



Recording & Assessment Policy

October 2022

Introduction

At Alfreton Nursery School, we endeavor to make every child's unique learning journey an exciting adventure, which promotes a real love of learning that will last a lifetime. As a school which places the rights of children at the center of everything it does, we spend a great deal of time respecting the needs of every individual child in school – physical, mental, emotional and spiritual. Each curriculum area is taught with the needs of every child at its core and all practitioners in school acknowledge the responsibility they have to provide a curriculum that is creative and stimulating. This curriculum nurtures all children and allows them to be successful and proud of all their achievements.

Aims

- Every child has the right to an education that develops their talents. This education must nurture a child's respect for themselves, others and their environment. (UNCRC. Article 29)
- It is every child's entitlement to an education which stimulates and challenges their abilities and interests. We aim for all children who demonstrate abilities that are deemed to be higher than expected, to have the right for their potential to be turned into performance embraced. As a school we recognise our responsibility to nurture intellectual curiosity.
- It is our aim to remain cutting edge in our use of assessment tools and to ensure that the findings from all analysis are used to make the greatest possible impact on standards in school.

Consultation:

Policy written by Amanda Hubball in consultation with Alfreton Nursery School SMT. Approved by governing body.

Sources and references:

The following documentation underpins all practice, provision and policy/procedure in school

Keeping Children Safe in Education

EYFS Framework 2021

Procedures and practice

We use the following systems in school to track, assess, monitor and evaluate all aspects of provision, attainment, progress and overall standards in school, thus ensuring a rigorous and accountable process for improvement.

- Cross-curricular tracking systems
- Progression planning
- Informal monitoring systems, e.g. observation, discussion, work scrutiny, staff meetings, learning walks etc.
- Data analysis – Points progress and final attainment (baseline, termly and final) (Tapestry)
- Well-being and Involvement tracking (Ferre Laevers)
- Online digital records (Tapestry)
- Provision mapping (specific monitoring of different groups, e.g. pupil premium, AMA, SEND etc.)
- Action Research
- Hierarchy of Need
- Provision Mapping

Equal opportunities:

Inclusivity is an underpinning philosophy of provision in school. Our ethos is that of high aspirations for all children and a fully inclusive approach to every individual child ensures that children's unique abilities are recognised, celebrated and nurtured through a broad and rich curriculum offer, supported by a creative and diverse range of assessment tools. All children are challenged and supported to progress at an individually appropriate rate and our tracking systems enable all achievements to be recognised and developed on an individual basis.

We recognise and celebrate the diversity of every child's life experience and the impact this has on their individual approach to learning. We are committed to ensuring that the protected characteristics of children, e.g. gender, race, religion, members of families within the LGBT+ community, do not influence the aspirations of staff, for every child in school.

Health and safety:

A generic approach to the health and safety of children is appropriate, as no specifically risk attributed activities are routinely included within the practices of assessment and record keeping.

Planning:

- Differentiated progression planning for all curriculum areas – Amanda Hubball & Laura Dolby are jointly responsible for this planning.

Safeguarding children at Alfreton Nursery School is our highest priority.

- The responsibility for the planning behind specific targeted provision will usually fall to the curriculum coordinator who oversees the related curriculum area. For example, Maths Target Time – Amanda Hubball, Literacy Target Time – Laura Dolby. The planning systems reflect the findings of data analysis, tracking systems etc.
- Findings of the assessment and recording systems that impact on cross curricular provision, are shared with the whole team, as they all contribute to the planning for cross curricular target and intervention work in school, e.g. Forest Schools, MetaMaths. . .

Teaching:

All teaching is fully differentiated and all staff are fully trained and in possession of information related to the latest developments in high quality cross curricular practice.

Teaching Staff:

- To deliver lessons and other learning activities which offer differentiation and creativity to all children.
- To address with the coordinator any questions or concerns as soon as they occur
- To liaise with the coordinator with regard to any developments or amendments to assessment and record keeping practice in school.
- To apply metacognition to every aspect of the teaching, monitoring and assessment processes
- To contribute as appropriate to the many different assessment and tracking systems that operate in school with professionalism and attention to detail
- To take responsibility for personal skill development and communicate any perceived weaknesses to the subject leader.- therefore ensuring support and training.
- To contribute to the on-line record keeping and assessment systems of all children as appropriate.
- To support parents with their understanding of their children's progress and attainment in school, sign posting them to curriculum leaders whenever necessary.
- To attend CPD meetings, thus ensuring high professional standards
- To approach every child without gender, race, ability or cultural bias and without preconceptions which lead to limitations of expectation.

Roles and Responsibilities:

Link Practitioner – Louise Ashmore

- To support the Assessment and Record Keeping Coordinator in all aspects of her role as appropriate.
- To seek CPD opportunities and work in liaison with the coordinator to drive up standards.

Organisation/Resources:

Resources including digital, material and adult are all used creatively to support and assess learning. Collectively the whole team share responsibility for identifying resourcing needs which occur in the overall daily provision. The coordinator, in conjunction with the SMT, works to ensure that specific recording and assessment resources/tools are current and highly effective in informing the school at all levels of provision.

Adult deployment for assessment and record keeping provision is shared amongst all members of the teaching staff and in addition to the Recording & Assessment coordinator, the link practitioner also shares in the responsibility for maintaining an overview of standards in this area of our school practice.

Assessment:

The assessment and monitoring systems in school will serve to:

- Acknowledge individual and group previous experience
- Recognise every child's present stage of development
- Inform present and future teaching & highlight specific learning needs for individuals and groups
- Evaluate the effectiveness of provision
- Involve and inform parents/carers
- Provide evidence of individual and group progress for analysis
- Establish final individual and group attainment
- Be shared during internal moderation meetings, designed to standardise and verify judgements.
- Inform Action Research undertaken in school
- Inform CPD
- Eradicate bias in all its forms

Monitoring and review:

Roles and Responsibilities:

Coordinator –Amanda Hubball

- To review and maintain an overview of the breadth, quality and impact of the assessment systems in school
- To remain up-to-date with assessment requirements nationally and make every effort to replicate good practice in school
- To support other teaching staff to access and use assessments in their many forms as appropriate
- To support families with their access to and understanding of assessment information relating to their child

- ⓐ To support other staff members to work with families in relation to children's assessments
- ⓐ To attend CPD opportunities, adopt and implement relevant new initiatives and keep other members of staff up to date in their knowledge and skills.
- ⓐ To encourage and support with the continued professional development of other staff.
- ⓐ To use the different assessment systems in school to drive standards up and maintain a cutting edge level of provision in school.
- ⓐ To ensure that practice and provision is current and creative, engaging children in a fully inclusive manner and that the progress and attainment resulting from this is reflected in the school data
- ⓐ To ensure that the monitoring and review process is free from bias in all its forms.
- ⓐ To ensure that information needed in order to analyse and improve practice, is easily accessible from the data collected.
- ⓐ To monitor and review the use and impact of online record systems, to communicate progress and attainment, designed to engage parents and families in the learning of their children.
- ⓐ To engage in external moderation and support others to do the same.
- ⓐ To design, implement, monitor and evaluate assessment systems in school.
- ⓐ To take responsibility for researching new methods/providers of systems as necessary
- ⓐ To lead record keeping systems in school and to maintain an overview of effectiveness and use by staff.

Head Teacher

- ⓐ To have overall responsibility for all matters relating to the school data and assessments.
- ⓐ To ensure appropriate and up-to-date CPD for the coordinator in order to drive standards and provision forward.

Link Governor – Louise Calow

- ⓐ To monitor termly the effectiveness of the data and assessment systems in school
- ⓐ To be a critical friend to school practitioners, challenging practice where appropriate and driving up standards.

The work of the Recording and Assessment coordinator will be subject to review by the Head Teacher as part of the school's performance management arrangements. The Head Teacher and Senior Management Team will review the policy in line with the School Improvement Plan Overview and monitoring schedule.

Concluding notes

Amanda Hubball takes the responsibility for ensuring a clear intent, implementation and impact statement is written and reviewed, to underpin subject delivery in school.