

EASTCOURT SCHOOL
CURRICULUM, TEACHING AND LEARNING POLICY: ASSESSMENT

This Policy, which applies to the whole school including the Early Years Foundation Stage (EYFS), is publically available on the School website and on request a copy may be obtained from the School Office.

Legal Status:

Regulatory Requirements, Part 1, Paragraph 2(2)(a) to (j), Quality of Education Provided (curriculum) (teaching) of The Education (Independent School Standards) (England) Regulations 2010, as amended 2013.

Applies to:

- The Whole School including the Early Years Foundation Stage (EYFS) where applicable. Please note, that EYFS have their own detailed schedules in accordance with the statutory requirements.

Related Documents Include:

- Differentiation Policy
- Educational Visits and Off-Site Activities Policy
- Teaching and Learning Policy
- Marking Policy
- Homework Policy
- Gifted and Talented Pupils Policy
- Special Educational Needs and Disability (SEND) Policy
- Appropriate plans, schemes of work and/ or programs of study.

Availability:

This policy is made available to parents, staff and pupils in the following ways: via the School website, and on request, a copy may be obtained from the Office.

Monitoring and Review:

- This policy will be subject to continuous monitoring, refinement and audit by the Headteacher.
- It is the responsibility of the Deputy Headteacher in conjunction with the SLT to ensure that this policy is adhered to. Both the Headteacher, Deputy Headteacher and SLT regularly inspect samples of pupils' work and observe the policy being implemented in the classroom.
- The Proprietor (who is also the Headteacher) undertakes a formal annual review of this policy for the purpose of monitoring and of the efficiency with which the related duties have been discharged, by no later than one year from the date shown below, or earlier if significant changes to the systems and arrangements take place, or if legislation, regulatory requirements or best practice guidelines so require.

Signed: *C.Redgrave*

Date: September 2022

Mrs.Christine Redgrave

Headteacher

Review Date: September 2023

Introduction

Assessment is an integral part of our curriculum planning and is inseparable from the teaching and learning process. It has a major role to play in increasing levels of achievement within Eastcourt School.

What is assessment?

The word assessment comes from the Latin *'assidere'*, to sit beside. This gives a valuable guide to the concept of assessment as a partnership between parent/carer, pupil and teacher. Assessment refers to any situation in which an aspect of the pupil's education is measured. This measurement could be by the teacher through standardised tests such as CAT Assessments, National Foundation of Educational Research (NFER), informal teacher assessments or by the pupil him or herself. Assessment occurs when judgements are made about achievement. It is an integral part of teaching and is primarily used in an on-going (formative way) to promote better learning. Assessment is an integral part of our curriculum planning and is inseparable from the teaching and learning process. It has a major role to play in increasing levels of achievement within our school.

What is the purpose of assessment?

At Eastcourt, we believe the key purpose of assessment is to move pupils on in their learning. Continued monitoring of each pupil's progress gives a clear picture of what each pupil is doing. It is important that the teacher knows what information has been remembered, what skills have been acquired, and what concepts have been understood. This enables teachers to reflect on what pupils are doing and informs future planning. The outcomes of our assessments will help pupils become involved in raising their own expectations. The objectives of assessment in Eastcourt are:

- to enable our pupils to demonstrate what they know, understand and can do in their work;
- to allow teachers to plan work that accurately reflects the needs of each child;
- to provide regular information for parents/guardians that enables them to support their child's learning;
- to provide the Headteacher with information that informs judgement about the effectiveness of the school.

Principles for good practice

Good assessment practice:

- is based upon clear curriculum intentions
- plays an integral part in classroom activities
- is appropriate to the task
- focuses on learning processes as well as learning outcomes
- draws on a wide range of evidence
- indicates strengths and identifies weaknesses
- involves pupils in reflection and review
- informs about individual's progress

Rationale

Assessment is an important link in the cycle of planned curricular experiences. Recording achievement is a positive way of identifying pupil's particular strengths and weaknesses through sensitive assessment. Sensitive assessment contributes towards a positive attitude, motivation and a desire to continue making progress.

We believe that effective assessment provides information to improve teaching and learning. We give Eastcourt pupils regular feedback on their learning so that they understand what it is that they need to do better. This allows us to base our lesson plans on a detailed knowledge of each pupil. We give parents regular reports on their pupil's progress so that teachers, pupils and parents are all working together in an ecosystem of happiness to raise standards for all our pupils.

By concentrating on the individual the opportunity is taken to ensure that pupils experience success and can thereby build on their own self-esteem and motivation. Unless assessment is seen as an integral part of the teaching and learning process, it can easily become an appendage utilising only a fraction of the benefits to be gained. The purpose of this policy is to draw together the many aspects of good practice from both within and from outside of school in a coherent and practical framework. This will enable all assessment activities to have a direct impact on the foci of tracking progress, planning for improvement and raising attainment.

Aims and Objectives

At Eastcourt School, we educate and nurture the whole pupil, providing opportunities for each pupil to discover and develop their talents and abilities. We create a culture of achievement within a vibrant and stimulating learning environment ensuring positive reinforcement at all levels of ability through appropriately differentiated expectations. Our vision is for Eastcourt pupils to stand on their own as lifelong learners, growing in confidence and independence, prepared to be major contributors to our global challenges.

Assessment aims to:

Create a culture of achievement with positive reinforcement at all levels of ability;

- to support learning by identifying pupil's strengths and weaknesses and encouraging them to evaluate their progress and reach their highest possible levels of attainment
- to 'close the gap' between pupils and between potential and actual performance
- to enable teachers to identify the needs of each pupil including additional support if required
- to allow teachers to plan work that accurately reflects the needs of each pupil

Adopt a forward-thinking, innovative approach without sacrificing traditional strengths;

- to provide information and guidance
- to help prepare pupils for their future schools

Provide high-calibre staff who themselves are life-long learners and who are given training opportunities for continuing professional development;

- to provide a method of monitoring and developing the curriculum
- to evaluate the success of the teaching

Provide a high quality learning environment with a happy, vibrant atmosphere, a sense of purpose and a climate of open, friendly communication built through mutual trust and respect;

- to provide meaningful communication between Eastcourt and its parents, that provides them with information about their pupil's achievements and progress on a regular basis
- to provide the Headteacher and SLT with information that allows judgements to be made about the effectiveness of the school.

Educate the whole pupil by providing opportunities in breadth and depth for the concurrent development of all dimensions of school life;

- to help staff evaluate their delivery of the curriculum and make any necessary adjustments to it in terms of curricular planning and approaches to teaching.

Discover and develop the unique talents and abilities of each individual, promoting all-round achievement.

- to enable our pupils to demonstrate what they know, understand and can do in their work
- to help our pupils understand what they need to do next to improve their work

Principles of Assessment

In order to satisfy the above aims, the Assessment Policy is based on research-based guidelines for effective assessment. This includes:

- formal, summative assessment that is planned and conducted on a frequent and consistent basis as a reflective process after completion of a task
- a shared understanding between pupils and teachers of the criteria which will be used in the assessment of learning
- pupils being involved in this process as part of taking responsibility for their own learning, e.g. in developing their ability to be properly self-critical or in setting realistic targets for their subsequent work
- teachers using the results of their assessment to set work which challenges and stretches their pupils
- effective planning for teaching and learning which recognises the full range of achievements of all pupils by focusing on how pupils learn
- recognising assessment as central to classroom practice
- assessment being regarded as a key professional skill for teachers
- sensitive and constructive practices because any assessment has an emotional impact
- taking account of the importance of learner motivation
- promoting commitment to learning goals and a shared understanding of the criteria by which pupils will be assessed
- providing constructive guidance for pupils about how to improve
- developing the pupil's capacity for self-assessment and recognising their next steps and how to take them
- formative assessment activities will be emphasised as part of school routine; summative activities will be undertaken half termly in order to track progress in English and Maths, and at the end of topics in other subjects.

Processes – What we do and when we do them?

See Appendix A – Assessment Overview

Responsibilities

Teaching staff are responsible for:

- adhering to the requirements of this policy in planning the learning for the groups and individual pupils for whom they are responsible
- involving and informing Teaching Assistants, and others working with pupils, of the role they need to have in the assessment of pupil's learning
- keeping records of pupil's progress in an agreed format as defined by the Marking and Feedback Policy
- keeping other such records as to inform and contribute to the agreed curriculum plans, records and reports
- reporting as required regarding the progress of their pupils
- ensuring all tests are of a level appropriate to the schemes of work in operation
- analysing results and discussing any individual performances that give cause for concern
- marking tests and ensuring appropriate feedback to pupils on their performance
- completing assessment result sheets
- reporting to parents as required regarding the progress of their pupils

Teaching Assistants are responsible for:

- being active in seeking out the expected learning objective for all pupils
- being aware of the teacher's expectations regarding specific assessment activities
- contributing to the on-going discussions regarding pupils' progress
- considering the next steps for pupils' learning and how they may best support the pupils
- helping with other support groups as required.

SLT:

- knowing the strengths and areas for improvement within subjects

- being responsible for the monitoring and identification of the above
- planning strategies for subject improvement and development to be contained in an action plan that is updated annually
- undertaking monitoring activities throughout the year to assess standards in their subject, which may include book scrutiny, pupil interviews, classroom observations or discussions with teachers

The Headteacher/Deputy Headteacher are responsible for:

- being aware of the assessment and reporting activities taking place within the school
- receiving reports regarding pupils progress from staff
- confirming following discussion agreed targets for the school
- the management of assessment activities
- the on-going monitoring of assessment and reporting activities to the SLT
- working alongside staff in order that they have the information required to monitor their teaching successfully
- facilitating the exploitation of assessment data within the school
- ensuring a consistent and continuous school-wide focus on pupils' achievement, using data to monitor progress in pupil's learning
- being able to determine, organise and implement a diverse, flexible curriculum and apply an effective assessment framework
- overseeing the collection and interpretation of assessment data
- implementing the school's policy for the recording and reporting of pupil progress, based on regular assessments and reports
- reporting to the staff the outcomes of assessment activities
- overseeing the school's reporting system to parents, ensuring that school reports are of a high quality and informative to parents

Parents are responsible for:

- participating in the opportunities offered by the school to be involved in discussions regarding their pupil's progress
- raising any concerns that they may have about their pupil with the school at the earliest opportunity

Early Years Foundation Stage:

- We adhere to the Childcare Act Section 39(1)(a) 2006 which stipulates that Early Years providers must ensure that their provision meets the learning and development requirements as specified in the EYFS (Learning and Development Requirements) Order 2007 (amended 2012). We therefore assess each pupil at the end of the Reception Year against the 17 Early Learning Goals (ELGs) as set out in the Foundation Stage Profile Handbook 2022 (Standards & Testing Agency, 2012). Assessment in the Early Years Foundation Stage is on-going and is an integral part of the learning and development process.
- At Eastcourt School we collect evidence and knowledge throughout the year to enable us to be able to assess each pupil against the ELGs at the end of the year. This evidence is used to produce an Early Years Profile for each pupil in the summer term. A completed profile contains items of information: the attainment of the pupil assessed in relation to the 17 ELG descriptors (i.e. whether they are meeting the **expected** outcome for the end of the EYFS, **exceeding** the expected outcome, or if the skill is **emerging**), together with a short narrative describing the pupil's three learning characteristics. The information in the EYFS profile is passed on to the Year One team at the end of the year to allow them to provide an easy transition into Key Stage One.

Pupils are involved in their own assessment at Eastcourt . Each pupil has a 'Learning Journey', a file which they take ownership of.

Children work with the EYFS Practitioners on a daily basis (and at times at home with their parents) to select pieces of work, record goals achieved in order to include them in their profiles. Parents have access to their child's journal throughout the year. They assess the learning at least once each half term using the parent sticker. We are keen to welcome input from parents to add depth to the EYFS profile. This may be from sources such as the reading record, which charts informally achievements, which pupils make at home, or more formally, through parent meetings. It is also shared with the parents/carers throughout the year, at our formal parent's evening, and also in our reports, which identify targets that practitioners will be focussing on with each pupil.

- All assessment at Eastcourt School EYFS is on-going: we collect evidence throughout the year and use the descriptors listed in the document '*Development Matters in the Early Years Foundation Stage*' (British Association for Early Childhood Education, 2021) to enable us to monitor and assess pupil's progress continuously throughout the year and best plan for the future learning and development of the pupils in our care.
- We use a range of methods to assess. We capture spontaneous moments of learning using observations. We also plan to observe pupils using running observations, and complete more formal assessments such as practical Mathematics assessments, which are completed on a 1:1 basis with each pupil. Our assessments are always based on our knowledge of the pupils in our care.
- When pupils enter Eastcourt School Reception we assess their knowledge of letters and sounds. This enables us to teach each pupil to read in a way, which best suits their learning style and needs. We assess reading continuously. This is recorded in a Reading Record, which each pupil takes home with them on a weekday evening. The pupil's parents may also then comment on their pupil's progress in reading, so as to better inform the teachers, and provide an alternate perspective on each pupil's abilities.
- At Eastcourt School we are mindful of the fact that the EYFS profile should not be completed solely with the knowledge of a single practitioner. As such we take into account a range of viewpoints when making our final judgements for the EYFS profile in order to build a more holistic view of each pupil's skills and achievements. This will include information from other adults, including specialist teachers, who are in contact with the pupils: teaching assistants, and parents' evening. All assessment at Eastcourt School is completed with a view to informing our future planning so that we may best meet the individual needs of each pupil in our care.
- In the Reception class, we have a baseline assessment at the start of the year.

Special Educational Needs and Disabilities

Pupils who experience challenges in accessing the taught curriculum at Eastcourt School may have the assessment modified to accommodate their need. This will not affect the outcome or marking procedure. Accommodations will vary and be at the discretion of the class teacher.

Feedback to Pupil

Our feedback to pupils tells them how well they have done and what they need to do next in order to improve their work. We give pupils verbal feedback on their work whenever possible. We do this when the pupils are working during the lesson although we sometimes give feedback on a particular lesson at the beginning of the next one. We give written comments to pupils of all ages.

When we give written feedback to a child, we relate this to the learning objective for the lesson. By so doing we make clear whether the objective has been met and we produce evidence to support the judgement. If we consider that the objective has not been met, we make clear why this was the case. In both cases we identify

what the child needs to do next in order to improve future work. We also grade the child's work in line with the marking criteria of the final assessment.