

## Hatch Warren Infant School- Assessment Principles

### Introduction

Effective assessment systems allow schools, parents and pupils to identify areas of strength and areas for development within our teaching and learning. Underpinning our assessment principles is the drive to improve outcomes for our learners that provides both support when needed and when required challenge. Our systems have been developed to support teaching and learning whilst keeping parents abreast of how their child is learning and how to work in partnership with us.

### Principles into Practice

Principle 1 :We must provide reliable information to parents about how their child and their child's school, is performing	In the Foundation Stage	In Key Stage 1 (Years 1 and 2)
<p>a) Allow meaningful tracking of pupils towards the end of Key Stage expectations in the new curriculum, including regular feedback to pupils.</p> <p>b) Provide information which is easily understood and covers both summative and formative assessment.</p> <p>c) Allow teachers to differentiate between pupils but being mindful of the differing abilities and ranges across subjects, thus allowing a growth mind-set approach that allows for flexibility and is responsive to pupil need, time to practise, teaching style and pupil feedback.</p> <p>d) Is reliable and has undergone internal and external moderation to ensure it is robust.</p>	<p>Pupils who enter the school are tracked from on entry. Our school is works closely with our feeder preschools to track pupils before entry. Pupils are currently assessed against each of the areas of learning on entry which allows the teacher and EYFS team to baseline a pupil in relation to how he or she is doing against their age and the expectation for their age range. This assessment is undertaken through observation and close monitoring of both child initiated and adult led activities within the first 3 weeks of schooling. Within our school we have a staggered entry to school with a particular focus on summer born pupils. This is to allow valuable teacher pupil interaction time to provide as accurate a picture of a pupil as possible. Progress against age related expectation is measured each half term with the EYFS progress leader's analysis of the information via a data report. This then informs the 'next steps' for the individual children, groups and cohort as a whole. This data is available to the Governing body and is reported to the Leadership team to maintain good progress for all pupils. Assessing pupils is an on-going and daily process but in some cases may be more formal in order to provide a snap shot and allow teachers to moderate and check their judgments against age</p>	<p>Within years 1 and 2 pupils are assessed against the new national Curriculum age related expectations. We use our own tracking system to ascertain if pupils are making good progress and are attaining in relation to their age. Assessments are continuous and teachers track pupils using targets in their books (pupil friendly) and our online tracking system. Team leaders monitor pupil progress and analyse the impact on learning across the subjects and this is reported to both the leadership team and governors and to parents for their individual child. Where pupils are not making the expected progress for their age pupils are given a support programme to raise attainment and progress within these is monitored. Pupils are assessed in Year 1 with regards to their phonics attainment. This screening takes place in the summer term (June) and is reported on Nationally, with the schools results being measured against National data. In Year 2 pupils are assed via National assessments known as the SATs and these take place in May with the results being published and measured against other schools as well as benchmarking the school against National data. These assessments take the form of writing, reading, spelling, grammar and maths assessments.</p>

	<p>related expectations. An example of this would be Language link or a phonics check. This allows the teacher to check the progress the pupil is making towards the ELG which should be the expected outcome by the end of the Foundation Stage.</p> <p>At the end of each data review an assessment is made as to whether each pupil has made enough progress or is exceeding expectations. In each case intervention groups are designed to close the gap or accelerate progress and ensure the curriculum and teaching meets pupil needs. Parents will also be informed so that support from home within an area that requires strengthening is also addressed or where an area is identified as a key strength parents will also be asked to carry out extra support work at home.</p> <p>At the end of the Early Years Foundation Stage a judgment is made against each of the Early Learning Goals for each area of learning. If the child has reached the Early Learning Goal they have the 'expected' level of development required. In some cases pupils will 'exceed' the Early Learning Goal or have not yet reached the level of development required so are 'emerging' Information on each pupil is exported to our Local Authority after school analysis. It is then analysed at county level by the Early Years Advisory Team. This allows us to understand how pupils are achieving both locally and nationally and allows us to compare pupil attainment for each cohort of pupils.</p> <p>Information on pupil progress is reported to parents at each parents evening, one in the autumn term, one in the spring term and a final meeting offered at the end of the Foundation Stage to discuss a pupils Foundation Stage Profile. Parents are advised of their child's progress, the impact of home learning and the</p>	<p>In all cases pupils undergo continuous assessment and have support when required to meet national standards and to meet the needs of those who can exceed national expectations. These ongoing assessments are collated by teachers on the tracking and analysed by the Year 1 and 2 Team leaders for the leadership team and governing body to analyse and to ensure good progress and attainment across the Key Stage.</p> <p>At the end of the summer term the statutory tests coupled with in school assessments allow pupils to be judged as having met/ not met or exceeded age related expectations.</p> <p>By tracking pupils at each data entry point this allows teachers and senior leaders to assess how best to meet pupil needs and to adapt the curriculum accordingly.</p> <p>Parents are informed of pupil progress and attainment at parent meetings in the autumn and spring term and via a final report in the summer term. Teachers also hold information and assessment workshops as well as providing telephone and after school parent consultations in addition to more formal parents evenings.</p>
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	vital 'next steps' in learning as well as their dispositions as a learner. A final written report in the summer term is produced with pictures and comments gathered over the year.	
Principle 2	In the Foundation Stage	In Key Stage 1 (Years 1 and 2)
<p>a) Assessment is closely linked to improving the way in which we teach to ensure quality provision for all pupils.</p> <p>b) Pupil feedback contributes to improved learning and is focused on 'next steps' whether that is to practise refine and master or to undertake new learning.</p> <p>c) Allow teachers, TAs and leaders to demonstrate progress. To compare rates of progress so that recordable measures are produced.</p>	<p>Pupil progress meetings with the Leadership Team (LT) ensure underachievement is identified early and teaching and planning adapted to meet pupil needs. The year group team leader and LT will identify the following actions following the data enquiry and review meetings. Interventions/ environment adaptation and teaching response will be used and how the interventions can be best provided. Teaching assistants have identified groups and individual pupils. Where required senior leaders will mentor and coach staff to ensure high quality teaching meets pupil needs.</p> <p>Pupil targets are identified as part of the marking by teachers, both verbal and written. In books the marking code has been modified to meet the needs of young pupils and allow feedback from them.</p> <p>Pupils are introduced to a simplified marking code tailored to the Foundation Stage within our school- this allows pupils to become aware of marking and teacher feedback to improve and refine their work.</p> <p>Parents, carers and teaching staff can all contribute to a pupils profile via Golden moments certificates which form part of the assessment process.</p> <p>Teachers and TAs performance management targets identifies expectations of progress for all pupils and is linked to our whole school priorities.</p>	<p>Pupil progress meetings with the LT ensure underachievement is identified early and teaching and planning adapted to meet pupil needs. The year 1 and year 2 team leaders and LT identify the needs of pupils, if required what intervention should be used and how the interventions can be best provided. Where a gap is evident key teaching strategies will also be identified. Teaching assistants have identified groups and individual pupils. Where required senior leaders will mentor and coach staff to ensure high quality teaching meets pupil needs.</p> <p>A consistent marking code allows pupils to understand the teacher response to their written work, verbal feedback is also given and pupils respond in written form in Year 1 and in Year 2. Teacher responses show pupils how well they are progressing towards their targets.</p> <p>Teachers and TAs performance management targets identifies expectations of progress for all pupils and is linked to our whole school priorities.</p>

Principle 3 To ensure that the school is keeping up with best practice and is innovative in its approaches to teaching and learning.	In the Foundation Stage and in Key Stage 1 (Years 1 and 2)
<p>a) We work with others to ensure our expectations are aspirational and support best practice.</p> <p>b) Are created in accordance with the best practice seen both locally and further afield, taking into account new research accordingly.</p>	<p>The school moderates its data at each data entry point moderating within and across the year groups.</p> <p>Senior leaders take part in the moderation process alongside other colleagues.</p> <p>The school moderates with other cluster schools, our Junior School and other local schools and across the local authority. A preschool cluster meeting was created in the academic year 2015-16.</p> <p>Courses are undertaken by all staff to ensure judgments are robust.</p> <p>Judgments are benchmarked against local and national data. Within school we consider local/ county and then national data in this order as our area performs above county level and Hampshire sits above the National Levels for EYFS/Phonic and end of Key Stage One Data.</p> <p>We also consider pupil profile and how each of the groups within school performs against 'like' groups both nationally and locally. (e.g. Pupils who are entitled to Pupil Premium funding or may have English as an additional language)</p>

These principles link to our Assessment and Marking Policies.