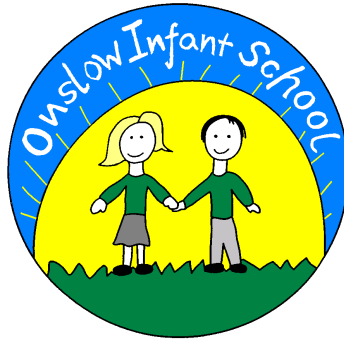




Onslow Infant School

Assessment Policy

This policy should be read alongside the Marking Policy. Learning and Teaching Policy and Reporting Children's Achievements Policy

Policy Review

This Policy was adopted Summer 2021
The Policy was reviewed Summer 2024
The Policy will next be reviewed Summer 2027

Aims

- To inform staff of children's achievements and areas which need to be developed.
- To provide information for future planning and target setting (individual targets and whole school targets).
- To be used to inform parents of their child's progress and attainment.
- To inform governors and the LA of school performance.
- To help children understand their own achievements.

Assessment can be:

- a) *formative* – this provides information for the teacher to plan the next steps in the children's learning and usually involves qualitative feedback rather than scores against a standard.
- b) *diagnostic/progressive* – this provides more detailed information about children's strengths and weaknesses.
- c) *summative* – this provides a snapshot of each child's achievement at the end of a certain period of time and is usually a measure against a specific standard

A child's achievements will be determined by using a combination of these methods.

Strategies used for assessment

- a) Staff are continually assessing children's progress and achievements. This information will not always be formally recorded. Relevant information will be recorded on daily lesson evaluations and teachers may keep their own daily records of assessment.
- b) Assessment may be carried out by observations, questioning, marking, testing and discussions.
- c) Teaching Assistants may assess under the direction of the teacher.
- d) Children's self-assessment and evaluation skills will be developed.

Statutory Requirements

Reception children complete a baseline assessment within six weeks of starting school.

Year 1 children undertake the Phonics Screening Check in June.

Year 2 children who did not take the screening test or meet the required standard in Year 1 undertake the Phonics Screening check, as required, in June.

We will ensure standardisation of work against age related outcomes

- as a school
- with other schools
- by Surrey County Council
- within year groups and key stages

Assessment activities are differentiated to ensure all children have access to the task.

Consistency of Marking Methods

Teachers follow the school marking policy and statutory guidelines for statutory assessment.

Pupil Engagement

The children are asked to talk about what they perceive as their strengths and areas to be developed. Targets are discussed and shared with the children whenever possible.

During work tasks, children may be encouraged to evaluate their own work and find ways of improving and making progress. A variety of strategies are used appropriate to the child's stage of development to enable them to understand what they need to do to succeed and progress in their learning. e.g. – success criteria, self and peer assessment.

Parental Engagement

Parents are engaged with their child's learning and assessment throughout the year through a range of ways and are encouraged to work alongside the school to develop their child's learning and achievements. e.g. sharing targets, reading record books, open door afternoons, parental consultations, open door policy, Tapestry updates, etc.,