

Collaton St. Mary C. of E. (V.A.) Primary School

Baseline Assessment Policy

RATIONALE:

Baseline Assessment lays the foundations for the process of lifelong learning, which will be essential in the 21st century. It is founded on agreed milestones of child development. These are then extended appropriately. The process begins with what the child already knows, has experience of, and can do as an individual and with support from other adults/or children.

PURPOSES:

1. To assess milestones of a child's development.
2. To begin with what a child already knows, has experience of, and can do as an individual and with support from other adults or children.
3. To provide for the two way liaison between the home and the setting and between providers.
4. To communicate and co-operate with other agencies on a regular and ongoing process.
5. To seek advice and support from other agencies when necessary.
6. To create the following expectations on behalf of:

The Child: for a safe, secure and stimulating environment, which will extend learning and complement childhood

The Parent/Carer: for recognition of and respect for the powerful influences of the family on children's development and achievement

for recognition of their right to participate fully as equal partners and acknowledge their continuing responsibility for their children's learning and development

for recognition of their right to relevant information to enable them to support their children

Workers: should expect - mutual respect  
- mutual status  
- recognition of their professional needs through training

GUIDELINES:

1. The required assessment covers Language and Literacy and Mathematics (for numerical outcomes) and Personal and Social Development and Physical Development.
2. Once numerical outcomes have been decided these will be transferred to disk and forwarded to the LEA for collation and submission for national collection.
3. Schools will receive:

- individual pupil's scores in language and literacy and an overall average score
  - number and percentage of pupils at each level of performance
  - number and percentage of boys and girls at each level of performance
  - number and percentage at each level of performance in relation to date of birth
4. The numerical scores for Language and Literacy and for Maths will be made within the first seven weeks after the child has been admitted.
  5. All children aged 4+ should be assessed, on entry to Class 1.
  6. Heads can exempt children from the scheme if he feels it inappropriate (i.e. a child has already been assessed with a view to a statement being made of its special educational needs).
  7. To make the judgements, teachers and adult helpers should refer to the text of the performance descriptions and become familiar with the range of performance in Language and Literacy and Mathematics.
  8. The Reception class teacher should take into account all the observational and other evidence and records of significant progress and judge which performance description best matches the child's typical performance in each of the aspects of Language and Literacy and of Mathematics.
  9. Discussion with curriculum leaders for Mathematics and English will be essential to improve the quality and consistency of the assessments.
  10. Judgements should also be informed through discussion with parents and classroom assistants.
  11. The Class 1 teacher holds the final responsibility for the completion of assessments. She/he needs to be familiar with other assessments in pre-school records of experience as part of the transition process.
  12. The Class 1 teacher should discuss the new intake with the Playgroup leader at Collaton or other providers.
  13. The information gained should be used to plan an appropriate curriculum.
  14. The information will be shared with parents within a term of the child's entry. The meetings will be in October (for September entrants) and March/April (for January entrants).
  15. A written Reception report will be issued to all Reception children in early July.
  16. The data collected will be used by the Head and Governing body for analysis and target setting for school development.
  17. Pre-school experience
    - (i) The Class 1 teacher will find out the pre school setting for each child not joining from Collaton Playgroup.
    - (ii) Collaton playgroup will have been visited, but contact will also be made with other providers, for the collection of records.

- (iii) The Class 1 teacher will read the records, where available, to gain an initial insight into the child during the first two weeks of term.
- (iv) The teacher will discuss any major areas of concern from the receiving provider with the child's parent/carer, or provider, if clarification is needed.
- (v) Parents will be invited in informally to discuss the pre school experience on an informal way as a means of getting to know each other.

18. Special Needs

- (i) By using the information given by the previous providers, the Reception teacher will begin to identify children with Special Educational Needs who are:
  - experiencing learning difficulties
  - potentially able and talented
  - using English as an additional language
- (ii) This early identification will be discussed and recorded with the Senco.
- (iii) These children will be monitored by the Senco and if needed at the halfway point of the statutory process, the child will be included at Stage 1 of the Code of Practice, with its consequent effects.
- (iv) At this stage, the Class 1 teacher and Senco will monitor the procedure.
- (v) Parents/carers will be informed.
- (vi) The normal school policy for Special Needs will then continue as required.

19. Analysing and issue it to inform planning

- (i) The teacher will discuss the outcomes of Baseline Assessment with the Head at the data collection stage, regarding
  - performance of particular children
  - performance of the new intake
  - the effects on the planning for the child(ren) (i.e. appropriate activities and resources)
  - intake group - whole class (with some Y1 children in it)
- (ii) To use useful assessment methods so that the appropriate learning objectives and planned activities are chosen, but to understand that assessment does not need to be planned for everything!
- (iii) To inform development planning for the age group
- (iv) The children are initiated into a system whereby assessments and learning objectives are discussed with them in a simple way, thus setting a reflective atmosphere for the rest of their life at school.
- (v) As children learn in different ways, there will be different teaching techniques used, as noted in our "Teaching and Learning policy"

- (vi) to use the data to make comparisons with:
- year on year
  - other schools
  - LEA results etc.

20. Ensuring consistency in Assessment

- (i) Judgements are made consistently in line with:
- the school assessment policy
  - samples of work
  - portfolios of work
  - using the examples with "Desirable Outcomes" as a basis

A scrapbook of samples of work for the class will be compiled as evidence for Mathematics and Language and Literacy.

- (ii) The governors curriculum committee will be informed about standards and expectations.

- (iii) The parents will be informed and involved as noted above.

The process of achieving consistency of judgements will take some time to realise and will also be based on judgement.

21. Parental involvement

- (i) Outcomes will be communicated by:
- an introduction to Baselines Assessment at the initial meeting before the child starts school
  - an introductory letter explaining the purposes of Baseline Assessment
  - a meeting in the first term with all parents discussing the outcomes of Baseline Assessment
  - a written report at the end of Year R showing progress during and since Baseline Assessment

- (ii) At the initial meeting, the teacher will talk to the parents about Baseline Assessment and ask them to respond with information about the child's:

- interests
- activities at home
- health
- social skills
- personal skills
- physical/motor skills

- (iii) At the meeting the agenda will be:

- the child's strengths
- any particular achievement
- the child's weaknesses
- what the teacher is planning in order to achieve progress (i.e. building on strengths and aiming for progress in the child's areas of weakness)
- the timescale for targets

- what the parent/carer may do to support the child
- the next opportunity to review the child's progress

22. Involving the Governing Body

The Finance and Curriculum committee is the link with Baseline Assessment who has a link governor for Baseline Assessment invited to the initial meeting.

- (i) An appropriate scheme is chosen.
- (ii) Results of Baseline Assessment are reported.
- (iii) The Head analyses the results to provide information.
- (iv) Curriculum targets are set:
  - with appropriate training needed identified
- (v) These are included in the School Development Plan and supported by:
  - a budget for Under 5 development work
- (vi) The plans are monitored:
  - resources
  - training
  - standards/expectations

23. Working with other agencies

- (i) The teacher will Liaise with the Senco to make effective use of outside agencies and expertise.
  - Health: Health Visitors  
School nurse (Viv Moir)  
School doctor  
Visual/auditory impairment support
  - Social Services
  - Police
  - Playgroup (and their advisers)
  - Psychologist
  - Early Years' Adviser/Advisory teacher for Special Needs
  - School Library
  - Devon Learning Resources
- (ii) Work via the system employed in the Code of Practice for establishing the procedures for exchanging information and gaining support.