



Speedwell Infant School

Assessment Policy

January 2024

Introduction

Assessment is an integral part of the teaching and learning process, it provides clear information to support effective teaching and learning and to ensure children make progress over time. Finding out what children know, understand and can do enables teachers to plan for next steps in learning, and to identify any gaps in learning. Both formative and summative assessment are implemented throughout Speedwell Infant School to support both ongoing planning for learning and monitor progress over time.

Assessment Aims

- To enable teachers to plan for and deliver effective teaching which is appropriate to children's current stage of development, is differentiated to meet children's needs and reflects and builds on children's current knowledge, skills and interests.
- To support children to reflect on and take responsibility for their own learning by developing their ability to assess their own progress through both peer and self-assessment strategies.
- To enable teachers and teaching assistants to monitor progress of individual and groups of children, and make informed decisions about next steps, intervention support and future learning.
- To provide progress and attainment information to school leaders and governors, thus enabling them to make informed decisions about school priorities and school effectiveness.
- To provide information to parents and carers that enables them to support their child's learning and development at home.

Roles and Responsibilities

This policy should be read alongside other key policies that support teaching and learning, including the marking and feedback policy, the curriculum intent statement and associated curriculum documents.

The Headteacher is responsible for ensuring this policy is implemented effectively throughout school.

Class teachers are responsible for completing formative and summative assessments in line with this policy.

Teaching Assistants are responsible for supporting teachers with formative and summative assessments in line with this policy.

The school SENCo is responsible for overseeing accurate assessment of children with special educational needs, and that this information is used to inform target setting through the IEP process.

The School Business Officer is responsible for maintaining and updating staff and pupil level information in Target Tracker.

Formative Assessment Activity

Speedwell Infant School follows the Primary National Curriculum for KS1 and the EYFS Statutory Framework which informs the assessment approaches. Teachers and Teaching Assistants engage in formative assessment on an ongoing basis to inform daily interactions, support and challenge for children in school. Teachers also complete summative assessments at set points throughout the year which are recorded on Target Tracker and other agreed formats.

Speedwell Infant School recognises that teachers and teaching assistants will be engaging in informal formative assessment activity on an ongoing basis, including:

- Sharing lesson objectives and reflecting on achievement of new learning linked to these objectives.
- Gathering children's knowledge and understanding of a new area of learning / topic focus prior to starting that unit of work to inform starting points and next steps.
- Assessing children's understanding of learning within lessons to inform any adjustments to teaching at the time, adjustments to future lessons and identifying where specific children may need some catch up support ready for future learning.
- Identifying where children demonstrate a good understanding and need to be challenged further in their learning and development through adjustments within lessons and adjustments to future lessons.
- Modelling self assessment strategies with children, to help them develop the skills to become more reflective learners.
- Use of floor books to capture practical class group learning which supports discussion with children around knowledge and understanding of key learning over time and demonstrates progress within subject areas.

These approaches are integral to high quality teaching. Teachers and Teaching Assistants implement these approaches on an ongoing basis in ways that are appropriate for the age and stage of development of children in their groups.

Summative Assessment Points

Teachers complete a range of summative assessments at set points through the year as detailed in the table below. Information for such assessments is gathered through a combination of teacher professional judgement and small informal assessment tasks. This information is used by school leaders and governors to evaluate the effectiveness of teaching and learning and inform school improvement priorities.

| Year group | Focus of assessment | When completed | Where recorded |
|---------------------------|---|---|--|
| New nursery children | Baseline, on entry to school assessment for Prime areas of learning | Within the first month of the child starting school | Target Tracker |
| New reception children | Baseline, on entry to school assessment for all areas of learning | Within the first month of the child starting school | Target Tracker |
| EYFS children | In the moment and longer observations linked to all areas of learning | Throughout the year, including one longer observation at least 2 times per year | Paper record Nursery – Prime Areas Reception – All areas of learning |
| Nursery children | Termly assessment for Prime areas of learning. July – assessment for all areas of learning | End of December Easter July | Target Tracker |
| Reception children | Termly assessment for all areas of learning | End of December Easter July | Target Tracker |
| KS1 children | Termly assessment for reading, writing and mathematics | End of December Easter July | Target Tracker |
| Reception and Y1 children | Half termly phonics assessment in line with the Essential Letters and Sounds programme | Each half term | Essential Letters and Sounds online site |
| Reception | Statutory Baseline Assessment | September | STA RBA website |

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| Reception | Statutory EYFS Profile | June | Target Tracker |
| Year 1 | Statutory phonics screen check | June | Target tracker |
| Year 2 | Statutory phonics screen check for those children who did not meet the standard in the Year 1 check | June | Target Tracker |
| Children with special educational needs | Review of IEP targets and progress | Termly | IEP documentation |
| All year groups | Formal report for parents/carers, including the outcomes of statutory assessments | June/July | Target Tracker |

In addition to the above, summative assessment tools are used at various points throughout the year as part of targeted intervention groups, this includes use of the Early Talk Boost assessment, the Renfrew Picture Scale, Boxall Profile and PM Benchmarking.

Assessment Moderation

Speedwell Infant School recognises that summative assessments need to be accurate and consistent across school to enable the data generated from this to be most effective. For statutory assessments, it is also important that assessments are in line with National guidelines. To ensure accuracy of assessments across school and in line with those nationally, the following practices are in place:

- The school has established a Progression and Termly Age Related Expectations document which teachers use to inform termly Target Tracker summative assessments.
- Staff meeting time is allocated to moderation of samples of summative assessments.
- Moderation activity within the local cluster of schools is accessed for both KS1 and EYFS assessments.
- DCC statutory moderation processes are accessed where appropriate for statutory assessments.
- DfE / STA standardised moderation materials are accessed for EYFSP

Transfer of Assessment Information

All teachers have access to Target Tracker. They are able to access summative and statutory assessment information as children move into their new classes through this system. The end of summer term summative assessments in Target Tracker form the starting point for progress in the following year group for all children. In addition, teachers verbally share information about children with each other at the point of transfer to a new class, including passing on IEP documentation for children with additional needs.

The majority of children transfer to Staveley Junior School. End of Summer term summative assessments are passed on to the Junior school, along with statutory assessment information.

In Summary

Assessment in all its forms is an integral part of the teaching and learning process. It is essential to ensure children are challenged in their learning and make progress over time. All staff support the implementation of effective assessment processes. However, the key is responding proactively to such assessments to facilitate the best possible progress for all children in school over time.

Review date: September 2025