



BUXTON INFANT SCHOOL

Headteacher: Jude Boyd



ASSESSMENT AND TARGET SETTING

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This policy was reviewed by the Governing Board on 14th March 2022

It will be reviewed March 2024

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, hot and cold tasks and guided group work. These judgements are recorded on teacher planning and guided group assessment sheets. This information is used to inform planning and ensure accurate match. Formal judgements of a child's achievement are recorded three times a year and are backed by a body of evidence created using observations, records of work and sometimes informed by testing such as White Rose Assessments and previous years' SATS papers.

In KS1 pupil attainment is reported in terms of age related expectations for that point in the year as working at Greater Depth, Expected, Working Towards (High) Working Towards (Low) or Below. In foundation stage attainment is now reported in terms of either meeting the Early Learning Goals by the end of Reception or not. These judgements are transferred onto a year group Tiers Map which shows the keep up/catch up support which each child is receiving. The Tiers Map is reviewed at 6 weekly intervals, between the formal assessment points.

Foundation Stage

On entry to Foundation Stage, children are assessed for their ability across the seven areas of learning of the EYFS using a nationally proscribed set of assessment tasks conducted on a one to one basis with each child and recorded on an ipad. Data is automatically collected by the DFE. Assessments across all 17 areas of the EYFS curriculum are recorded at 3 points in the year (baseline, midpoint and end of year) and recorded on a cohort Tiers document. 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 has met the Early Learning Goals for the end of the Reception year or not in each area of the Foundation stage profile. Judgements are made using evidence collected and collated on an ongoing basis by the Early years' practitioners.

This data is submitted to the Local Authority. Phonics assessments are conducted every 6 weeks to ensure children are keeping up with the progression of teaching in Foundation Stage.

Year 1 and 2

Summative assessments for each child in Reading (including Phonics), Writing and Maths are discussed, moderated and recorded at three assessment points during the year. These judgements are expressed in terms of whether a child is working at greater depth, expected, working towards (high) working towards (low) or below in terms of the standard expected for a child in Y1/2 at that point in the year. Teacher assessment and the results of any testing (eg White Rose, SATS papers) are used to make these judgements, with STAT grids used as a guidance benchmark. A piece of independent writing is also recorded at each assessment point as additional evidence. In Yr1 Phonics Phase assessments are used to track progress and beyond Phase 5. Science as a core subject is assessed at the end of each unit of work to record children's attainment in the acquisition of Scientific knowledge. In addition, the school uses Taps activities to assess pupils' abilities in Scientific enquiry.

Year 1 and Year 2: Foundation Subjects

Assessment in the humanities subjects of R.E, History and Geography are carried out by using cold and hot tasks with the children at the beginning and end of each unit of work in these subjects. P.E and Music are assessed using online materials as part of the commercially produced schemes of work Get set for P.E and Charanga.

Methods of Recording

An assessment calendar is drawn up by the Deputy Headteacher at the beginning of each year establishing summative assessment and moderation points throughout the year. At these three 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, this is tracked as a coloured judgement (GD, Expected, WTH, WTL or Below). For Reception this is entered onto a cohort Tiers map.

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 Deputy Head run moderation and pupil 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. A tiered system of recording current attainment in core subjects and well-being enables the school to identify those pupils in need of keep up interventions (Tier two) and catch up interventions (Tier 3). 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. SEND and disadvantaged children. This information is analysed separately to monitor the impact of intervention programmes.

Individual Targets

Individual Targets for Maths, Reading (Phonics) and Maths are shared with parents at three points over the year so that they know what their child needs to do next and how they can help. Marking of work reflects progress towards these targets and they inform the planning of next steps for groups of children. Please see the Marking Policy for full details of how work is marked. In Foundation Stage targets are sent three times a year with space for teachers to write individual comments and suggestions for how parents can support their child at home. At mid-point, more comprehensive information is sent detailing children's progress across the prime areas of learning plus literacy and mathematics along with individual next steps for each child.

Reporting

All parents/carers 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/carers 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/carers 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 **14th March 2022**