

Oakwood Infant and Nursery School



Assessment and Target Setting (OAK026/03/2021)

School Mission Statement

At Oakwood Infant and Nursery School we provide a safe, healthy, happy and creative learning environment for everyone, through high expectations and mutual respect.

We are all stars watch us shine.

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Assessment and Effective Feedback Policy

Introduction

We believe that effective assessment provides information to improve learning and teaching. We give children 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 child. We give parents regular reports on their child's progress so that teachers, children and parents are all working together to raise standards for all our children.

Aims and objectives

The aims and objectives of assessment in our school are:

- To enable our children to demonstrate what they know, understand and can do in their work;
- To help our children understand what they need to do next to improve their work;
- To ensure our children have the skills to engage with assessment, promoting independent learning;
- To allow teachers to plan work that accurately reflects the needs of each child;
- To provide regular information for parents that enables them to support their child's learning
- To provide the head teacher and governors with information that allows them to make judgements about the effectiveness of learning and teaching in the school

Planning for assessment

1. We use our school's long term plans to guide our teaching and to give details of what is to be taught to each year group. We also identify opportunities for assessment within each broad unit of work.
2. We use the Interim framework statements in reading, writing and mathematics to collect information and standardise assessment judgements and outcomes.
3. We use relevant Early Years Foundation Stage documents, National Curriculum documents, related strategies and schemes of work to guide and support our teaching. We use the assessment guidance in these strategies to help us identify each child's level of attainment.
4. We plan our lessons with clear learning objectives. We base these upon the teacher's detailed knowledge of each child. We strive to ensure that all tasks set are appropriate to challenge each child's level of ability. We make a note of those individual children who achieve above or below the expected level for the lesson, and we use this information when planning for the next lesson. We also keep this information as a record of the progress made by the class and all data for reading, writing and mathematics is entered on to Target Tracker. Data from the Early Years Foundation Stage is entered on to Early Years Tracker.

5. The progress of children will be discussed termly at Pupil Progress Meetings by Head teacher and class teacher.

Target setting

1. In KS1 we set targets in reading, writing and mathematics for all our children in each academic year.
2. In the EY each child has a next step target linked to their individual needs. The teacher and child review these on a regular basis.

Target Setting for SEN

Those pupils on the SEN register are involved in a review cycle. Those pupils at the school based category of ASI (Additional School Intervention) are reviewed each term by their class teacher. This process is known as the 'One-Plan' and monitors the progress of SEN pupils through a reviewing process. Parents and pupils are invited to attend. Those pupils with an Education, Health and Care Plan have an Annual Review around the time of the anniversary of their Education, Health and Care Plan being issued. These are conducted by the SENCO and may involve other members of staff. SAS (Statutory Assessment Service) and other outside agencies as well as pupils and parents are also invited to attend.

Reporting to parents

1. We have a range of strategies that keep parents fully informed of their child's progress in school (parent consultation evenings, annual report). We encourage parents to contact the school if they have concerns about any aspect of their child's work.
2. During the summer term we give all parents a report of their child's progress and achievements during the year. In this report we also identify target areas for the next school year. We write individual comments on all National Curriculum subjects and on religious education. In this written report, each child also gives their own evaluation of their performance during the year. We also include a space for parental feedback.
3. In the reports for pupils we provide details of the levels achieved. In Year 2 these levels are informed by Teacher assessment and the Standard Assessments Tasks (SATs).
4. Parents of children in Reception receive a report of their child's progress based on the EYFS Profile.
5. Each of our year group leaders sends parents a termly curriculum newsletter that identifies the main areas of study for that particular year group. In this update, it is identified how parents can support any elements of that term's work.

Feedback to pupils – KS1

1. We believe that feedback to pupils is very important, as it tells them how well they have done and what they need to do next in order to improve. We have an agreed code for marking (See Appendix 1) as this ensures that we all mark in the same way.
2. We give children verbal feedback on their work whenever possible. We usually do this when children are working during the lesson. When lesson time does not allow for verbal feedback, we write comments on the children's work during marking. There is a minimum expectation that there will be a written comment on work at least once a week in each area of learning.

3. 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. 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.
4. There should also be an indication of the conditions under which the work was done using the following coding:
 - I – independent
 - T – teacher supported
 - TA – TA supported
 - VF – verbal feedback
 - ST – supply teacher
5. We encourage children to make constructive verbal comments about their own work and the work of fellow pupils. (This is marked by using VF.)
6. We allow time in each lesson for children to absorb any comments written on their work. We do this to ensure that the time our teachers spend marking really has an impact on children's work and progress.

Feedback to pupils – Early Years Foundation Stage

1. There should be an indication of the conditions under which the work was done using the following coding:
 - I – independent
 - T – teacher supported
 - TA – TA supported
 - NN – Nursery Nurse supported
 - VF – verbal feedback
 - CI – Child initiated
 - ST – supply teacher
2. If work is adult led, a positive focused comment or annotation will be added. An EYFSP reference may be added.
3. If work is child initiated, only CI will be added.

Consistency





Subject leaders use the national exemplification materials within school to make judgements about the levels of children's work. All our teachers discuss these levels with each other, so that there is a common understanding of the expectations in each subject. By doing this we ensure that we make consistent judgments about standards in the school.

Monitoring and review

1. The School Assessment Leader will have overall responsibility to ensure that all staff are following the guidelines set out within this policy. This will be done through:
 - Reviewing how learning objectives are shared with individuals/groups/class
 - Monitoring the feedback given to the children through observations/pupil perceptions/work scrutiny
 - Staff meeting to feedback outcomes of work scrutiny

Each subject leader is responsible for monitoring the implementation of this policy and the work that goes on in their own subject area. We allocate time for this vital task, either during staff meetings or during the monitoring cycle for that particular subject. The subject leader uses this time to look at samples of the children's work and to observe the policy being implemented in the classroom.

Appendix:

	Good full stops
ABC	Good capital letters
<u>abc</u>	Neat handwriting/letters formed correctly
/	Good finger spaces used
	Good connectives used
	An adjective
	A good opener used
	Work on your full stops/full stop missing
ABC	Work on your capital letters/capital Letters missing
<u>abc</u>	Work on making your handwriting neater
/	Finger spaces needed
	Use connectives
	Include more adjectives
	Use sentence openers
SP	Use your phonics to help spell words