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 and Teaching Assistant Marking work and feedback
Observations and Group Work, Formative and Summative Assessments (Including National Tests) Weekly Tests (Spellings, 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.
- 4 data captures in the year pupils across school are assessed and data tracked. (Autumn 1 baseline, Autumn 2, Spring 2 and Summer 2)
- 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 SLT looking at progress and attainment of all children including vulnerable groups. This information is shared at SLT meetings. Pupil Progress Meetings are then held with all staff to identify pupils who may require further intervention and support. Lesson Observations, Learning Walks, book trawls and Pupil voice all focus on these pupils to ensure accelerated progress is being addressed within teaching.

Teacher Assessments are moderated in a variety of ways- Internally with parallel teachers as well as cross year group moderation within school as well as externally through Erdington School's Collaboration joint moderation and Services for Education LA moderation sessions for Year 2 and EYFS
Teacher Assessment of the core subjects.
On-going teacher assessment is central to pupils making good progress. All KS1 pupils have Birches Green Infant School’s ‘I can statements’ that show attainment towards end of year expectations in Reading, Writing and Maths. The KS1 school curriculum is a combination of Year 2 TAFs, KPIs for Year 1 and Year 2 alongside any other skills that the school feel are important in each particular subject. 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 SEND register are assessed in line with other pupils using target tracker alongside their ITP continuums. Their progress and attainment is tracked by the Inclusion Lead. The Inclusion lead also tracks the attainment and progress of other vulnerable groups in school including AMA, EAL and Pupil Premium.

Assessment with the Early Years
Evidence is collected through observation and discussion and these are recorded electronically in pupils learning journeys on Target Tracker. Photographic evidence is collected along with pupil quotations. At the end of each year parents have the option of receiving this information electronically. Along with any work in books, these form the basis of the on-going teacher assessments in line with National Expectations.
The SLT analyses this data 4 times a year and presents it at SLT meetings. Data is provided to parents and carers informing them of next steps needed at each Parent and Carers evening.

Assessment in Key Stage1 (Reading, Writing and Mathematics)
Teacher’s formative 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.
Pupils in Year 1 complete single White Rose Maths questions weekly that culminate in termly summative assessment that is used to track progress.
Pupils in Year 2 complete past SAT test papers before each data capture point. The results of these tests are used to track the pupils’ progress and identify interventions

Statutory tests in Key Stage 1
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.
National Phonics Screening checks are carried out in the summer term in Year 1
Results are provided to parents at the end of the Year. (Children who are yet to reach the threshold in Year 1 repeat the Screening check in the Summer Term in Year 2)
Assessment within Curriculum Subject Areas

Children are assessed half termly in identified 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 Leaders 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 AHT

Head Teacher / SLT: 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.

Racial Equality & Equal Opportunities Statement - All children have equal access and inclusive rights to the curriculum regardless of their gender, race, disability or ability. We plan work that is differentiated for the performance of all groups and individuals. Birches Green Infant School is committed to creating a positive climate that will enable everyone to work free from racial intimidation and harassment and to achieve their full potential.

This policy will be reviewed on a bi-annual basis.

Policy reviewed by Governors October 2018
Policy reviewed by staff October 2018
Next reviewed due October 2020

Signed........................................... Chair of Governors Dated..........................................

Signed........................................... Head Teacher Dated.................................