



South Ossett Infants' Academy Assessment Policy



This policy runs alongside and is supported by our marking and feedback policy.

There are different types of and purposes for assessment. This policy deals with the ongoing, daily (formative) assessment that teachers and teaching assistants do, which inform what the children know and therefore the next steps needed in teaching and provision, and the summary of these assessments (summative assessments) which are used by the class teachers, headteacher, SLT and governors to track pupil progress across the year and through school

Formative Assessments

For their ongoing, formative assessments the staff at SOIA use a variety of methods and means of recording. They will use both whole school devised and individually created recording sheets to record their judgements. These judgements are formed based on

- their interactions and discussions with the children
- the children's responses to questions and comments in guided and whole class teaching and learning
- looking at, discussing and marking children's work
- observations of the children in the areas of learning
- more formal checking activities such as spelling, phonic, sight vocabulary or number bond checks, done 1-1 with an adult or in a group.

Not all aspects of these formative assessments will be recorded, nor is there an expectation that there is a piece of work, photograph or annotation for each assessment made. Teachers, in discussion with practitioners and the children, are best placed to make an accurate assessment of whether a particular teaching point, skill or concept has been understood by the child, group or class. Sample photographs, photocopied whiteboards, work in books and on paper, children's own self-assessments, teachers' knowledge of pupils' ability to apply and discuss objectives form a sufficient evidence base for ongoing assessment. Teachers will use their professional judgement to decide which aspects/evidence needs to be recorded in order that they are able to knowledgably state what the children know, what their next steps are and what their specific strengths and areas to develop are, in the areas of the curriculum and in their approaches to learning.

These assessments are shared with the children in line with the marking and feedback policy.

In October these assessments, and the knowledge of their teacher from the previous year, are used to target what the pupils can be expected to achieve at the end of Year One and Two.

Summative Assessments

Summative assessments are given by the class teachers to the headteacher at key points throughout the year. These are teacher assessments which summarise, against key statements and expectations, what the children have achieved at that point. In Foundation Stage these are based on the Foundation Stage Curriculum. In Key Stage One these are based on the National Curriculum.

For Foundation Stage summative judgements are given on entry and then at three points during the school year, currently using the Early Excellence Assessment Tracker (EExAT). This system records progress against the characteristics of effective learning and the Prime and Specific areas of learning, in age related steps. By May, of the children's year in Upper Foundation Stage, the children are assessed and are judged to be emerging or expected against these Early Learning Goals (the Early Years Foundation Stage Profile).

For Key Stage One, summative judgement are given at 3 points, spread throughout the year. The teachers at each point in time make a judgement on whether the children are working below, within, at or above age related expectations for those aspects of the curriculum covered so far in English

and Maths. The Key Stage One assessments are then recorded on the school's own system. At the end of Year One and Two teachers then make a summary judgement of the children's achievement; that the children are working below, within, at or above age related expectations in English, Maths and Science. The statements are "working towards", "working at" or "working at greater depth within" the expected standard, for the end of Year Two. Teacher assessments on science, ICT and the non-core subjects are shared between staff throughout the year as part of the planning, preparation and assessment process. Staff use school's own systems to record this.

For children on the Special Needs register, who are not yet working at this level, "Wakefield Progression Steps" are used to record and report achievement and progress and to set next steps.

Alongside this the teachers and practitioners also complete Pupil Progress Forms using their formative and summative assessments, both recorded and from their knowledge of the children, which is then discussed with the Headteacher. These discussions are held linked to the summative assessment cycle.

Reception Baseline Assessment

From September 2021, the government has introduced a new statutory baseline assessment, to be done within the first six weeks of a child starting in September. The school is given a narrative account of each child's results and will take note of any assessment information gained as part of the one-to-one assessment, completed with their teachers. The children do not pass or fail this assessment – it will be used to measure progress from Reception to the end of Year Six.

Statutory Tasks and Tests

In June of Year One, repeated in Year Two if required, the children undertake the statutory Phonics Check. The children are then awarded "WA" (working at) if they successfully decode the required number of words and non-words. Any children who do not achieve WA retake the check in Year Two.

In May of Year Two the children undertake the statutory Year Two tests. In 2021, we anticipate that as in pre-pandemic years, these tests will be marked internally then this mark will result in a "scaled score", where 100 represents the expected level of attainment for Year Two pupils.

Validity of Assessments

The Assessment Leader attends training and ensures that staff have the necessary knowledge and skills for assessment. In school training, work scrutiny and moderation are carried out throughout the year. The staff also take part in external moderation and training, across the Trust, from Wakefield LA and, where appropriate, by additional providers to ensure that our assessments are valid and in line with National expectations.

Tracking Progress

The Headteacher and SLT look at the progress of children across school as part of their Senior Leadership time. The Headteacher uses all of these sources of to prepare and present progress summaries to the Governors at termly Standards committee meeting, which the Chair then reports to the Full Governing Body meetings.

Covid

During the academic years when learning was interrupted by the pandemic (2019-20 and 2020-21) statutory assessments did not take place. The Phonics check was moved to December in Year Two in 2020-21 from 2019-20 and will take place in Year Two in December 2021, as well as for Year One in June 2022.

The Assessment Leader is the Headteacher, Tina Shute.

This Policy was created and agreed by staff in September 2021 and will be reviewed annually.

It was presented to and agreed by Governors in September 2021.