	Reporting to governors Moderation within cluster and cross schools Report and meetings with parents (if required) PMR/Pupil Progress final meetings Non-core subjects finalised for term and to co-ordinators Cross-over with new class teachers	By end of term     All teachers by end of term

#### 14. Role of governors

Governors determine, support, monitor and review the school policies. They support the use of appropriate teaching strategies by allocating resources effectively. They ensure that the building and equipment are safe. They monitor pupil attainment across the school and ensure that staff development and performance management promote good quality teaching.

#### 15. Equality statement

The governors and staff are committed to providing the full range of opportunities for all pupils regardless of gender, disability, and ethnicity, social, cultural or religious background. All pupils have access to the curriculum and the right to a learning environment which dispels ignorance, prejudice or stereotyping.