

LAUDE NEWTON COLLEGE



opening minds

Assessment Policy Early Years and Primary

Last reviewed: July 2020

Our philosophy for Teaching and Learning:

As a school community we are all learners, adults and children alike. We aim to foster in our learners, a life-long love of learning while developing the skills, knowledge and understanding to achieve to the best of our abilities. As learners we thrive best in a warm and secure environment where we are accepted and valued while developing the attitudes and dispositions to be happy, caring and creative learners for life.

The aim of our Assessment is to:

We use assessment to ensure that our students develop their potential and achieve to the best of their ability. Assessment is focused on improving students' achievement and progress, rather than just documenting student attainment. Assessment provides a means of reporting to parents, producing data for tracking students' progress and providing feedback to teachers to inform the teaching and learning planning cycle. Assessment also provides corrective feedback to students to give them an idea of what they have achieved and how they can get better.

Aims / Objectives

- To ensure consistency in assessment procedures within each section of the school
- To support the school's overall vision
- To inform teaching and learning
- To ensure feedback to students is constructive and useful
- To inform reporting to parents

Who was consulted in the writing of the policy?

- Senior leadership team
- Subject Coordinators and Heads of Department
- Teachers

Moderation of standards

All subject leaders study examples of children's work regularly in their curriculum meetings. All our teachers discuss work, so that they have a common understanding of the expectations in each subject. By doing this, we ensure that we make consistent judgements about standards in the school.

It is each subject leader's responsibility to ensure that the samples that they keep of children's work reflect the full range of ability within each subject.

Time should be made in year group planning sessions to bring samples of daily work and samples of assessments regularly. In order to establish a shared standard, these could be done bi-termly or after each end of unit/block assessment.

Guidance for teachers

Teachers will follow individual instructions for each of the assessments administered. Subject leaders along with the Key Stage Coordinator/Head of Stage will provide further information when required about test conditions, special exceptions or additional support needs. However, it is vital that the conditions in which students are expected to take assessments are consistent throughout each Key Stage.

For students receiving support from our SEND or Language Support Department teachers should consult with them regarding adaptations that can be made to exams or conditions in order for their students to take the assessments and do them to the best of their ability

How do we assess the Early Years Foundation Stage?

Assessment plays an important part in helping teachers recognise children's progress, understand their needs, and plan activities and support. Ongoing assessment (formative assessment) is an integral part of the learning and development process. Observational assessment provides information about children's learning and development; staff observe the children and use observations to inform their planning. All staff contribute to the observations and an individual child profile is built up over the year which informs the EYFS Profile which forms part of the final assessment at the end of the Reception year.

The Early Years Foundation Stage guidance states that *"Assessment plays an important part in helping parents, carers and practitioners to recognise children's progress, understand their needs, and to plan activities and support. Ongoing assessment (also known as formative assessment) is an integral part of the learning and development process. It involves practitioners observing children to understand their level of achievement, interests and learning styles, and to then shape learning experiences for each child reflecting those observations. In their interactions with children, practitioners should respond to their own day-to-day observations about children's progress and observations that parents and carers share"*.

Our aims are to ensure that

- The starting point for assessment is the child, not a predetermined list of skills
- Observations show what the child can do – significant achievements – not what they can't do
- Staff observe as part of their regular routines
- Children are observed in play and self-chosen activities as well as in planned adult directed activities
- Observations are analysed to highlight achievements, needs for further support and planning for what comes next.
- Parental contributions are used and valued as a central part of the assessment process
- Children are involved and encouraged to express their own views on their achievements
- Assessments do not entail prolonged breaks from interaction with children or require excessive paperwork; paperwork should be limited to that which is absolutely necessary to

promote children's successful learning and development

- The effectiveness of our assessment system rests on the quality and significance of the observations and not the quantity. Over time observations are made in different learning contexts and at different times of the day to cover the breadth of learning opportunities.

How we observe

Observation, assessment and planning is an on-going cycle for each child, aimed at supporting their individual development and learning across all seven areas. Additional summative assessments are also conducted throughout the child's time in our EYFS, such as a baseline assessment upon starting and phonic checks. Evidence and observations are gathered using the Evidence Me application.

Evidence Me

In EYFS, daily observations of children's achievements for the Early Years Profile are recorded on iPads using the "Evidence Me" application which will then form the child's learning journey. These observations, photos and comments will be used to assess which stage of development best describes the child at that point using the objectives from the Early Years Assessment frameworks. Information from these observations will be used to inform planning for future activities and set individual targets as appropriate. This is done by all teachers working with the children, from next year (September 2020) parents will also have the opportunity to submit learning from home. This year they have done this through sharing 'wow' moments in the school agendas but next year they will be able to share work through the application. Teachers aim to collect 1-3 pieces of quality evidence a week per child.

Evidence me also creates learning trackers to identify pupils' progress and gaps in learning. This can be used to evaluate learning in EYFS.

Types of observations and evidence of learning

Participant observations

- When the adult is involved in play with children
- When the adult is involved in planned practitioner led activities

Spontaneous Observations

- When you notice something significant that you are not involved in

Conversations with children

- Informal conversations and discussions which are noted down
- 'Interviewing' children about their own learning and interests

Recording

- Photos of children carrying out a particular activity or involved in play alongside annotated notes describing the learning process

Samples

- Drawings, independent emergent writing, photos of models, art work

Planned observations

- Where the observer deliberately stands back to observe and does not become involved.

During the observations we:

- Take photos or videos or notes to record what the child has said
- Write down in short, quick notes what is significant to the child's learning and development.
- Note of the date, time, area of learning and context

After the observations we: -


- Decide what it tells us about the child's learning and development.
- Consider the next steps for that child and implications for future planning.

Here is an example observation:

Date: 05 February 20



Notes

 was able to make number five by combining different smaller numbers.

Aspects contributed to by this experience:

- Separates a group of three or four objects in different ways, beginning to recognise that the total is still the same.

Early Years (from Sep 2012) > Mathematics > Numbers > 30-50 months

Next Steps:

- They solve practical problems that involve combining groups of 2, 5 or 10, or sharing into equal groups.

Early Years (from Sep 2012) > Mathematics > Numbers > Exceeding Judgements

Parent and family involvement

At the start of the year Parents of all Nursery and Reception children are invited to an informal meeting where curriculum information is shared with them. At the start of Each term curriculum information is sent to each family with information about key learning that will take place during the term ahead. Each child's progress is recorded and progress is shared through ongoing dialogue with parents in person or on Class Dojo, home learning (via agenda, Class Dojo this year and Evidence Me next year) and termly through reports. Parents who have children with specific needs meet with the teacher and any professional involved as appropriate to report on achievements and set new learning intentions.

At the end of each term parents of Nursery and Reception children will receive their child's report based on the objectives for that term, teachers will share what pupils have learnt and identify what they need to get better at. Parents will also be invited to attend individual parent meetings

to discuss their child's progress. Learning journeys also act as an ongoing record for children and their families (this is done via Evidence Me).

Here is some further information regarding Evidence Me at Newton - [Evidence me guidelines](#)

On entry baseline assessments

These are carried out within the first month of children entering into Nursery 3 and Reception, in Nursery classes this may take longer depending on how each child settles in. Evidence will be recorded on the internal Early Years tracker. Nursery 1 and Nursery 2 identify a baseline level through observations and questioning but no formal assessments take place. The baseline assessments are from Twinkl. They are delivered as a game/fun activity for children e.g. the teacher may share a group of animal toys and ask the child which is bigger/smaller/orange etc...

Reception: <https://www.twinkl.es/resource/tf-pa-237-on-entry-reception-assessment-booklet-and-record>

Nursery 3: <https://www.twinkl.es/resource/t-pa-813-eyfs-on-entry-assessment-record-nursery>

Termly summary assessments, based on observational evidence for the specific areas of learning will then be recorded in order to judge progress.

At the end of Reception each child's level of development is assessed against the Early Years Framework and teachers indicate whether children are working towards (emerging), meeting (expected) or exceeding expected levels (exceeding)

Using Data to inform Teaching and Learning

Using both summative and formative data (from Evidence me and internal trackers), the head of stage and Subject leaders will discuss pupil progress and create an action plan to maximize pupil progress. They will then have meetings with year group teams (and sometimes individuals) to discuss learning and next steps.

How do we Assess in Primary?

Objectives

The objectives of assessment in the Primary are:

- to enable our children to demonstrate what they know, understand and can do in their work
- to help our children recognise the objectives to aim for, and to understand 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 provide regular information for parents that enables them to support their child's learning
- to provide the middle and senior leaders with effective data

Assessment for learning (formative assessment) involves the use of assessment in the classroom to raise pupil achievement. It is based on the idea that pupils will improve most if they understand their targets regarding their learning, where they are in relation to these, and how they can achieve them. To do this we:

- Make the learning objective clear by sharing what we are getting better at in each lesson (WAGBA) and also where possible sharing context and success criteria (steps for success)
- Share children's personal targets with them and give opportunities to review this regularly
- Have conversations about learning and getting better.

Assessment of learning (summative assessment) Teachers may make these judgements at the end of a unit of work, end of term, of a year, or of a key stage using a variety of assessments.

When do we assess?

In each term there will be a two-week assessment period which will follow a block of teaching. During the assessment period, formal assessments will take place (summative assessments). During this period, timetables may be altered allowing each teacher to plan feedback sessions following their class assessments.

Throughout each term, various strategies will be implemented in order to evaluate how students are progressing (formative assessments).

How do we assess?

Observational Assessment

Teachers in KS1 will use Evidence Me/Class Dojo Portfolios (we are currently trialing which is better for KS1) as an additional platform to record observations and track learning. This is for learning that can not be recorded on paper e.g. practical math, presentations in IPC, Role play in English

In KS2 observational assessments are recorded via seesaw.

Not all observational recordings will be recorded on a platform, some may be recorded as notes on planning. Teachers will use effective questioning to assess pupils knowledge, skills and understanding.

Which summative assessments are used in Newton College?

In Newton College we use the following summative assessments:

- White Rose end of block assessments
- White Rose end of term assessments
- National Curriculum Spelling test
- Special Write
- KS1 – Phonic Screen
- KS1 - Phonic assessment from Twinkl
- KS1 – Twinkl Reading comprehension tests
- KS2 - Bug Club Comprehension tests
- KS2 - Education City Reading Assessments
- KS2 - Classroom Secrets SPAG

Organisation And Distribution Of Summative Assessments

In Key Stage 1 the assessments will be organized and distributed as follows:

		<u>September</u>	<u>Term 1</u>	<u>Term 2</u>	<u>Term 3</u>
<u>Engl sh</u>	<u>Spelling</u>	Informal Baselines	20 word test taken from the NC list	20 word test taken from the NC list	20-word test taken from the NC list
	<u>Grammar</u>	Informal Baselines	Big write Seperate Grammar to be added this year	Big Write Seperate Grammar to be added this year	Big Write Seperate Grammar to be added this year
	<u>Reading</u>	Informal Baselines (ORT placement test)	Phonic Screen/assessment Comp - Twinkl	Phonic Screen/assessment Comp - Twinkl	Phonic Screen/assessment Comp - Twinkl
	<u>Writing</u>	Informal Baselines	Big Write	Big Write	Big Write
<u>Mat hs</u>	<u>End of unit assessments (diagnostic)</u>	Informal Baselines	White Rose	White Rose	White Rose
	<u>End of term arithmetic</u>	Informal Baselines	White Rose	White Rose	White Rose
	<u>End of term reasoning</u>	Informal Baselines	White Rose	White Rose	White Rose
<u>IPC</u>		Informal Baselines	Rubrics	Rubrics	Rubrics

In Key Stage 2 the assessments will be organized and distributed as follows:

		September	Term 1	Term 2	Term 3
Engli sh	Spelling	Informal Baselines	20 word test taken from the NC list	20 word test taken from the NC list	20-word test taken from the NC list
	Grammar	Informal Baselines	Classroom Secrets	Classroom Secrets	Classroom Secrets
	Reading	Informal Baselines GRT	-Active learn colour band test (Bug Club) mid term. - Ed City formative evaluation end of term	-Active learn colour band test (Bug Club) mid term. - Ed City formative evaluation end of term + ISA	-Active learn colour band test (Bug Club) mid term. -Ed City summarize evaluation (3 papers) end of term
	Writing	Informal Baselines	Special Write/Big Write	Special Write/Big Write	Special Write/Big Write
Mat hs	End of unit assessments (diagnostic)	Informal Baselines	White Rose	White Rose	White Rose
	End of term arithmetic	Informal Baselines	White Rose	White Rose	White Rose
	End of term reasoning	Informal Baselines	White Rose	White Rose	White Rose
IPC		Informal Baselines	Rubrics KS2: Science Topic Assessments - Education City (to be completed end of topics)	Rubrics KS2: Science Topic Assessments - Education City (to be completed end of topics)	Rubrics KS2: Science Topic Assessments - Education City (to be completed end of topics) End of Year Science Assessment - Education City

These tests will be conducted separately and not during the assessment period. More information regarding this can be found above.

Using Data to inform Teaching and Learning

Using both summative and formative data, teachers will meet on a termly basis with the Key Stage coordinator and head of stage to discuss pupil progress. At this meeting, teachers should have available a completed pupil progress report which will then be reviewed at each subsequent meeting. After the completion of Pupil Progress Meetings, the Pupil Progress reports will then be shared with the Leadership Team who will then meet in order to create an action plan to maximize pupil progress.

Reporting to parents

In Newton College we prepare formal reports to be shared with parents each term. The terminology used in these reports are as follows:

1. Emerging 1
2. Emerging 2
3. Expected
4. Exceeding 1
5. Exceeding 2

These judgements are for the whole year, so it is quite usual for pupils to be emerging or expected in Term 1. The Internal Tracker for assessments listed in the chart above identifies the levels for the teachers. Teachers can also use teacher judgement reflecting on their own observations and class work against the learning objectives. In different year groups teacher judgement and summative assessments have different weighting:

KS1 - 30% assessment, 70% teacher judgement
LKS2 - 50% assessment, 50% teacher judgement
UKS2 - 60% assessment, 40% teacher judgement

Importantly, the report that parents are given does not contain the numbers that the teachers assign to each student. In other words, the parents see the following terminologies along:

1. Emerging
2. Expected
3. Exceeding

Reports will include comments about what the pupil has learned and what they need to get better at. Opportunities will also be given for parents to meet with teachers at the end of each term through individual parent meetings to discuss their child's progress.

Feedback to pupils

We believe that feedback to pupils and target setting 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. We have an agreed code for marking (see Marking & Feedback policy), as this ensures that we all mark in the same way and that the children understand it.

Monitoring the Quality of Assessment

The implementation and impact of the Assessment policy will be monitored across the curriculum.

Monitoring of this policy is carried out as part of the remit of Subject Leaders, Key Stage Coordinators and the Senior Leadership Team.

Strategies for monitoring:

- Looking for Learning visits
- work scrutiny - samples of books or folders outcomes in books are reviewed against planning for the lesson
- child interviews and discussions
- Review of Internal Trackers or Evidence me Trackers