



THE MULBERRY HOUSE SCHOOL

All Mulberry House School guidance documents are always to be read and considered in conjunction with Equal Opportunities, Race Equality, Inclusion, EAL, More Able and SEND Policies

Assessment Guidance

This guidance of Mulberry House School applies to all sections of the school including the Early Years Foundation Stage.

The Mulberry House School is a Rights Respecting School and as Duty Bearers, we take our responsibility seriously and respect the following rights in regards to this policy.

- ◆ **Article 17:** Every child has the right to reliable information from a variety of sources, and governments and institutions to provide information that children can understand. Governments must help protect children from materials that could harm them
- ◆ **Article 28:** Every child has the right to an education.
- ◆ **Article 29:** Education must develop every child's personality, talents and abilities to the full. It must encourage the child's respect for human rights, as well as respect for their parents, their own and other cultures, and the environment.

The assessment, record keeping and reporting of pupils' achievement, behaviour and attitudes involves all teachers and all pupils. It is an essential part of school development in monitoring and improving.

The school ensures that there is continual assessment of pupils' individual progress through lesson observations, feedback and formative and summative assessment that feeds directly into planning. We also provide a detailed, written and clear assessment of each child's performance to parents at the end of each term in the Early Years classes and an end of year report in the Prep classes. Regular meetings are held with parents throughout each term where they will receive clear updates on their child progress in class as well as against tests or national norms.

Aims

- ◆ To ensure that the curriculum is designed so that all pupils at the school can learn and make progress.
- ◆ To gather systematically, record and review evidence of pupil attainment in relation to National Key Performance Indicators and the statutory attainment targets for the EYFS.
- ◆ To assess, record and report on the wide range of children's achievements.
- ◆ To use the outcomes from assessment, recording and review of progress to monitor, evaluate and inform curriculum planning.
- ◆ To track individuals and cohorts throughout and between classes to monitor their achievements and set targets in order to raise the level of progress.
- ◆ Analyse school results and tracking systems, both within school and nationally in order to raise the level of achievement.
- ◆ To use assessment information for school improvement.
- ◆ To identify strengths and weaknesses in the school provision.



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Equal opportunities

Assessment is a key tool in ensuring equality of provision for all groups. We analyse attainment data of all pupils and track progress made by groups including those with;

- ◆ Special educational needs
- ◆ English as an additional language
- ◆ Gender
- ◆ Gifted and Talented
- ◆ Bilingual
- ◆ Summer-born

We do not discriminate against pupils with regard to the protected characteristics set out in the 2010 Equality Act.

Transfer of records

Records are transferred to a new school when confirmation is received that the child will be attending that school.

Records to be forwarded are:

- ◆ Most recent report
- ◆ Any special needs information
- ◆ NFER Results for KS1
- ◆ Schonell Reading Test Results for KS1
- ◆ E-Profile
- ◆ Profile scores

Responsibilities

The Headteacher, and class teachers and subject co-ordinators, determine the school policy for assessment. The Headteacher and Assessment Coordinator are responsible for working with staff to devise, monitor, evaluate and review procedures for assessment. The teaching staff are responsible for carrying out the agreed procedures for assessment. Team leaders are responsible for ensuring their team implement the assessment guidance effectively for all pupils to make progress. Assessment meetings take place every half term and results are analysed and shared with all staff members.

We expect all teachers to show a good understanding of the aptitudes, needs and prior attainments of all pupils and ensure that these are taken into account when planning lessons. That they demonstrate good knowledge and understanding of the subject matter being taught and demonstrate that they effectively use the school's framework to assess pupils' work regularly and thoroughly, using information from that assessment to plan teaching and learning so that all pupils make progress.

Teaching does systematically assess pupils and we use that assessment to plan and modify our provision for them. Assessment is carried out on an individual basis to ensure that all learners make progress.



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EYFS Statutory Assessment

- ◆ Baseline Formative and Summative assessment for the Early Years Foundation Stage Profile at 2 years old. (On entry profile of children, within two weeks of joining the school).
- ◆ Progress checks at 2 years old. Achievements and concerns are raised at this point.
- ◆ Aspects assessment at 3 years old and again at 4.
- ◆ We identify areas of weakness and strength for the cohort, group and individual.
- ◆ Termly bespoke EYFS tracker (in line with the EYFS Framework) is carried out for all children to monitor progress which includes a baseline and end of term assessment.
- ◆ Analysis of performance of different groups as a start for a more detailed analysis of provision. e.g. SEN, G&T, EAL, boys, girls.
- ◆ Set targets for progress made during Reception for entry to KS1.
- ◆ PIPS assessments in Reception and during KS1.
- ◆ Results of assessments are discussed with parents.
- ◆ LAMDA assessments carried out in the Transition and Prep I classes.

End of Key Stage 1 tests

- ◆ Summative assessment of KS1
- ◆ Analysis of curriculum weakness and strength using the National Curriculum Key Performance Indicators termly for Year 1 and Year 2 for all groups.
- ◆ Analysis of performance of different groups as a start for a more detailed analysis of provision. e.g. SEN, G&T, EAL, boys, girls.
- ◆ D. Young spelling test.
- ◆ Schonell Reading test and comprehension exercises.
- ◆ LAMDA assessments carried out in year 1 and 2.
- ◆ No More Marking in year 1 and 2.
- ◆ NFER Tests in year 1 and 2.
- ◆ INCAS for year 1 and 2.

End of year

Parent report covering all aspects of the EYFS or National Curriculum subjects.

This is a written report covering pupils' progress in all subjects. It also includes a detailed report on a child's personal and social progress as well as their attendance.

Schonell Reading age

- ◆ To identify strengths and weaknesses in reading.
- ◆ To focus on individual, SEN or EAL progress in reading.
- ◆ To focus on More Able, Gifted and Talented.



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PM Benchmark

Comprehension for children who have SEN or are on the MA/G&T register giving a more in depth assessment of the child's understanding of the task.

Termly Assessment

Recorded in an online Assessment Tracker

- ◆ Writing assessment to assess progress towards their end of year target.
- ◆ Mathematics to assess progress towards their end of year target.
- ◆ Reading to assess progress towards their end of year target.
- ◆ Parent meeting comments to ensure accurate feedback to parents on progress and targets.

Weekly Assessment

- ◆ Reading records for guided reading to track progress as a home-school link.
- ◆ Individual reading records.
- ◆ Marking, verbal feedback and self-assessment.

Self-Assessment

This aspect of assessment is a part of the development of children as independent learners. We clearly identify a Learning Objective in every lesson and use Success Criteria when suitable to enable pupils to assess their own progress. Regular opportunities are planned to enable children to develop these self-assessment skills, which can be done as a written task or via verbal feedback with our younger children.

Peer-Assessment

This aspect of assessment is a part of the development of children as independent learners. Children are made aware of the learning intentions at the start of the lesson and after becoming adept and giving themselves feedback spend time looking at their peers work to offer guidance. Children swap books and give feedback both verbally by giving 2 stars and a wish and by writing a comment in the year 2 Class. Children are then encouraged to improve their work based on their peer's feedback.

Targets for Literacy and Mathematics

EYFS

These are based on the Foundation stage profile (EYFS).

2 Year Progress Checks are carried out and reported on to parents with a follow up meeting with the Headteacher.

Achievements and concerns are highlighted and next steps agreed.

KS1

End of year targets for Prep 2 and 3 are challenging but achievable.



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