Birches Green Infant School
Assessment Policy

At Birches Green Infant School we endeavour to support all pupils in making better than expected progress and raise confidence and self-esteem. We see assessment as central to this. This includes:
Teacher Marking work and feedback
Observations and Group Work
Formal Summative Assessments (Including National Tests)
Weekly Tests (Spellings, Big Maths etc)

Aims
To ensure children progress, knowing their achievements and what they need to do next.
To internally track pupils for attainment and progress.
To ensure teacher planning is amended in order that the teaching and learning meet the needs of all children
To have a consistent approach that measures school progress against national standards

Principles
Assessment of children can take different forms including both observations and discussions as well as the formal assessment of written work.
Every half term pupils across school are assessed and data tracked.
As well as Marking and Feedback, formal assessment procedures are carried out in order to support the on-going teacher assessment of pupils.

Monitoring and Evaluation
Teacher assessments are moderated by each year group before submission on Target Tracker.
Assessment data informs performance management targets to ensure pupil progress is at the heart of whole school improvement.
Following assessment, data is analysed in detail by the AHT looking at progress and attainment of all children including vulnerable groups. This information is shared at SMT meetings. Pupil Progress Meetings are then held with all staff to identify pupils who may require further intervention and support. Lesson Observations focus on these pupils to ensure accelerated progress is being addressed within teaching.

Teacher Assessment of the core subjects.
On-going teacher assessment is central to pupils making good progress. All pupils have 'I can statements' that shows attainment towards end of year expectations in Reading, Writing and Maths.
These are completed on a regular basis by staff and used to inform the planning of next steps.
Marking of work, discussions and observations inform the on-going assessments of pupils.
At the end of each year, during transition week, teachers share this information with each other to ensure end of year data is accurate.

Special Educational Needs
Pupils identified on the SEN register are assessed in line with other pupils using target tracker/ITPs. Their progress and attainment is tracked by the SENCO.

**Assessment with the Early Years**
Evidence is collected through observation and discussion and these are recorded in pupils learning journeys. Photographic evidence is also collected along with pupil quotations. Along with any written work, these form the basis of the on-going teacher assessments in line with National Expectations. Stickers are placed in learning journeys to show where pupils have achieved different objectives. The Early Years Coordinator analyses this data termly and presents to the SLT. Data is provided to parents and carers at the end of each year.

**Assessment in Key Stage 1 and 2 (Reading, Writing and Mathematics)**
Teacher assessments are entered on to the schools tracking system and progress maps created to show attainment and progress against targets.
This data is analysed to identify Progress as well as attainment and to identify groups and individuals who may require further intervention and those who are making accelerated progress.
The data analysis informs the SIP and SEF documentation and drives forward staff training and support packages within school.
National Assessment SATs tests are carried out at the end of Year 2.
Assessment Data is provided to parents at the end of the year.

**Assessment within Curriculum Subject Areas**
Children are assessed termly in the Foundation subjects through Target Tracker end of year statements. This information helps staff to see gaps in learning in order for them to adapt their planning accordingly. Subject coordinators are responsible for analysing data and informing SLT of the results.

**Roles and Responsibilities**

**Governors:** Monitor whole school progress data with support of HT and DHT

**Head Teacher / Assistant Head Teachers:** Moderate assessments regularly and provide data analysis reports to staff and governors. Hold teaching staff to account for pupil progress using pupil progress meetings and performance management to address underperformance and set targets.

**Teaching Staff:** Regularly assess pupils and provide feedback. Adapt planning in line with assessments to ensure good progress for all. Provide assessment information for pupils and parents as well as school leaders.

**Teaching Assistants:** Provide feedback to the teaching staff on progress and attainment of pupils.

**Parents and Carers:** Support children at home with homework to positively impact on progress.

**Pupils:** complete all work to highest of standard in order to make good progress in school.

Policy updated December 2015