



Policy for Assessment

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Definition of Assessment

Assessment is the process of forming a judgement about a learner's attainment of knowledge, skills and understanding; identifying what he/she can do and indicating the appropriate next steps and support to progress learning and achieve goals.

Assessment at Walmley Infant School

Assessment is aligned to our curriculum and is an integral part of the learning process. Central to this, is a focus on formative assessment as a tool to guide learning. The curriculum is mapped out against both the Early Years Foundation Stage Profile (2022) and Development Matters (2021) in Nursery and Reception, while the National Curriculum (2014) is used in Key Stage One.

Assessment in our school generates continuous improvement and supports achievement. It takes place in all year groups and across all subject areas. All assessment in our school is meaningful and avoids unnecessary recording or tracking. The purpose of any assessment is to improve learning. Assessments can take the form of observations, discussions, formal assessment of written work and tests. Our approach is inclusive and we strive for children of all abilities to achieve. Across school we use Tapestry, this assessment system allows staff across school to record assessments for their pupils which can then be used to support summative judgments.

The assessment policy is a live document, reviewed regularly to improve assessment practice in school and to remain up to date with government guidance. Evaluation of teaching and learning is linked to the continual professional development of all staff to ensure teacher expertise in curriculum, pedagogy and assessment.

Aims of Assessment

The aims of assessment are to:

- ensure that all children make good progress and achieve
- track children's attainment and progress against government expectations for pupils in both the Early Years Foundation Stage profile and the National Curriculum and to inform teaching and learning
- provide a consistent approach across all subject areas and between the EYFS and Key Stage 1
- ensure formative assessments are an integral part of day-to-day teaching and learning, in every classroom, enabling us to identify children who are falling behind in their learning or who need additional support, including the most able
- ensure assessment contributes to the early and accurate identification of children with special educational needs and any requirements for support and intervention
- share meaningful feedback (written and oral) with learners, highlighting their strengths and helping them to understand what they need to do to improve

- set challenging goals for all learners, given their starting points, and ensure they make good progress towards meeting or exceeding them
- provide comprehensible information to parents and carers on how well their children are doing in relation to expected standards
- hold informative and productive conversations with parents and carers on supporting their children's learning effectively
- ensure as many children as possible are ready for their next steps in learning at key transition points

Equal Opportunities, Inclusion and Assessment

Staff at Walmley Infant School are committed to working towards equality of opportunity in all aspects of school life. Our school aims to be an inclusive school. We actively seek to remove the barriers to learning and participation that can hinder or exclude individual learners, or groups of learners. In the context of Assessment this is achieved through:

- utilising a range of approaches to assessment
- making use of special arrangements and adaptations to ensure that learners are able to access statutory assessments
- having specific targets for identified groups and individuals
- continually reviewing what we do, monitoring data, and by asking ourselves questions about the performance of individuals and groups of learners.

We make judgements about how successful we are being at promoting racial and gender equality, and including learners with disabilities or special educational needs.

We have carefully considered and analysed the impact of this policy on equality and the possible implications for learners with protected characteristics, as part of our commitment to meet the Public Sector Equality Duty requirement to have due regard to the need to eliminate discrimination, advance equality of opportunity and foster good relations.

Arrangements for the Governance, Management and Evaluation of Assessment: Roles and Responsibilities

Governors

- Monitor whole school data
- Monitor assessment practices in school

Senior Leadership Team

- Support in the moderation of teacher assessments and tests

- Set realistic whole school targets
- Analyse data for school improvement and reporting
- Lead and monitor whole school assessment practices
- Provide training for teachers to ensure a good understanding of assessment and assessment practice

Teachers

- Regularly use ongoing formative assessment
- Moderate with colleagues to ensure consistency in judgements.
- Make summative judgements at defined points in time using specific criteria
- Provide feedback to learners and set realistic targets for individual learners
- Provide assessment information to the senior leadership team, parents and learners

Teaching Assistants

- Provide feedback to teachers on learner progress and attainment either by verbal or written feedback.

Parents and carers

- Attend meetings with teachers to discuss their children's attainment and progress
- Support children with their home learning
- Provide additional home support in key areas, where identified by the teacher

Learners

- Take ownership of their learning, trying their best to achieve their targets.

How assessment outcomes are collected and used

We use Tapestry to support our formative and summative assessment methods.

We use 3 key forms of assessment:

- In-school formative
- In-school summative
- Nationally standardised summative

In-school formative assessment

Formative assessment takes place during learning and:

- assesses knowledge, skills and understanding
- identifies children's strengths
- highlights gaps in learning
- tackles children's misconceptions

- identifies the next steps in learning
- diagnoses the need for support or intervention
- informs teacher planning and reporting

Types of formative assessment include:

- rich question and answer sessions during lessons
- marking of learners' work
- observational assessment
- regular short quizzes
- scanning learning, from across the curriculum, for learner attainment and development
- adult and peer feedback, response partners
- child self-assessment, reflection on learning

In Key Stage 1, we use the National Curriculum attainment targets to assess pupils using Tapestry. Tapestry allows Key Stage 1 teachers to use a customised tier system which has been created in order to fit in with our school's assessment approach. Replacing the old levels with a tier system based on the depth of learning of our children allows us to easily record and view learning outcomes that have been taught, and measure the depth of understanding individuals and groups of children have reached. When making a formative assessments judgement, staff can quickly identify those children who are demonstrating expected knowledge, skills and understanding, and see any children who are above, or are slipping below, expected attainment.

The tiers used in school have been clearly clarified for staff, this is to support consistency in teacher judgement. The tiers are as follows:

	Not on track to meet the end of year expectation	Expected standard	
		On track to meet the end of year expectation	Exceeding the end of year expectation
Definition for the statement	Support is needed for the child to understand the learning.	Child has achieved the learning independently and demonstrates a good level of understanding.	Child has demonstrated a significant deeper understanding of the learning.
Recorded as	B	E	GD

A (Absent) may also be recorded for the pupil if the child was not in school on the day the attainment target was assessed.

Teachers use Tapestry not only to assess the children but also to plan the next learning steps for individual learners and groups dependent on any gaps that have been identified.

Moderation of learning takes place across groups, classes, school and with other local schools to ensure that their judgements are sound. Summative assessment judgements are based on professional judgement from a variety of evidence.

Teachers ensure that children are not accelerated too quickly through narrow strands of the curriculum but ensure that all aspects are mastered before moving them on. Therefore, ensuring depth of learning form a broad and balanced curriculum.

Based on formative assessments, teachers are then able to make a summative judgement for each individual pupil's attainment for the term. This judgement is then recorded and sent to the Senior Leadership Team, who will then collate this information and create overview tracking grids in reading, writing and maths for KS1 and the 17 areas of learning in the Early Years. Each tracking grid identifies individual pupil progress since the start of their time at our school. This allows staff to then clearly identify pupils who need additional support or challenge. Other national curriculum subjects are assessed; however, this is done using ongoing formative assessment methods and is therefore updated regularly and analysed by teachers to inform ongoing planning.

Effective question and answer techniques

Asking children questions is a vital part of the pedagogical process. Our teachers use a selection of questioning strategies, which are often open ended, this allows children to think creatively and apply their knowledge and understanding.

In-school summative assessment

In-school summative assessment sums up what a child has achieved over a period of time, relative to learning aims. The outcomes of in-school summative assessments support teachers in making rounded professional judgements on the attainment of a child at a particular time in specific subjects/subject areas. In-school summative assessments inform teachers and senior leaders on attainment and progress within specific groups, classes, year groups and across school. Summative assessments are carried out at end of a topic, term or year and provide ratification of formative assessment. This assessment may take the form of written tests, observations, assessment tasks, photographs, discussions or learning journals.

Use of maths tests in school

Summative Tests

In Key Stage 1, White Rose end of block assessments are used to ascertain what learners have understood at the end of each block, in relation to the attainment targets outlined in the National Curriculum for mathematics. The tests are based on the statutory programmes of study for key stage 1. The tests cover the aspects of the curriculum that lend themselves to problem solving and application, and are designed so that all children can access the paper and achieve at their own level. When accessing the paper, teachers are able to make adaptations according to the children's needs e.g. read them questions or complete the paper in small groups or at a one to one level. Each paper presents a range of mathematical reasoning and problem-solving questions. The tests are administered at the end of each block, each block could range from between a two week to five week period.

Phonics Assessment

Using the Unlocking Letters and Sounds programme, which was introduced to school in 2022, teachers are able to assess pupils in a variety of different ways:

During daily phonics lessons

- During guided reading sessions, or one-to-one reading sessions, children are assessed and this is then recorded on their Individual Assessment Record.
- Children identified as the lowest 20% received additional ongoing assessments, this is based on their individual phonics needs and is used to plan for intervention. This is also updated on the pupil's Individual Assessment Record.

As a school we support pupils to 'keep up' and not 'catch up'.

How results of assessments are tracked through school

We use Tapestry to set targets, to track learner progress as well as pupil attainment. In the Early Years, staff complete Tapestry assessments by identifying 'concern' or 'no concern' on each of the 17 areas of learning. In Key Stage One, towards the end of each term, staff are expected to use data they have formatively collected in order to make an overall judgement on the attainment of pupils in Reading, Writing and Maths. Once this has been completed and submitted to the Senior Leadership Team, the data

is entered on to an overview tracking grid. The four-tier system is also used for this data and as a result, the data is comparable to the previous terms or years.

The Senior Leadership Team use this information to monitor the progress and attainment of individual learners' groups, classes or year groups and school as a whole. The data highlights children whose progress is below the expected level and who may need additional support or intervention. Progress and attainment data are communicated to all stakeholders, including parents, Governors and Ofsted.

How assessment is shared with children

Regular feedback is provided to all children in the form of either verbal or written feedback. The feedback provided is regarding their achievement against the lesson objective. Further information on this can be found in our 'Marking and Feedback policy'.

Nationally standardised summative assessment

We ensure all statutory assessments are administered in accordance with guidance and reported to all stakeholders as appropriate. Nationally standardised summative assessment provides information on how learners are performing in comparison to learners nationally and how the school is performing in comparison to schools nationally. Results from national tests are used to inform in-school summative assessment and in-school assessment practice.

The nationally standardised assessments are:

- Reception Baseline Assessment
- Year 1 phonics screening test

Assessing children with SEND

Our school has high aspirations for the achievements of learners with SEND. We use information from teacher assessments and testing to support the diagnosis of learning difficulties and highlight any requirements for support or intervention. Progress for all children is measured in the most appropriate way for the individual child. Progress in communication or social skills may be considered as well as alternative methods of recording, such as learning journals and photographs.

Assessing the most able children

Children who are achieving the greater depth expectations early in a term will be judged to have shown depth of learning in that subject/subject area. Where the attainment target has been achieved, additional challenge will be provided. As a result, providing them with opportunities to demonstrate their in-depth understanding for a particular curriculum area.

Assessing children in EYFS

Our EYFS practitioners base their assessments on their knowledge of the child through observation and interaction in a range of daily activities and events. The EYFS provision enables each child to demonstrate their learning and development fully. Embedded learning is identified by assessing what a child can do consistently and independently in a range of everyday situations. An effective EYFS assessment presents a holistic view of a child's learning and development. Accurate assessments take account of contributions from a range of perspectives including the child, their parents and other relevant adults.

Children's learning in the 7 areas (3 prime, 4 specific) are assessed in Nursery, while all 17 strands are assessed in Reception. The children are assessed using a half termly progression tracking document, which informs teachers of each child's attainment towards the final ELG. The attainment of pupils in the EYFS is tracked formatively using Tapestry. Tapestry is an assessment tool that allows children's accomplishments to be recorded using observations and annotations. Teachers make judgements on where there are 'concerns' or 'no concerns' within each of the areas and this creates a broad view of the child and their EYFS achievements. Data is then used to inform planning, individual learning needs and identified groups e.g. Boys/Girls, Disadvantaged & English as an Additional Language (EAL) More Able and Talented (MAT) children and those requiring Individual Teaching Plans (ITP) are identified and individually challenged following the school policies for SEND and MAT.

School Year Assessment Overview

Autumn	<p style="text-align: center;">Ratify/moderate summer data. Report to <i>Governors</i>/other required bodies. Y1 -Y2 Baseline testing, Attainment and Gap Analysis Nursery and Reception baselines. Pupil Progress meeting Teacher performance management Parents' Evening - Parental feedback Moderation in year groups to ensure consistency in judgements. Teacher assessment data to SLT (EYFS and KS1) Analyse data Report to governors</p>
Spring	<p style="text-align: center;">Pupil Progress Meetings Teacher performance management midpoint reviews. Parents' Evening - Parental feedback Moderation in year groups to ensure consistency in judgements. Teacher assessment data to SLT (EYFS and KS1) Analyse data Pupil progress meetings (including a review of interventions). Report to governors</p>
Summer	<p style="text-align: center;">Pupil Progress meetings. Y1 Phonics Screening Check Transition meetings and class information handover. Finalise teacher assessments - Data to SLT Data analysis.</p>
Ongoing	<p style="text-align: center;">End of block assessments - Maths Unlocking Letters and Sounds assessment Small steps progressive assessment in EYFS (half termly) Tapestry ongoing assessments linked to National Curriculum and EYFS</p>