



*inspirans flammam
posteritatis*

**ROSEMEAD
PREPARATORY
SCHOOL & NURSERY**

DULWICH

P5.3 - ASSESSMENT POLICY (INCLUDING EYFS)

RATIONALE

The rationale of this policy is that assessment should contribute towards the educational process, enabling all children to achieve their potential and become more confident and active learners.

AIMS

The aim of this policy is to ensure continuity and progression throughout the school, providing a global picture of each child, specific focus groups and year groups.

Assessment is the means by which the progress of children is monitored. It is a tool to inform curriculum planning and learning programmes. The primary purpose of assessment is to improve teaching and learning and raise standards of achievement within the school.

We aim to engage in purposeful, progressive assessment practice by:

- making clear our curriculum intentions;
- making assessment an integral part of classroom activity;
- ensuring that the assessment focus is appropriate to context;
- focusing on learning processes as well as learning outcomes;
- acknowledging both unexpected and intended outcomes;
- drawing on a wide range of evidence;
- placing achievement in context;
- identifying strengths and weaknesses;
- involving children and their parents;
- providing relevant, useful detailed information about individual progress;
- using assessment to inform future planning.

INCLUSION

Assessment at Rosemead is considered fundamental to the success of the individual child. All children and parents are offered access to assessment procedures and the benefits of clear informative reporting regardless of race, gender, creed or disability.

ASSESSMENT SHOULD

- be both formative and summative
- impact on teaching and learning
- involve the child at all stages
- communicate the individual child's achievements and progress to parents

WHY DO WE ASSESS?

- To define each child's ability: what the child knows, understands and can apply.
- To reveal each child's strengths and weaknesses.

ISI 4a – Pupil Performance

- To ensure early identification of children with SEND
- To identify potentially more advanced learners
- To inform future planning and target setting: to ensure continuity and progression in our work with the children.
- To communicate accurate information about the child that is useful to teachers, children, parents, and other educational agencies.
- To comply with statutory requirements.
- To ascertain each child's attitude to learning.

WE USE FOUR METHODS OF ASSESSMENT TO ACHIEVE OUR AIM

- Formative: ongoing accumulative interpretation and analysis of what is happening in the classroom all the time;
- Summative: a snapshot of achievement at a point in time using a range of standardised and curriculum-focused tests;
- Diagnostic: identifying the progress of a child, group, class or year group to inform initial and future planning;
- Ipsative: child perceived; encouraging children to take responsibility for their own learning as they become critical evaluators of their work.

SUCCESS CRITERIA

The success of our assessment procedures will be measured by:

- progressive development and improvement in our curriculum planning and provision for children;
- relevance and usefulness of information compiled;
- ease with which information is recorded and managed;
- clear progression and continuity from one year to the next, across year groups and through key stages;
- effective clear reporting to parents;
- success in gaining places at senior school, independent and maintained, for all our Year 6 children at 11+.

STRATEGIES FOR ASSESSMENT

ISI 4a – Pupil Performance

- Marks are recorded on the Cohort Assessment Spreadsheet found on Google Drive (CAT4A, reading (NGRT), phonics (EY and PP), mathematics (PTM), writing and English (PTE)) and class mark book/electronic mark book on the Drive (mental arithmetic and spellings tests).
- Observation - watching the children on task.
- Questioning/discussion with the children.
- Photographing/videoing/audio-taping work in progress.
- Assessing children's written work.
- Time for child self/ peer evaluation integrated into planning.
- Marking children's work, according to the marking policy.
- Teacher devised tests for areas such as spelling and tables.
- End of Unit Maths tests are sat at the end of each block of teaching for a Gap Analysis of what has been covered.
- Nursery and Reception assessments, National Group Reading Test (NGRT) at Years 2-6, twice a year, and once a year in Year 1
- EYFS profile is completed at the end of Reception year to assess whether each child has achieved (Expected) or is working towards (Emerging) the statutory level of attainment in 17 Early Learning Goals. This data is reported to Lambeth and to parents.
- CAT4A assessment for Years 2-6 are taken at the beginning of the Autumn Term.

TEACHING AND LEARNING

Management

- The class teacher/keyperson is responsible for the day-to-day assessment of children in her/his class/group.
- The subject co-ordinators, alongside the Deputy Head Academic are responsible for the overview of assessment in their subject.
- The SENCO and class teachers are jointly responsible for liaising over the assessment of children with IEPs/ PEPs and target-setting for them.
- The Year Group Leaders, the Deputy Head Academic and the Head are responsible for the overseeing of assessment.

Planning for assessment

Assessment begins at the planning stage in establishing learning objectives, which are shared with the children. In KS2, feedback on these objectives may form the plenary part of the lesson, it may take the form of peer or self-evaluation, and it may be through dialogue or marking.

Weekly plans make reference to assessment focus, formative assessment activities and questioning that will inform the teacher of children's existing knowledge. This information is used to plan next steps and adapt following lessons. Future plans, lessons and individual/ group discussions with children reflect teachers' observations in class, on children who have found the learning objective demanding and need to revisit the topic. Additionally, those who have achieved learning objectives with ease and need to be given further challenges are extended. Planning is shared with all teachers via the school Drive to enable the collective overseeing of planning and assessment.

Shared learning objectives encourage a child's involvement and children are asked to reflect on their learning during the plenary session. Planning also focuses on time for self-evaluation. Children are supported to evaluate their own and peers' achievements against the learning objective and success criteria.

Summative assessment is built into planning and takes place both during each topic/half term's work and at the end of a topic. See assessment timetable (Annex 1)

Record keeping

Nursery and Reception complete records based on the EYFS curriculum. In the EYFS, staff fulfilling the 'keyperson' role will keep an electronic Learning Journey record for each child in their 'keygroup'. This contains observations and photographs linked to and demonstrating the children's learning. Child-initiated and adult-led work completed by the children will be used to inform assessments. The child's voice when appropriate will be included to add depth and meaning to the learning. All members of staff who are in contact with the children can contribute to a child's Learning Journey. Parents are encouraged to contribute learning observed outside of school. This can help build a picture of the 'whole child' whilst developing a parent partnership.

Class teachers, in KS1 and KS2, are responsible for filling in mark books, informal notes used to assist filling in school records, annotated planning, plus full formal academic reports at the end of the Autumn and Summer terms.

The Deputy Head Academic completes the Cohort Data Spreadsheet for the staff in KS1 and KS2 after each assessment block.

EAL record keeping

Separate records are kept for children with EAL. Staff working with children who have English as an additional language fill in these records, in consultation with the Head of Enrichment.

Moderation

Regular moderation takes place each term. Cross-phase groups analyse children's work against Rosemead's Expected Level descriptors. This is done with support from the relevant subject co-ordinators and the Deputy Head Academic.

Teachers' planning, mark books and assessment data should be available at all times to the Head, Senior Deputy Head, Deputy Head Academic and Head of Pre-Prep.

Samples of work

Subject co-ordinators are building up folders of work. These are used to illustrate school judgements of attainment. The folders will contain evidence of work collected from all classes from Year 1 to Year 6. The folder will also be used as a tool to reflect on continuity and progression within school.

Each year the Subject Coordinators complete a Subject Review where planning, volume of work and samples of books are looked at and evaluated. The information found during this informs the target setting in their subject for the next academic year. Each subject coordinator then completes a Subject Action Plan for their subject to highlight targets and areas for focus for the following academic year.

Enrichment

Assessment should reflect the school policy on SEND.

To support expected progress, children may be invited to enrichment group sessions during the school day or before school. Children who display exceptional potential, or with specific learning differences or disabilities, may require more specialised support at times. Each child receiving one-to-one support

from the Enrichment department will have a Personal Education Plan (PEP), devised in consultation with parents, child and teachers.

The child's PEP provides a framework for regular evaluation and re-assessment of provision. Children with EHC Plans have targets set on an IEP. As with a PEP, the IEP will only record that which is additional to, or different from, the differentiated curriculum and will focus upon three or four individual targets and agreed strategies. IEPs are reviewed termly in partnership with parents, teachers, the child, Head of Pre Prep or Head, and SENCO. They are informed by advice from outside professionals where applicable. An annual review of the statement is conducted in conjunction with any external agencies such as LEA and support services.

Target setting

Analysis of assessment data is made by the Deputy Head Academic and senior leadership team in consultation with the key phase co-ordinators and Lead Practitioner of Pre-Prep.

Teachers, Key Stage Co-ordinators, Lead Practitioners, and the Deputy Head Academic liaise, where necessary, at the end of each term to review children's current English and Mathematics levels, to ascertain if the children are making sufficient progress. Focus groups are identified to help highlight children who may need more support and additional intervention to achieve the Rosemead Expected Standard. Children who are achieving above average will be identified to ensure that they are being fully challenged and extended. Individual targets are set for English and Mathematics each term.

The child's targets are the next steps he/she needs to achieve to progress his/her learning. At Rosemead, we feel it is vital that parents and children are aware of the current targets that they are working towards to ensure that all children continue to achieve their potential.

Targets children are working towards are stuck into the front of their English and mathematics exercise books and are reviewed at the end of each unit of work. When it is evident that the child has met his/her target in a piece of work, it will be acknowledged and dated by the teacher and child. As soon as the child, together with the teacher, feels confident that the targets have been successfully achieved and are embedded within his/ her learning, new targets are set.

REPORTING TO PARENTS

Parents of children from Nursery to Year 6 are invited to attend a parents' consultation evening twice a year at which staff discuss progress and targets for their child. Teachers will communicate with parents between these evenings if required. Informally, Nursery and Reception staff have daily contact with parents at the beginning and end of the school day and a Home School Communication Book for written communications.

In the Autumn and Summer terms parents receive a full written report on their child's progress. These reports will include children's targets for the following term/year. From Year 5 parents receive their child's formal assessment results together with general and some subject specific skill assessments. From Year 1 onwards children's ability in relation to Rosemead's Expected Standard is indicated as Working Towards, Within or Above this.

RELATED POLICIES/Frameworks

- Enrichment Policy
- Marking and Feedback Policy
- Curriculum, Teaching and Learning Policy

- Early Years Foundation Stage Profile Handbook [online](#)

Annex 1 Assessment Timetable

ASSESSMENT TIMETABLE

Year	Autumn (1 st half)	Autumn (2 nd half)	Spring 1 st half)	Spring 2 nd half)	Summer 1 st half)	Summer 2 nd half)
N	EYFS Learning Journey	EYFS Learning Journey	EYFS Learning Journey	EYFS Learning Journey	EYFS Learning Journey	EYFS Learning Journey
R	RWI Phonics EYFS Learning Journey Mathematics	RWI Phonics EYFS Learning Journey	RWI Phonics EYFS Learning Journey Mathematics	RWI Phonics EYFS Learning Journey	RWI Phonics EYFS Learning Journey Mathematics	RWI Phonics EYFS Learning Journey Mathematics ELG profile (submit data to Lambeth)
1	RWI Phonics	RWI Phonics Mathematics Writing	RWI Phonics	RWI Phonics Mathematics Writing	RWI Phonics NGRT	RWI Phonics Mathematics Writing
2	RWI Phonics CAT4A	RWI Phonics NGRT PTE PTM Writing	RWI Phonics	RWI Phonics PTM Writing	RWI Phonics NGRT	RWI Phonics Writing PTM PTE
3 –6	CAT4A	Y3 Dyslexia Screener NGRT PTE PTM Writing		Maths Writing	NGRT Year 5 CAT – May	PTM PTE Writing