

The Carlton Infant Academy

Assessment, Marking and Feedback Policy

“Tell me and I forget, teach me and I will remember, involve me and I will learn” - Benjamin Franklin.

Approving body	Local Governing body
Date issued and approved	September 2023
Review date	January 2026
Further information and guidance	EYFS- https://www.gov.uk/government/publications/early-years-foundation-stage-framework--2 Phonics- https://www.gov.uk/government/publications/assessment-and-reporting-arrangements-phonics-screening-check/assessment-and-reporting-arrangements-phonics-screening-check

At The Carlton Infant Academy we use our assessments to raise the learning standards and expectations throughout the school to enable every child to fulfil their potential.

At the Carlton Infant Academy, we believe that assessment is an integral part of effective teaching and learning. Progress is measured against national benchmarks and the National Curriculum through target setting for individuals and cohorts to promote high attainment and good progress for all pupils. Assessment and tracking of pupils progress is used to inform the next steps in pupils' learning and identify key improvement priorities so that standards can be raised.

Assessment directly informs and impacts on long, medium and short term planning which is adapted to respond to pupils learning. This ensures there is high quality, in depth teaching where all involved are aware of what the pupils are achieving in and what they need to improve. We believe in the value of sharing progress and attainment regularly with governors, parents and children as it is this partnership that achieves the best outcomes for pupils.

Types of Assessment

Formative assessment ranges from; observations in lessons, scrutiny of work in books, questioning and informal tests. This is to identify future targets for the class, group and individual as appropriate within the subject areas of the EYFS framework and National Curriculum.

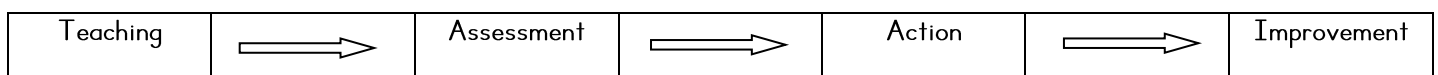
Summative assessment ranges from; EYFS Framework 'I can statements' and the KSI National curriculum learning objectives covered by children, Foundation stage statutory baseline assessments are conducted within the first six weeks of the child starting full time school, end of year 1 phonics screen check and the optional SATs at the end of Key Stage 1. Summative assessments generated from the learning objectives covered is analysed half termly by the Assessment Lead, Senior Leaders and class teachers. End of year tests are analysed at the end of the year annually by the Assessment Lead, Senior Leaders and class teachers. This is an essential tool for identifying progress and targets over a period of time.

Pupil progress is measured against the EYFS framework using the 'I can statements' and KSI National Curriculum. Moving from age related expectations from one term to the next is one step. Our aim is to achieve at least three steps in one academic year. There are termly Pupil Progress meetings involving class staff, Assessment lead and Senior leaders. Any pupils or groups identified as not on track or identified higher achieving pupils are targeted for intervention and support.

Staff delivering targeted interventions work closely with teachers, SENDco, and Assessment lead to feedback the impact of the interventions, share knowledge of the child and discuss and identify next steps. The impact of actions are evaluated and feedback to Senior leaders, Governors and the staff team. This relates directly to the Academy Improvement Plan.

The EYFS curriculum is tracked using 'I can statements' in line with the EYFS statutory framework.

Foundation subjects are assessed using the National Curriculum. Assessment in the subjects sit alongside our curriculum design, teaching and learning.



They are tracked on Scholar Pack using defined end points for the children in each year group linked to the skills, behaviour, attitudes, knowledge and experience. Each subject leader uses this assessment to inform the next steps in their subject and to identify and groups of pupils that need to be targeted. Foundation subject assessment is reported to parents through the annual written reports in July.

We have high aspirations for all pupils, regardless of their background or attainment on entry to the academy. We want to ensure that the progress and attainment of all pupils is assessed effectively. For pupils with special educational needs and those working below the national expected levels of attainment they will be assessed using BSquared or Pre- Key stage standards as they link directly to the National Curriculum. This will create a cohesive journey for pupils to progress from working below the standard. Each pupil that is on the case load of the external agency SSFS will have a recommended assessment journey to link with each individuals developmental stage.

Assessment portals

Scholar Pack, BSquared, Boxall Profile, Redhill Trust Writing TAF Assessment grids:

Class staff Roles and responsibilities:

- Carrying out formal and informal assessment procedures
- Responding to pupils work appropriately as agreed
- Setting and monitoring targets
- Encouraging pupil self- assessment
- Recording progress on the academy tracking system (Scholar Pack and BSquared)
- Adapting planning in line with assessments to ensure good progress for all
- Identifying where pupils are struggling and where they are doing well
- Providing appropriate support or extension for pupils where necessary
- Providing assessment information for pupils and parents as well as academy leaders
- Evaluating pupils learning and the impact of their teaching at the end of a given period

Pupils:

The children themselves have a central role in the assessment process. We encourage our pupils to be aware of where they are on the learning journey, where they need to be, and what they have to do to get there. They are given opportunities to assess their own work and celebrate progress.

Parents and carers:

We emphasise to our parents that they have a key role in supporting their children's learning. All parents and carers are expected to attend Parents' Evenings in order to find out about their child's progress and what the next steps in their learning should be, and how they can support them in this. We welcome input from parents/carers regarding their children's progress.

SENCO:

The Special Needs Co-ordinator may gather assessment information about individual children through the use of additional assessment materials. The results and recommendations of these assessments will also be shared with class teachers and with parents/carers and support staff. Results of such assessments will also form part of applications for additional support for the child.



Administrative Support Staff:

The entering of pupil performance data into the school's computer systems is the responsibility of the administrative support staff and the assessment co-ordinator. Foundation Stage Assessments and end of KSI Assessments are entered by the teaching staff, supported by the administrative team and the assessment co-ordinator.

Assessment Co-ordinator:

The Assessment Leader has overall responsibility for Assessment at the school, under the direction of, and in liaison with, the Head Teacher and will:

- Be responsible for the collation of all pupil performance data in school.
- Arrange for computerised management of pupil performance data.
- Oversee the analysis of pupil performance data.
- Liaise with other key staff, including: - Redhill Trust directors of education and assessment lead.
- Class teachers (re. Pupil performance Target Setting).
- Curriculum leaders (re. Subject-specific pupil performance analysis and target setting).
- The Senior Leadership Team (re. School Improvement Planning).
- SENCO
- The Head Teacher (re. Whole School assessment and target setting issues).

Head Teacher:

- Will report to governors on the outcomes and implications of assessment information.
- Will take part in an Annual Performance Review, and will use the outcomes of the Review to establish whole school improvement targets for the School Improvement Plan.
- Outcomes will also inform the agreement of objectives for the purpose of Teachers' Performance Management.
- Will liaise closely with the assessment co-ordinator, SENCO and take an active role in the tracking of pupil progress.
- Will share interim and end of year data with The Redhill Trust Primary Director.

It is continuous assessment within the daily routine or lessons which is the most valuable form of assessment. It is frequently carried out by:

- Examining the child's work/product and assessing against agreed learning criteria, then setting appropriate targets that are shared with the pupil.
- Discussion with the child, individually or in groups, asking questions etc.
- Encouraging the pupils to pose questions.
- Intervening in small groups to ascertain the child's understanding of the work.
- Listening to the children read, discussing books and using running records to record progress and to diagnose difficulties.
- Marking of work to an agreed policy.
- Asking children to research or discuss something and come up with ideas and conclusions.
- Assessment, using appropriate criteria.
- Knowledge of Individual EHCP targets for pupils with special needs in line with the code of practice.
- Ongoing records of children's work.
- Assessing Pupil Progress.
- Observing children undertaking directed or self-chosen independent activities.

Effective every day assessment is promoted by:

- Sharing learning objectives at the start of every lesson and on learning journey's.
- Enabling pupils to engage in self assessment.
- Referring back to learning objectives during and at the end of the lesson as well as days, weeks or years before.
- Having a written learning objective on children's work so the teacher and pupil can refer to it.
- Ensuring that children understand the L.O. and know the success criteria to achieve it.



Foundation Stage

The Carlton Infant Academy Foundation Stage adheres to the principles of assessment for learning.

The Foundation Stage practitioners analyse and review what they know about each child's development and learning and then make informed decisions about the child's progress. This enables them to plan the next steps to meet each child's development and learning needs. All practitioners who interact with the child contribute to the assessment process, as well as the children and parents/carers.

Children are assessed on entry, throughout and at the end of F1, and throughout F2. The data is logged onto EAZMAG for analysis by the Foundation Stage and assessment co-ordinators to identify the next steps for learning.

Teachers participate in regular moderation meetings, both in house and with other local practitioners. This provides an external quality assurance and validation of our teacher assessments.

Foundation stage statutory baseline assessments are conducted within the first six weeks of the child starting full time school and reported.

End of year EYFS data is submitted to the DFE for Good Level of Development in June of the academic year.

KSI assessment of Maths, English and Wider curriculum

The tracking of each child's progress is the responsibility of the class teacher who put the children into target groups. The results of class assessments are put onto our electronic tracking system. Individual pupil progress over time can then be monitored by the class teacher, the subject leaders, the assessment co-ordinator and the head teacher. Individuals, vulnerable groups, as well as higher ability pupils can be identified and the appropriate support given.

End of year data is submitted to the DFE for phonics, English, and Maths in June of the academic year.

Short-term recording will:

- Have clear learning objectives and success criteria where appropriate.
- Inform planning at short and medium term levels
- Be useful when talking to other teachers/SENCO/ or other staff
- Help identifying particular problems.
- Inform the teaching approach.
- Inform the grouping of pupils.
- Inform the deployment of staff.

Verbal assessment will be used to:

- Make lesson aims and objectives explicit.
- Check oral understanding of pupils.
- Use a variety of different types of questioning to enable pupils to self assesses.

Constructive marking and feedback will be used to:

- Celebrate achievements with the pupils.
- Provide targets for children to work towards
- Help children to understand the next steps they need to make in their learning
- Provide examples of modelling to help children understand concepts more clearly.
- Mark/respond to pupils work, including annotations for other adults where appropriate.

Medium-term recording:

Periodic assessment and medium-term records using ScholarPack and will,

- Allow teachers to make judgments about national curriculum levels attained.

Long-term recording

Long term assessment will include:

- Statutory EYFS Framework.
- Statutory assessments at the end of KSI.
- Statutory assessments for Phonics
- Any other periodic assessments that have been agreed to be used by the school e.g. Phonic Trackers.

Recording achievement.

- Subject leaders monitor their subject every term.
- End of year results are recorded on the Trust grid and shared with The Redhill Trust Assessment lead
- Assessments are recorded onto ScholarPack. Each class teacher is responsible for recording results every term.
- The assessment co-ordinator, the Head Teacher, SENCO and other members of the senior management team monitor and analyse the results.
- Achievements are celebrated in each class with stickers, achievement boards, certificates etc.
- Certificates from the Head Teacher, dinner staff, and from other agencies are awarded in The Gold book assembly.
- Photographs celebrating achievements are displayed around school.
- Reports are sent out at the end of each year.
- Parents are always welcome in our school. Much liaison between parents and teachers take place informally, but parents are invited to make appointments for extended discussions.
- There are three parent evenings arranged each year for parents to discuss their child's progress and achievements with the class teacher.
- Reviews take place with the SENCO on a regular basis to discuss children with EHCP's.
- Children with complex needs are discussed formally with the SENCO, teacher, parents/carers and appropriate outside support agencies.

Transfer of information

- Assessment sheets for foundation and core subjects
- Entry and baseline assessments
- Annual reports to parents
- EHCP's and appropriate information
- Medical information
- Confidential information

Moderation of assessment Judgements

- It is essential that all judgements are accurate and we seek regular moderation opportunities to make sure that our judgements are in line with other academies
- We hold moderation meetings in the academy to develop staff expertise and build confidence in assessment judgements.
- We moderate with other academies within the Redhill Teaching School and local family of schools and also in the summer term the Year 2 teachers moderate with the year 3 teachers at The Carlton Junior Academy for transition.
- A work scrutiny of pupils' books is undertaken to ensure teacher judgements are accurate.

Target Setting

- On entry to the academy, all pupils are set challenging targets in EYFS Prime areas, Reading, Writing, Phonics and Maths which are to be achieved at the end of EYFS and KS1.
- Challenging targets are set to reflect a need for accelerated progress to ensure pupils achieve at least age- related expectations and greater depth. The targets will reflect deep and secure learning to with deeper thinking and extension for targeted higher ability learners.




Marking and Feedback

Marking in books highlights what a pupil can do well and then informs the children of what they need to do next to improve.

- English and Maths books to be marked daily using black or blue biro pen.
- Work identified if it was independent, teacher assisted, teaching assistant assisted or small group work e.g (1:5).
- Pupils to respond to feedback using blue editing pen.
- Letter formation to be corrected immediately and yellow highlighter used if deemed necessary and handwriting formation taught and scaffolded.
- Sentence structure to be supported using yellow highlighter for lines.
- All marking to be coded using the marking symbols.
- Marking stamps used: Teaching assistant, Verbal Feedback, next steps and good work.

Marking symbols

T	Teacher supported
TA	Teaching Assistant Supported
I	Independent work
VF	Verbal Feedback given (stamp)
	Next Steps in learning (stamp)
✓	Correct answer or work has been seen
○ Or .	A mistake or incorrect answer
sp	Spelling mistake and correct spelling to be written