



**PensMeadowSchool**

*Living, Growing, Learning*

# EYFS – KS 4 Assessment Policy

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MAY 2022

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## Early Years Foundation Stage (EYFS) KS1 – KS4

### Disclaimer

Pens Meadow School makes every effort to ensure that the information in this document is accurate and up-to-date. If errors are brought to our attention, we will correct them as soon as practicable.

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### Introduction

Pens Meadow School caters for a wide range of pupils in terms of age, ability and learning style, and the assessments or measurements of progress used, reflect this diversity. Assessment is a powerful tool in understanding pupils learning and thereby being able to focus and monitor the teaching style they need more effectively. Hence, assessment informs and enables learning.

Assessment is a continuous process and, although an important responsibility of the teacher, is carried out by all informed professionals, e.g. teaching assistants and speech and language therapists.

Most day-to-day assessments are based on frequent and informal tasks and questions, which prompt pupils to demonstrate their knowledge, understanding and skills. What they then say or do is observed and interpreted and judgements are made about how learning can be improved. Other assessments are also used such as EYFS - Birth to 5 document, Dudley Agreed Progression and Assessment (DAPA), learning outcomes for series of lessons and Engagement Model.

### The purpose of assessment

Assessment is used to monitor pupils' progress as well as being an integral part of teaching and learning, informing planning and target setting. It is not an end in itself, but used to help teachers to focus on the selection of short-term appropriate learning questions and perhaps more importantly, to take into account the long-term development and progress of each pupil.

Assessment informs all levels of planning for individuals and groups. Teachers should ensure that assessments carried out for annual progress reports inform individual educational programmes and that these in turn directly influence programmes carried out in the classroom.

### Assessment for Learning

Assessment for learning is the process of seeking and interpreting evidence to decide where the pupils are in their learning, where they need to go and how best to get there, taking into account previous rate of progress. It gives a detailed picture of the pupil, identifies strengths as well as

difficulties and ensures the appropriateness of programmes, resources and learning opportunities. Assessment for learning assists each pupil on their journey.

Assessment also gives a picture of how well the school is doing and gives direction in setting challenging targets for improvement. Assessments should be useful, add to teachers' knowledge, and be of direct benefit to the learning process.

At Pens Meadow School DAPA assessments are shared with parents and carers at annual reviews of Education, Health, Care Plans (EHCPs). Other assessment processes are also shared in Annual Reports at the end of the academic year.

In addition to the statutory requirements, the following teacher assessments will also be carried out in school. (Other professionals may conduct their own assessments which contribute to those carried out by the teacher).

This includes:

- Assessment of pupil's development within the EYFS. This is supported by adopted Development Map, based on Birth to 5 document.
- Assessment of English including Speaking and Listening and Maths, against the S scales using the DAPA. This is undertaken termly, with pupil progress meetings every half term
- On-going assessment of IEP targets which focuses on pupils' progress towards EHCP outcomes
- Use of Engagement Model to inform small steps for pupils who are not cognitively able to engage in subject specific learning
- On-going assessment of communication and language skills, (this is undertaken in partnership with speech and language therapist commissioned by school).

## What is assessed?

- Knowledge and understanding – including: Factual information, concepts, names, labels and ideas
- Communication – including: eye-contact; speech, language, facial expression; sign and augmented communication.
- Skills - including mental and physical dexterity, physical responses, techniques, specific competence in particular fields, interpersonal skills, the ability to link knowledge, understanding and skills
- Characteristics of Effective Learning – including independence, engagement, participation, motivation

## Assessment techniques

Many options for assessment are available and can be used in combination. Teachers' professional opinion supported by evidence is as important as any formal assessment, and is ongoing throughout the year and used to inform planning and teaching.

Techniques used at Pens Meadow School to assess learning including:

- Observations

- Scrutiny of work
- Marking of pupils' work
- Formative Assessments
- Questioning
- Practical activities
- Written activities
- Discussion with, and reports from parents and other professionals involved
- Pupil comments / feedback
- Educational Psychologists' reports
- Video evidence

### Pupils' involvement in assessment

Pupils should be involved in the assessment of their own work and progress as much as possible. Teachers state clearly what they want pupils to learn and why, the activity is given purpose and direction. Lessons should start with the key learning question for the lesson. Thus pupils and staff supporting the pupils should be told not only what they are to do but also why they are doing it and **what they will learn** from the activity. At the end of each teaching activity, pupils should be given a chance to talk about what they have been doing. For some pupils it will be more appropriate for the adults supporting them to give feedback. This also provides an opportunity to assess whether or not IEP targets have been achieved. When lessons conclude in this manner, they provide opportunities for regular, ongoing self-assessment, teacher assessment and target setting.

### Next Steps for Learning

When acquiring new subject based knowledge or working towards an individual target, pupils often need this process broken down into smaller steps. Achievement towards each next step helps to build evidence of a pupils understanding and skill level, often over a period of time. Next steps may also address barriers to characteristics of effective learning such as focus and concentration or extend knowledge by applying mastered skills in different situations or contexts. Next steps may be short term or focused on over a more prolonged time span.

### Moderation

Moderation of pupils' work provides an opportunity for professional dialogue to support staff in making judgements against progress towards focused targets. Moderation is important to ensure judgements are accurate and consistent.

### What?

Effective moderation at Pens Meadow takes place at four levels –

- In class teams and teaching groups within school
- Across the whole school including all support staff
- Between clusters of schools and/or across the LA
- External Moderation including LA advisors/OCR moderators

### When?

Moderation exercises are included in the whole school assessment cycle. Teachers are encouraged to confirm judgements in class teams on a regular basis.

### Who?

Moderation at Pens Meadow is overseen by the Assistant Head teacher. All staff are expected to participate in internal moderation. Lead staff are required to attend external moderation.

### Why?

Moderation exercises are carried out with the following aims –

- To ensure the leadership team have regular opportunities to review standards across school
- To monitor standard of evidence being collected by staff
- To moderate whole school curriculum delivery and content
- To identify progression at pupil/strand/subject level
- To triangulate class room practice, evidence gathered and pupil data

### What difference does it make?

Moderation at Pens Meadow has had the following impact –

- Increased curriculum coverage and improved lesson content
- Quality of evidence improved by identifying good practice and areas for development (WAGOLL)
- Increased consistency of expectation following formalised marking and annotation guidelines
- Improved staff confidence in recognising and evidencing achievement
- Increased professional discussion around systems and processes

### Monitoring & Evaluation

The effectiveness and usefulness of the assessment policy will be monitored and evaluated by the Senior Leadership Team.