

# Farnborough Road Infant School

## Assessment For Learning, Recording and Reporting Policy

‘Learning, Caring and Achieving Together ’

### **Rationale**

To implement assessment for learning practices to improve learning and raise standards.

### **Aims:**

To ensure that assessments are

- Effective in raising standards and promote learning
- Used to foster motivation, raise self-esteem and celebrate the full range of achievements of all learners
- Made against clear learning goals and success criteria
- Communicated to parents as part of their child’s learning journey and progress.

### **Organisation and Planning**

#### **Daily/weekly/ongoing assessments**

Much of what teachers and learners do daily in classrooms can be described as assessment for learning e.g. **questioning** which prompts learners to demonstrate their knowledge, understanding and skills.

Teachers might sometimes record observations in a child’s book or Learning Journey

In both the Early Years Foundation Stage and Key Stage One evidence of children’s achievements are recorded on Arbor.

Children’s progress is closely monitored by the class teacher and in Pupil Progress Reviews with the Headteacher and Key Stage Leaders. Next steps for these children are formulated in order to ensure support and opportunity is given for these pupils to further progress.

#### **Marking of work**

All teachers will mark work consistently by employing the school’s ‘Marking and Feedback Policy’.

Work will be marked with the learners present to ensure verbal conferencing (VC) is given. This is an opportunity to solve any misconceptions and give children opportunities to correct work or ‘fix-it’. Feedback should always have a positive impact on learners’ attitudes, motivation and self-esteem. It enables learners to understand their achievements, as marking is focused on the learning objectives and criteria for success.

#### **Assessing learning at the start of a topic**

To help recognise the range of abilities and level of understanding within a class and to take account of pupils’ prior learning assessment is made. This highlights pupils’ misconceptions as well as indicates their level of understanding. It is a useful tool, which can be used to inform planning and teaching.

#### **Planned Assessments-Whole School, Year Group, Individual Class Teachers.**

These are timetabled assessments, which are used to assess how a child/group/class is/are progressing with a particular learning objective(s) or skill(s). This **formative** evidence can then be used to inform teaching and will impact upon planning and resourcing. Planned assessments will also be used to gain summative evidence of achievement.

## **Making the learning clear- Knowing *what* they are learning**

It is vital that children know explicitly *what* they are learning and it is clear how they can achieve success. Learners will have learning objectives statements/ stickers as a visual reminder.

## **End of Year Expectations**

In KS1 end of year expectations are found in the front of books and are written in child friendly language. Targets are ticked when they are achieved and dated.

**Children with Special Educational Needs** have a SEND Support Plan formulated, which identifies achievable targets to promote their learning and progress. Children with additional needs may also have their progress mapped using B-Squared Assessments.

## **Self assessment, peer assessment**

Teachers will provide learners with opportunities to reflect and talk about their learning and progress. Children need to develop their ability to be self-critical. This is particularly important if children are to develop skills which involve *evaluating, modifying, revising, redrafting and testing*. Learners are encouraged to make suggestions about how their work can be improved.

Self-assessment is one facet of the KS1 Report to parents in the summer term.

Sharing work with the class is also encouraged and learners are asked to sensitively respond to each others work.

## **Assessment of learning**

Assessments will be used to inform the teacher of whether progress is being made, e.g. on key words to help increase sight vocabulary, on numeral recognition etc.

## **Year 2**

Statutory Formal assessments called Standard Assessment Task/Tests (SATs) take place at the end of KS1 for Reading, Writing, SPAG (Spelling, Punctuation and Grammar) and Maths. These are used as another tool to help inform teachers' judgements of children's performance against age related expectations. These contribute to teacher assessments for Reading, Writing and Mathematics. Teacher assessments is also used for Science. Results of all subjects are reported parents and Farnborough Road Junior School and core subjects to the Local Authority.

## **Year 1**

Towards the end of Year 1, all children take the 'Phonic Screening Check', plus any children in Year 2, who did not achieve the required pass mark or did not take the test in Year 1. It assesses phonic development. Results are reported to parents and the Local Authority.

## **Early Years Foundation Stage**

Ongoing assessments using the EYFS Profile are used to assess whether each child has achieved the Early Learning Goal in the prime and specific areas by the end of their Reception year. The first 12 aspects of the Early Learning Goals are then translated into whether a child has achieved the Good Level of Development.

## **Reporting**

Formal reporting/ Going for Green reports are written for parents/carers in October (KS1), February (Reception and KS1) and July (Whole School).

Informal meetings take place throughout the year as the school operates an 'Open Door' policy. Formal meetings can be arranged at any time and maybe instigated by school, home or an outside agency. Parents Meetings take place in October, February and are offered in July following the end of year report.

## **Moderation**

In order to maintain consistency of standards and to increase confidence of all staff when making judgements and marking work, moderation of children's work takes place regularly. This takes place within and between year groups and with other schools in Southport and the Local Authority.

## **Equal Opportunities**

We use a variety of techniques and resources to ensure that all children are valued and included in all aspects of assessment. Adjustments and modifications are made to enable access to activities and resources. Staff pride themselves in being sensitive to the needs of individuals, ensuring that every child has access to all curricular and extra-curricular activities in compliance with the Equality Act 2010.

Assessment for Learning Leaders- Jenny Price- Early Years, Katie Sykes – Key Stage One and Katie Touhey – Inclusion Lead/SENCo

This policy will be reviewed regularly.  
Updated February 2022

**Signed** \_\_\_\_\_ **Date** \_\_\_\_\_ **Headteacher**

**Signed** \_\_\_\_\_ **Date** \_\_\_\_\_ **Chair of Governors**