



# Tennyson Road Infant School

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[www.tennysonroadinfants.org.uk](http://www.tennysonroadinfants.org.uk)

## **ASSESSMENT POLICY**

Safeguarding our children is our priority. All concerns must be reported to our Designated Safeguarding leads: Miss Hall and Mrs Hilbourne.

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### **1. AIMS**

This policy aims to:

Provide clear guidelines on our approach to formative and summative assessment

Establish a consistent and coherent approach to recording summative assessment outcomes and reporting to parents

Clearly set out how and when assessment practice will be monitored and evaluated

### **2. LEGISLATION AND GUIDANCE**

Schools have been free to develop their own approaches to assessment since the National Curriculum levels were removed in 2014.

This policy refers to:

The recommendations in the [final report of the Commission on Assessment without Levels](#)

Statutory reporting requirements set out in [the Education \(Pupil Information\) \(England\) Regulations 2005: schedule 1](#)

### **3. PRINCIPLES OF ASSESSMENT**

To ensure that:

- assessment is an integral part of teaching, based on best practice, focusing on the curriculum and that it lies at the heart of promoting children's education.
- high quality, in depth teaching, is supported and informed by high quality formative assessment. (ongoing assessment)
- the school ethos promotes and emphasises the opportunity for all children to succeed if taught and assessed effectively.
- there is always a clear purpose for assessing and assessment is fit for its intended purpose.
- assessment is used to focus on monitoring and supporting children's progress, attainment and wider outcomes.
- assessment provides information which is clear, reliable and free from bias and informs teaching and learning.
- assessment supports informative and productive conversations with pupils and parents

- children take responsibility for achievements and are encouraged to reflect on their own progress, understand their strengths and identify what they need to do to improve.
- we achieve our assessment without adding unnecessarily to teacher workload and do not use it in a way that creates unnecessary burdens on staff or pupils.
- assessment is inclusive of all abilities.
- assessment is used well to help pupils embed and use knowledge fluently or to check understanding and to inform teaching.

#### 4. ASSESSMENT APPROACHES

At Tennyson Road Infant School we see assessment as an integral part of teaching and learning, and it is inextricably linked to our curriculum.

We use 3 broad overarching forms of assessment: day-to-day in-school formative assessment, in-school summative assessment and nationally standardised summative assessment.

##### 4.1 In-school formative assessment

Effective in-school formative assessment enables:

**Teachers** to identify how pupils are performing on a continuing basis and to use this information to provide appropriate support or extension, evaluate teaching and plan future lessons

**Pupils** to measure their knowledge and understanding against learning objectives, and identify areas in which they need to improve

**Parents** to gain a broad picture of where their child's strengths and weaknesses lie, and what they need to do to improve

We will track pupils' progress using a combination of formative and summative assessment. Through daily formative assessment adults in class:

- question, discuss and engage in extended dialogue with children
- sharing learning goals (success criteria, curricular targets)
- use peer/self assessment
- give feedback – next steps

We will provide regular targets for pupils and provide termly verbal reports against these at parents' evenings. Pupils will receive a written report annually.

Formal summative assessment takes place termly via teacher assessments and end of term tests for Year 2 pupils. Attainment is tracked on Tapestry for EYGS pupils and O-Track for children in Key Stage 1.

Through 'Day-to Day In-School Formative Assessment', we will - support children in measuring their knowledge and understanding against learning objectives and wider outcomes, identifying where they need to target their efforts to improve. - ensure that problems are identified at the individual level and that every child is appropriately supported to make progress and meet expectations

##### 4.2 In-school summative assessment

Effective in-school summative assessment enables:

**School leaders** to monitor the performance of pupil cohorts, identify where interventions may be required, and work with teachers to ensure pupils are supported to achieve sufficient progress and attainment

**Teachers** to evaluate learning at the end of a unit or period and the impact of their own teaching

**Pupils** to understand how well they have learned and understood a topic or course of work taught over a period of time. It should be used to provide feedback on how they can improve

**Parents** to stay informed about the achievement, progress and wider outcomes of their child across a period

In-school summative assessments will be used to monitor and support children's performance. They will provide children with information about how well they have learned and understood a topic or course of work taught over a period of time, providing feedback on how they can continue to improve. In-school summative assessments will also inform parents about achievement, progress and wider outcomes. Teachers will make use of in-school summative assessments to evaluate both pupil learning at the end of an instructional unit or period (based on pupil outcomes) and the impact of their own teaching (based on class outcomes). Both these purposes will support teachers in planning for subsequent teaching and learning. In-school summative assessments will also be used at whole school level to monitor the performance of pupil

cohorts, to identify where interventions may be required and to work with teachers to ensure pupils are supported to achieve sufficient progress and expected attainment.

#### **4.3 Nationally standardised summative assessment**

Nationally standardised summative assessment enables:

**School leaders** to monitor the performance of pupil cohorts, identify where interventions may be required, and work with teachers to ensure pupils are supported to achieve sufficient progress and attainment

**Teachers** to understand national expectations and assess their own performance in the broader national context

**Pupils and parents** to understand how pupils are performing in comparison to pupils nationally

Nationally standardised summative assessments include:

Early Years Foundation Stage (EYFS) profile at the end of reception

Phonics screening check in year 1

National Curriculum tests and teacher assessments at the end of Key Stage 1 (year 2)

### **5. COLLECTING AND USING DATA**

In order to ascertain how pupils are progressing within a school year, summative data is collected three times a year at the end of each long term.

At the end of the academic year, in-school summative data is shared with parents as well as any national submitted summative assessment.

### **6. REPORTING TO PARENTS**

Annual reports are sent out to parents at the end of each academic year.

Annual reports will detail:

- achievements in all subjects and activities forming part of the school curriculum, highlighting strengths and areas for development
- Comments on general progress
- Arrangements for discussing the report with the pupil's teacher
- The pupil's attendance record, except where the pupil is in:
  - The reception year;
- When attendance is reported, it will include:
  - The total number of possible attendances for that pupil, and
  - The total number of unauthorised absences for that pupil, expressed as a percentage of the possible attendances

### **7. INCLUSION**

The principles of this assessment policy apply to all pupils, including those with special educational needs or disabilities.

Assessment will be used diagnostically to contribute to the early and accurate identification of pupils' special educational needs and any requirements for support and intervention.

We will use meaningful ways of measuring all aspects of progress, including communication, social skills, physical development, resilience and independence. We will have the same high expectations of all pupils. However, this should account for the amount of effort the pupil puts in as well as the outcomes achieved.

For pupils working below the national expected level of attainment, our assessment arrangements will consider progress relative to pupil starting points, and take this into account alongside the nature of pupils' learning difficulties.

### **8. TRAINING**

Training for staff is an integral part of ensuring assessment for pupils is consistent within school and also comparative with their peers, nationally.

Staff are trained on the formative and summative approaches outlined in this policy annually during staff meetings and INSET days.

## **9. ROLES AND RESPONSIBILITIES**

### **9.1 Governors**

Governors are responsible for:

Being familiar with statutory assessment systems as well as how the school's own system of non-statutory assessment captures the attainment and progress of all pupils

Holding school leaders to account for improving pupil and staff performance by rigorously analysing assessment data

### **9.2 Headteacher**

The headteacher is responsible for:

Ensuring that the policy is adhered to

Monitoring standards in core and foundation subjects

Analysing pupil progress and attainment, including individual pupils and specific groups

Prioritising key actions to address underachievement

Reporting to governors on all key aspects of pupil progress and attainment, including current standards and trends over previous years

### **9.3 Teachers**

Teachers are responsible for following the assessment procedures outlined in this policy.

## **10. MONITORING**

This policy will be reviewed every two years by the Headteacher and Achievement committee]. At every review, the policy will be shared with the governing board.

All teaching staff are expected to read and follow this policy. The Headteacher is responsible for ensuring that the policy is followed.

The Headteacher will monitor the effectiveness of assessment practices across the school, through: moderation, lesson observations, learning walks, book scrutinies and pupil progress meetings.

## **11. LINKS WITH OTHER POLICIES**

This assessment policy is linked to:

- Early Years Foundation Stage policy and procedures
- Teaching and Learning policy

## **REVIEW AND UPDATE**

Reviewed: January 2022

Signed by:

Head Teacher: Miss C Hall

Chair of Governors: Mr M Kendall

Review date: January 2023

Edited: May 2022