Assessment Strategy including reporting to Parents and Carers. Bligh Infant School.

Policy date November 2023

Next review due September 2026

Introduction

Assessment plays a crucial role in monitoring children's progress, identifying their strengths and areas for improvement, and informing teaching strategies. At Bligh School, we believe in a holistic approach to assessment that respects each child's unique abilities, progress, and developmental journey. This policy outlines our assessment principles, procedures, and practices to ensure that assessment enhances teaching and learning for all our children.

Principles

1. **Child-Centred Approach:** We recognise that every child is unique, with individual strengths and interests. Assessment practices are designed to be child-centred, acknowledging and valuing each child's progress and achievements.
2. **Formative Assessment:** Assessment is primarily formative, focusing on gathering information about children's learning and development to inform teaching practices and provide timely support.
3. **Summative Assessment:** There will be some times during the year when summative assessments are undertaken. These support teachers to plan accurately the next steps for children and address any gaps.
4. **Holistic Assessment:** We assess children's progress across academic and social and emotional development (part of Bligh's Ready Stages) to gain a comprehensive picture of a child and identify areas for support.
5. **Continuous Assessment**: Assessment is an ongoing process embedded within daily teaching and learning activities. Teachers observe, document, and reflect on children's progress regularly to provide timely feedback.

Overview of summative assessment			
Year Group	**Autumn Term**	**Mid-Year**	**End of Year**
N	Baseline assessment	Concerns/ No concerns/Very concerned	Concerns/ No concerns/Very concerned
R	Reception Baseline Assessment(RBA) Concerns/ No concerns/Very concerned ELS phonics assessments	Concerns/ No concerns/Very concerned On track for GLD ELS phonics assessments	EYFSP Early Learning Goals ELS phonics assessments School Ready
1	Mock Phonics Screening ELS phonics assessments	Mock Phonics Screening NFER Reading Test NFER Maths Test ELS phonics assessments	National Phonics Screening NFER Reading Test NFER Maths Test ELS phonics assessments
2	NFER Reading Test NFER Maths Test ELS phonics assessments White Rose end of unit assessments	Mock SATs Paper KS2 SATs: Reading Maths Writing ELS phonics assessments(if appropriate) White Rose end of unit assessments Junior Ready	SATs Paper KS1 SATs: Reading Maths Writing Junior Ready ELS phonics assessments(if appropriate) White Rose end of unit assessment

Writing is also a core area of the curriculum but is not tested in the same way as reading , phonics and maths. Writing is moderated in year groups and children are given a writing level/grade, which will be reported on MCAS along with reading and maths (KS1).

Summative Assessment Analysis: SLT and teachers will use the summative assessment to inform discussions at pupil progress meetings which will take place after an assessment point. The information will support teachers' plans and adapt for specific children. It will also be used to devise an intervention provision map for the following term.

Summative Reporting to Parents: These assessments will be shared with parents as part of parent consultations meetings. Grades will be shared through the My Child at School app (MCAS) and scores will be written on the front of the test papers, which will also be shared with parents and carers, so parents and carers are able to work through the children's mistakes with their children at home. (KS1)

MCAS will share the following codes/grades:

WBS -Working below the standard
WTS -Child is working towards the expected standard.
EXS-Child is working at the expected standard
GDS -Child is working at greater depth

To determine the grade a child receives, some of the tests convert the raw score (the score achieved in a test) to a scale score (a scale running from 70 – 120, which is used to determine the grade achieved). In the national papers, a scale score of 100 means a child has achieved the expected standard (EXS) and a scale score of 110 means a child has achieved greater depth (GDS). In other tests, such as the phonics and the multiplication check, the score achieved directly correlates to the grade they have achieved.

Phonics

For the last few years, achieving a score of 32 or above in the summer phonics screening has meant a child has passed the test and is working at the expected standard. This score could change annually but has remained at 32 for the last few years. Children are not expected to know all the phonics sounds at the beginning of year 1 and so Bligh has created its own grade boundaries based on our Year 1 teachers' experience of teaching phonics and the number of sounds the children have been taught at each assessment point.

The phonics pass mark at each assessment point is as follows:

Autumn -17 Spring -27 EOY- 32

MCAS will show EXS (working at the expected standard) if your child has scored at or above the pass mark at each assessment point. The final national assessment grade will also be shared on your child's end of year report.

NFER Assessments

The NFER assessments are test papers the school purchases to assess children in reading and maths (in KS1).

The grade based on the scale score achieved for all the NFER tests is as follows:

Scale Score
70 – 84 - **B** Below
85 – 94 - **WTS** Working towards the expected standard
95 – 115 - **EXS** Working at the expected standard
116 – 140 - **GDS** Working at a greater depth

After each assessment point, the grade achieved will be reported on MCAS. Children will then take this test paper home, so parents and carers are able to see exactly how well their child performed. The final grade achieved in the summer term will also be shared in the end of year report

Additional Assessments

In addition to reporting on core curriculum areas after each assessment point, staff will report on the following:

Accelerated Reader star reader test performance (Years 1 and 2 when children are fluent)

The star reader test is an online test that the children sit 6 times a year at the beginning of each term. This test provides school staff with lots of information, which we will share with parents and carers after the children have sat the test each term. The information that is shared is as follows:

Scale Score (SS) – a score out of 1400 that levels students.

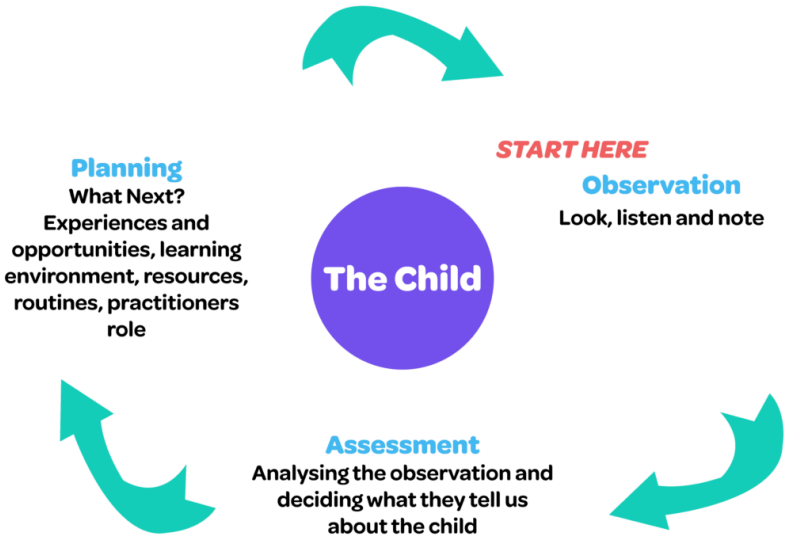
Percentile Rank (PR) – a percentage indicating what percentage of pupils the child is performing better than. 50% is average.

PR Range - the range of potential variability in each child's PR score. ● Student Growth Percentile (SGP) – a norm-reference percentile-based quantity ranging from 1 to 99 indicating each child's progress relative to other students in the same year group, with similar achievement history.

Reading Age (RA) – the age your child is reading at.

Norm Referenced Scale Score (NRSS) – The NRSS converts each child's " raw score" to a standardised score which considers the student's age in years and months to show how the student is performing relative to a national sample of students of the same age.

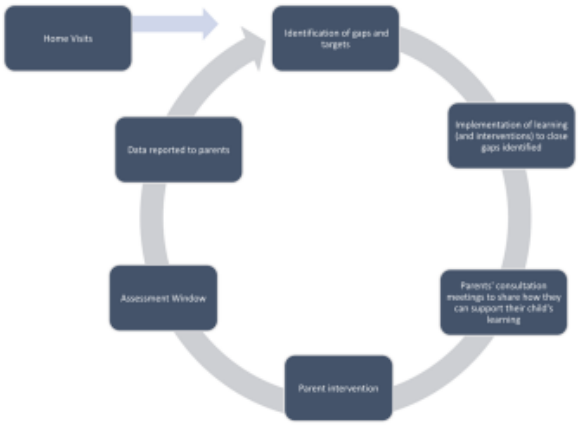
Process for assessment in Early Years



Alongside the summative assessment staff in Early Years are regularly observing and interacting with children to plan children's next steps.

Parent Consultation Meetings

Parental engagement can boost pupil attainment by up to 4 months across the space of a year. At Bligh, parent consultation meetings, which take place three times a year, are opportunities for teachers to share with parents the gaps that have been identified so parents and carers can support with home learning in preparation for the next set of assessments. The model below shows the cyclical strategy of how gaps in learning are identified, shared with parents and carers and acted on.



Parents and carers should expect to discuss strategies that can be implemented at home to support pupils in their learning during their parent consultation meetings.

Reports

Once a year you will receive a school report from your child's class teacher. This will include the grades achieved in each curriculum area, including the core subjects; targets in reading, writing, math and GPS; and comments from teachers, phase leaders and pupils.

Open to Learn Conversations

Throughout the year parents and carers may be contacted by the child's class teacher or other members of staff in the school to discuss concerns in their child's attainment, performance or progress. These conversations are vital in supporting pupils to make progress and are always held in the best interest of the child. During these conversations, parents and carers will be invited to share their views and the meeting should end with a clear plan on how the child can be supported to move forward.

School Based Plans

SEND children at Bligh are given a 'school-based plan', which outlines the child's areas of need and the targets that the school has put in place to ensure progress. School based plans are created by the classroom teacher and will be shared with pupils and parents and carers each term.

At Bligh School, assessment is an integral part of our commitment to supporting every child's holistic development and learning journey. By adhering to the principles outlined in this policy and implementing effective assessment procedures, we strive to create a nurturing and supportive learning environment where every child can thrive and reach their full potential