



**“Happy Together, Growing Together, Aiming High.  
Every day, a learning adventure.”**

## **Denmead Infant School**

### **Assessment Policy**

#### **INTENT**

At Denmead Infant School everything we do is underpinned by our curriculum intention which is:

*“Happy together, Growing together, Aiming High, Every day a learning adventure”*

#### **Assessment Principles**

We believe that good assessment practice ensures that:

- Teachers plan learning tasks which are based on an analysis of children’s learning needs and accurately reflect the next steps in learning for each child
- Children demonstrate through their learning tasks what they know, understand and can do
- Children understand the next steps in their learning and take responsibility for their learning
- Children’s requirements for support and intervention are identified at the earliest opportunity and the necessary steps are taken
- Parents/carers are provided with regular information which enables them to support their child’s learning so that school and home can work together to raise standards
- The head teacher, governors and other senior leaders have information which allows them to make judgements about the effectiveness of the school and plan for effective, on-going school improvement

Our curriculum follows the principles of the national curriculum and early years foundation stage curriculum. Teachers ensure that children have a secure understanding of key ideas and concepts before moving on to the next phase of learning

#### **IMPLEMENTATION**

The following is taken from our curriculum for learning. It explains the ways in which we implement our assessment policy.

|                                |                                                            |                                                     |                                                                                |                                                                                               |
|--------------------------------|------------------------------------------------------------|-----------------------------------------------------|--------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------|
| <b>Assessment for learning</b> | Effective use of summative assessment to inform next steps | Oral and written feedback that has immediate impact | Purposeful internal and external moderation to inform professional discussions | Clear learning intentions and success criteria are shared with children and understood by all |
|--------------------------------|------------------------------------------------------------|-----------------------------------------------------|--------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------|

The cycle of 'plan, do, assess, review' is integral to the everyday teaching and learning process, with all teaching linked clearly to on-going assessment. Teachers and teaching assistants constantly adapt the learning environment and their teaching in light of the information they gain from observations, questioning, feedback from children and other assessment activities.

As part of this process children are given feedback on their learning in order that they know how successful they have been and what the next steps are.

### **Assessment for Learning (AfL) / Formative Assessment**

AfL is used by teachers and teaching assistants to evaluate children's knowledge and understanding of a concept, skill or topic on a day to day basis and adapt their teaching accordingly.

Strategies used could include:

- Questioning during the lesson, with questions being asked either by the adult or child
- Feedback – this may be oral or in writing, to the whole class, a group or individual
- Self and peer assessment
- Observational assessment by teachers and/ or teaching assistants
- Information retrieval activities
- Opportunities to apply and explore a concept further

### **Summative Assessment**

Summative assessment is used to evaluate how much a child has learned at the end of a teaching period. This information will be used to inform and support children's progress and attainment. It may also be used for planning of targeted support for the child. Summative assessments will inform colleagues, senior leaders, parents/carers and school improvement planning.

Summative assessment may take place at the end of a unit of work to assess children's understanding and inform planning and there are also key points set throughout the school year where assessment information is brought together to form one overall summative assessment.

On entry each child will complete the statutory Reception Baseline Assessment. At the end of year R we complete a child's Early Years Foundation Stage Profile by assessing whether a child has met or not met each of the 17 Early Learning Goals from Development Matters. During the year there are three milestone points, which are roughly ten weeks apart. At these points, teachers assess whether each child is showing typical development in each of the areas of learning and development. This information is then used to plan the provision for individuals and groups of children.

In Key Stage 1 we use the Hampshire Assessment Model. The subjects of reading, writing and maths are divided into domains, and the year is divided into four phases of roughly 10 weeks. Summative judgements for each domain are made at the end of each phase with teachers identifying children who are secure, beyond, close to and below the expected level in each domain

for each of these phases in order to track progress and plan future learning. Children who are assessed as being 'close to' receive intervention and support and are expected to close the attainment gap within the following phase. Children who are below and also on the SEND register will have end of year objectives within their support plan to show a learning journey through the phases.

The Hampshire Assessment Model sets high expectations for all children with a child only being judged as being secure overall for a subject if they are secure in each domain i.e. we apply an 'exact fit' approach to our assessment.

### **Statutory Assessments**

At the end of year R, when children have completed the Foundation Stage, teachers complete the Early Years Foundation Stage Profile. These outcomes are reported to the Local Authority and to parents and carers.

Children undertake the Department for Education (DfE) phonics screening at the end of year 1, and again in year 2 if they have not been successful. These outcomes are reported to the Local Authority and to parents and carers.

Teacher assessments are completed at the end of year 2, when children have completed Key Stage 1. These outcomes are reported to parents and carers.

### **Learning Objectives**

- Learning objectives may be printed, on stickers or work sheets, for all writing, maths, topic and reading tasks. If they are, the date when the children complete the task should be recorded, ideally by the child. This should be the specific day, not the week beginning.
- Learning objectives do not need to be recorded for spelling, handwriting and child initiated tasks

### **Recorded Feedback**

- Symbols should be used to communicate with the child what they did well and their next steps – it is essential that the children understand the symbols used and that they are clearly displayed in the front of all writing and maths books
- Comments may be used to supplement symbols
- Annotations (further relevant information) should be used to give context to work and to record what support has been given [NB when recording children's comments it may be appropriate to record them exactly as the child says it]
- All adult handwriting needs to be correctly formed with clear ascenders and descenders; modelled sentences should be written on the line and letters appropriately sized
- Learning behaviours should be recorded using the superheroes code

## **Expectations for written feedback/ marking**

### **In early years:**

- Some assessments are recorded by adults on observation sheets. These are then filed within a child's individual learning journey. These should record moments of learning which are important to the child.
- Teachers and teaching assistants should note on these their observations of a child's characteristics of effective learning, as well as a child's understanding of a concept or mastery of a skill.
- When a child has recorded their learning, teachers and teaching assistants should annotate this with adult initials, date and one of the following symbols: I (independent), S (supported), G (guided) A.I. (adult initiated), C.I (child initiated), E.P. (enhanced provision) .
  - Independent (I) means working on their own with some general (class or whole group) reminders and guidance
  - Supported (S) means adult intervention to address a misconception or attitude to learning e.g. to refocus
  - Guided (G) means focused structured teaching towards particular objectives
  - Adult initiated (A.I.) an adult directed task which the child is required to complete
  - Child initiated (C.I) means that this activity was freely chosen
  - Enhanced provision (E.P.) means the activity has been provided by the adult but the child had a degree of choice over whether or not they would access it
- As children begin to record their work, staff will begin to use written feedback. This might include:
  - T to show that an adult gave the child verbal feedback,
  - VE to show that a child could explain their thinking to an adult
  - Adult to model letter and numeral formation for child to repeat and practice
  - Adult to use green highlighter to show an objective has been achieved
  - Adult to use pink (teacher) or yellow (TA/HLTA) highlighter to indicate something a child can correct or improve e.g. the spelling of a common exception word

It is for the class teacher to determine at which point in the year this appropriate for each child.

### **In key stage 1:**

- All work should be marked in either a blue or black pen
- As a minimum, every piece of work needs to be marked with adult initials, date and one of the following symbols: I (independent), G (guided) or S (supported)
  - Independent (I) means working on their own with some general (class or whole group) reminders and guidance
  - Supported (S) means adult intervention to address a misconception or attitude to learning e.g. to refocus
  - Guided (G) means focused structured teaching towards particular objectives

The following guidelines apply to all written work, but written feedback will be seen much more frequently in literacy and maths books:

- Verbal feedback should be recorded with a T in a speech bubble and where possible annotated with a symbol from the marking code (see appendix) or a brief description
- If a child provides a verbal explanation of their thinking then the adult should annotate the work with VE
- When providing written feedback the general principle is that green indicates that a child has met the objective. This may be a green tick or the use of a green highlighter.
- If a child is expected to go back and improve/correct a part of their learning then this should be indicated using a highlighter. Teachers will use a pink highlighter, whilst HLTAs, teaching assistants and supply teachers will use yello. This enables class teachers to quickly check that they have had a conversation about learning with all their children over the course of a learning journey.
- In maths, an adult will indicate with a dot which problem or number statement needs to be revisited. Children will then be supported in revisiting these.
- Adults will indicate where a child has mis-spelt a common exception word or part of a common exception word which they are expected to spell correctly. Children should then use classroom resources to correct this. All adults need to ensure that they are clear about the words which children in different year groups at different times of the year should be able to spell. This applies in all books, not just those used in a literacy lesson. To provide children with adequate space to make these improvements once they move into the narrower (12mm) lined books they should write on every other line.
- Adults will indicate where a numeral is reversed and children will then correct.

#### **Specific guidance for Teaching Assistants:**

- Teaching assistants (TAs) should mark work with their initials, date and use the highlighters as above. If they have guided or supported a child then they can use the G or S symbol to indicate the level of support as child has been given. However, they should not use the I symbol.
- TAs can also use T and VE to indicate the conversations they have had with a child.
- TAs should annotate work, when applicable, with regard to the level of support, the learning process and any misconceptions.

#### **Children's response to marking and feedback**

- The response required by the child to marking and feedback must always be appropriate to their age or stage of development
- Whenever possible, feedback and marking should be completed in dialogue with the child as a 'real time' assessment i.e. 'on the go marking'
- Evidence of the impact of feedback should be seen in subsequent work, or later in the same piece of work. This may be through an improvement, a teacher having addressed a misconception through providing a model or a child rewriting and improving their work

## Peer and self-assessment

- From year R onwards, children are supported in discussing their work with reference to the success criteria.
- Adults first model the language of self-assessment in conversations with the children about their work, giving specific praise linked to the learning objectives/ success criteria.
- Opportunities for peer assessment should be planned as part of the learning journey to ensure that time is allowed for this activity.
- Children are asked specific questions about their learning, again linked to the learning objectives/ success criteria.
- In years 1 and 2 children begin to give verbal feedback to their peers and may refer to the symbols when talking about what has been done well and what could be done to make it even better.
- Children use a pencil to correct e.g. spelling of common exception words, numeral reversal. As they move through the school and are ready to edit and improve their work they begin to use a purple pen so that these improvements can be clearly seen.
- All of these activities are completed in a supportive environment, where everyone knows that feedback helps their learning

## IMPACT:

The following is also taken from our curriculum for learning and explains the way in which we will measure the impact of our assessment policy.

| An inclusive curriculum for all | An inspiring and challenging curriculum for all                                                                                                                                                                                                                                                                                                                          | Teaching that is consistently good for all pupil groups                                                                                                                                                                                                                                                        | High levels of attainment and progress                                                                                                                                                                                                                         | Positive climate for learning in all classrooms                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | Children who are fluent in the language of learning                                                                                                                                                       |
|---------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Evaluation</b>               | <b>Memorable connections</b> <ul style="list-style-type: none"> <li>- Does the learning make links with prior and current learning within the subject and across the curriculum?</li> <li>- Is it clear what has been added to the child's learning rucksack?</li> <li>- Are there relevant contexts for high quality outcomes for literacy, numeracy and IT?</li> </ul> | <b>Enquiry based learning fuels curiosity</b> <ul style="list-style-type: none"> <li>- Does the task or topic promote deeper thinking?</li> <li>- Do children have choices at different points in the learning process?</li> <li>- Do children reflect on their learning and generate new thinking?</li> </ul> | <b>Equity and enrichment</b> <ul style="list-style-type: none"> <li>- Are there high expectations for all?</li> <li>- Is there equity; are all children able to access the learning?</li> <li>- Does the task design enrich children's experiences?</li> </ul> | <b>High quality outcomes and challenge for all</b> <ul style="list-style-type: none"> <li>- Do all adults have high expectations of all children at all times?</li> <li>- Are there clear assessment criteria linked to the development of knowledge and skills?</li> <li>- Has the learning journey led to a purposeful outcome or product?</li> <li>- Are children challenged to think and to evaluate their learning?</li> <li>- Do the children experience a taste of the best that has already been achieved?</li> </ul> | <b>Coherent broad and balanced</b> <ul style="list-style-type: none"> <li>- Does the curriculum facilitate unlimited possibilities for rehearsing and honing literacy, numeracy and IT skills?</li> </ul> |