



**BUXTON INFANT SCHOOL**

Headteacher: Jude Boyd



# **ASSESSMENT AND TARGET SETTING**

## **BUXTON INFANT SCHOOL**

**This policy was reviewed by the Governing Body on 27<sup>th</sup> April 2018**

**It will be reviewed April 2020**

**Signed:**

**Date:**

# Assessment and Target Setting

## Definition

Assessment is an integral part of the teaching and learning process. Through gathering information about what a pupil knows and understands we are able to plan appropriately for each child's learning needs and to set targets for their learning which are realistic and challenging. Assessment is also used to check that learners are making expected progress.

## Aims

- To ensure an accurate match between curriculum planning and pupils' needs.
- To identify specific, individual needs.
- To provide information about attainment across the school assisting in continuity and progress for the pupils and to raise standards.

## Objectives

- To gather information in a meaningful and manageable way.
- To use information about pupil attainment and progress to help teachers, parents and pupils plan their next steps in learning.
- To use assessment information to help raise standards.
- To involve pupils in the process of target setting and in discussing the results of assessment.
- To keep parents regularly informed about their child's progress and attainment.

## Methods of Assessing

Teachers and Teaching Assistants make formative judgements about children's attainment on a daily basis through observations, questioning and guided group work. These judgements are recorded on teacher planning, guided group assessment sheets and in the case of children in the Foundation Stage in a personal profile and Tapestry. This information is used to inform planning and ensure accurate match. Formal judgements of a child's achievement are recorded five times a year and are backed by a body of evidence created using observations, records of work and sometimes informed by testing.

In September 2014 the Government introduced a new National Curriculum and removed the use of levels (1a 2c 2b etc) to report attainment. Pupil attainment is reported in terms of age related expectations. Buxton Infant School has adopted the use of an adapted version of the Sheffield STAT System (School Tracking and Assessment Tools) foundation stage to help us track pupil progress.

## Foundation Stage

On entry to Foundation Stage, children are assessed for their ability across the seven areas of learning of the EYFS using planned and incidental observations and taking into account information provided by previous settings and parents. Buxton Infant School uses baseline assessment which is recorded on a year group tracker and provides a benchmark from which to set targets and track progress. Summative assessments for each child in Reading, Writing and Maths are discussed, moderated and recorded at

five assessment points during the year. These judgements are made against the criteria laid down in EYFS. At the end of the year a summative assessment is made as to whether the learner is exceeding, expected or emerging against national criteria for each aspect. This data is submitted to the Local Authority

## **Year 1 and 2**

Summative assessments for each child in Reading, Writing and Maths are discussed, moderated and recorded at five assessment points during the year. These judgements are expressed in terms of whether a child is working at, above, below or well below the standard expected for a child in Y1 at that point in the year. To facilitate this, a School Tracking and Assessment Tools (STAT) grid is stuck into the back of the child's literacy book and statements are highlighted when there is evidence that E GAPS has consistently achieved a writing or Spelling, Punctuation and Grammar (SPAG) skill. A piece of independent writing is also recorded at each assessment point as additional evidence. For maths a STAT maths grid is stuck into each child's maths book and statements are again highlighted from guided group or independent work evidence. One STAT grid is also completed for each guided reading group. Assessment in reading is also supported by the use of P.M. benchmarking materials.

## **Year 1 and Year 2: Foundation Subjects**

Summative assessments at the end of each project are made in History, Geography, R.E, Art, D&T and Science. These are based on work completed during that project and relate directly to the objectives set and outcomes expected. The information is recorded on a class record sheet. Assessments in P.E, P.S.H.E, Music and Computing are made each half term and recorded on a class assessment sheet.

## **Methods of Recording**

An assessment calendar is drawn up by the Assistant Headteacher at the beginning of each year establishing summative assessment and moderation points throughout the year. At these five points the level of attainment of each child in Maths, Reading and Writing is measured. This data is then recorded on the school's year group tracking system to show each individual's progress over time. For Years 1 and 2, as a STAT step number and for Foundation Stage as low, secure or high in relation to 22-36 months, 30-50 months, 40-60 months or Early Learning Goals (ELG).

## **Moderation**

Assessment judgements are moderated with colleagues in school within and across year groups to make sure our assessments are fair, reliable and valid. The Head teacher and Assistant Head run moderation and progress meetings after every assessment week where assessment evidence is discussed and validated. These meetings are used to monitor the progress of individual pupils and identify those who might need additional support. Foundation stage assessments are moderated with other schools in the cluster and we are exploring moderation of STAT grid assessment with several cluster schools. Subject leaders monitor progress and attainment in their subject areas through scrutiny of assessment sheets and work completed within units.

Moderation discussions are also held regarding the progress and attainment of specific groups within the class e.g. DSEN (Disabled and Special Educational Needs) and disadvantaged children. This data is analysed separately to monitor the impact of intervention programmes.

To further ensure the validity of school's judgments, Buxton Infant School moderates pupils' work with three other local schools at three points over the academic year.

### **Individual Targets**

Writing and Reading targets are written for small groups of children after each assessment point. Layered targets are also set for the whole class in Maths. These targets are sent home to parents so that they know what their child needs to do next. Targets are shared with learners regularly so that they know what they are trying to achieve. Marking of work reflects progress towards these targets and following assessment week they are reviewed and sent home to parents. Please see the Marking Policy for full details of how work is marked.

### **Reporting**

All parents are invited to attend two consultations each year to discuss their child's attainment and progress. At each of these consultations parents are informed of their child's level of attainment in relation to age related expectations. Parents are also made aware that they are able to talk to staff about their child's attainment at any point during the year by making an appointment with the class teacher.

Parents receive a written report in July, which also includes photographs and pieces of work, summarising the year's achievements and stating their child's end of year attainment. In core subjects a next step for learning is highlighted. This report aims to celebrate all achievements across a broad and balanced curriculum including sport, art and performance and social and emotional development.

Adopted by the governing board of Buxton Infant School on **27<sup>th</sup> April 2018**