



# Sitwell Infant School

## Assessment Policy

### Statement of intent

At Sitwell Infant School, we believe that to facilitate teaching and learning, a comprehensive assessment strategy is essential. We are committed to:

- Ensuring early and accurate identification of individuals' needs, so that support can be implemented.
- Involving all staff, children and parents in the assessment process.
- Ensuring children have individual targets.
- Regularly monitoring progress.
- Setting individual targets that are specific, measurable, achievable, realistic and time-bound (SMART).
- Acknowledging achievement.
- Working with other agencies as needed.
- Providing equal opportunities for all.

The process of assessment is central to helping children progress and fulfil their potential. It is also necessary to provide a framework to ensure that learning objectives can be set and used to inform lesson planning, resources and support.

We use assessments to inform whole-school objectives and training; we will ensure assessment is integrated methodically into teaching strategies, so that progress can be monitored and barriers to learning can be identified at child, group, class, or whole-school level.

The assessment process can only be successful if regular reviews take place and plans are communicated and actioned at all levels.

### Legal framework

This policy has due regard to all relevant legislation including, but not limited to, the following:

- Childcare Act 2016
- Children and Young Persons Act 2008
- Childcare (Provision of Information About Young Children) (England) Regulations 2009
- Education Act 2011
- Equality Act 2010
- Data Protection Act 2018
- The UK General Data Protection Regulation (UK GDPR)

This policy has due regard to all relevant guidance documents, including, but not limited to, the following:

- DfE (2023) 'Primary school accountability in 2023: technical guide'
- DfE (2023) 'What maintained schools must publish online'
- STA (2024) 'How to report maladministration of primary school assessments'
- DfE (2023) 'Early years foundation stage statutory framework'
- DfE (2023) 'Early years foundation stage profile: 2024 handbook'
- STA (2023) '2023 reception baseline assessment and reporting arrangements'
- STA (2024) 'Phonics screening check: administration guidance'

This policy operates in conjunction with the following school policies:

- Teaching & Learning Policy
- Single Equality Policy
- Behaviour Policy
- Retention & Deletion Policy
- Data Protection Policy

### **Roles and responsibilities**

The governing board is responsible for:

- The overall implementation of this policy.
- Ensuring that this policy does not discriminate against children, in accordance with the school's Single Equality Policy.
- Nominating an Equalities Governor to ensure that appropriate action will be taken to deal with all prejudice related to incidents, which are a breach of this policy.
- Delegating powers and responsibilities to the Headteacher to ensure relevant personnel and stakeholders are aware of and comply with this policy.
- Fully complying with all statutory responsibilities.
- Appointing a Data Protection Officer to ensure compliance with data protection laws and practices.
- Ensuring that there are appropriate policies, procedures, and practices in place to deliver the 'EYFS statutory framework' in line with statutory requirements.

The Headteacher is responsible for:

- Ensuring this policy and other linked policies are kept up to date.
- Ensuring this policy is in line with current legislation and guidance.
- Ensuring that the requirements of the assessment and reporting arrangements (ARA) are met in the school.
- Ensuring that teachers and other staff comply with the ARA.
- Ensuring that the deadlines in the ARA are met.
- Identifying which children will take the phonics screening check.
- Considering whether any children will need Braille versions of the phonics screening check.
- Considering whether any children will need modified versions of the phonics screening check and downloading them.
- Ensuring that the phonics screening check is administered once per child.

- Ensuring that children's responses to the phonics screening check are scored accurately and consistently.
- Ensuring that any children who do not meet the 'expected standard' in phonics continue to receive support.
- Following the annual statutory data collection requirements by submitting phonics screening check results to the LA for all eligible children, by the LA's deadline.
- Keeping all test materials secure and treating them as confidential.
- Ensuring that test administrators are appropriately trained.
- Ensuring children have the correct test materials and equipment.
- Ensuring access arrangements are used correctly.
- Ensuring that the specific content of test materials is not used to prepare children taking the tests in later sittings.
- Ensuring children's responses are marked accurately and consistently.
- Notifying the Standards & Testing Agency (STA) of any issues that may have affected the security, confidentiality or integrity of the tests.
- Completing and submitting the phonics screening check Headteachers' declaration form (HDF) by the specified deadline.
- Explaining to all staff, participating children and their parents how the tests will be administered.
- Ensuring sufficient staff are available to administer the tests.
- Understanding what to expect from a monitoring visit.
- Ensuring the tests are administered according to the published guidance, including in relation to access arrangements.
- Submitting aid notifications and notification of children identified as having cheated on the Primary Assessment Gateway (PAG), if required, before submitting the HDF.
- Ensuring parents are informed about their child's progress, development and targets, and are aware of relevant policies, practices and procedures.

The data protection officer is responsible for:

- Data management within the school.
- Compliance with the Data Protection Act 2018.
- Managing internal data protection activities.
- Ensuring risk and impact assessments are conducted in accordance with Information Commissioner's Office (ICO) guidance.
- Maintaining expert knowledge of data protection law and practices.

The link governor is responsible for:

- Ensuring this policy and other linked policies are kept up to date.
- Ensuring this policy is in line with current legislation and guidance.

The Assessment Manager is responsible for:

- Providing training and guidance for relevant staff.
- Making effective use of relevant research and information to improve this policy.
- Working closely with the Headteacher, test administrators, data protection officer and link governor.

All EYFS practitioners and teaching staff are responsible for:

- Acting in accordance with this policy at all times.
- Understanding and acting within the statutory frameworks, which set out their professional duties and responsibilities.
- Ensuring they have a thorough working knowledge of:
  - The DfE's current 'Early years foundation stage statutory framework' and the requirements therein.
  - The DfE's current 'Early years foundation stage profile handbook'
- Using formative and summative assessments to assess, monitor and report on children's progress, plan next steps and shape learning opportunities.
- Identifying any areas of concern relating to children and their learning, development and emotional needs.

Test administrators are responsible for:

- Adhering to the provisions outlined in this policy.
- Reading and understanding all the relevant guidance, including, but not limited to, those identified in the Legal framework of this policy.
- Reporting any attempts of cheating to the Headteacher.
- Reporting any maladministration incidents to the Headteacher.
- Understanding what equipment is permitted in each test.
- Understanding what assistance is permitted in each test.
- Ensuring the security and safety of all test materials.

Children are responsible for:

- Completing the phonics screening check to the best of their ability.
- Submitting their own work and not cheating on the tests.
- Engaging fully in the assessment process and following assessment rules.
- Bringing the required equipment for each test.

### **Test participation**

The Headteacher's decision regarding test participation is final.

### **Reception Baseline Assessment (RBA)**

Within the first six weeks of children starting school, staff will conduct the RBA. The RBA:

- Is an activity-based, age-appropriate assessment of children's ability in early mathematics, literacy, communication and language.
- Is expected to take approximately 20 minutes per child.
- Can be paused and completed in more than one sitting.
- Will be administered on a one-to-one basis by a practitioner who is known to the child, such as the Reception teacher, Reception TA or suitably qualified EYFS practitioner, e.g. the SENDCo.
- Will be used to create a baseline for school-level progress measures and will measure the progress children make from Reception until the end of Year 6.

When carrying out assessment and reporting functions, the school will administer the RBA in compliance with the provisions outlined within both the 'Reception baseline

assessment and reporting arrangements' document, and Annex B of the 'Early years foundation stage (EYFS) statutory framework'.

After completion of the RBA, EYFS practitioners will receive a series of short, narrative statements that tell them how pupils performed in the assessment. The school will use these to inform their teaching approaches. The school will ensure that confidentiality of assessment materials is maintained and follow guidance on how to keep materials secure when they are received. The RBA materials will not be used for any other purpose.

For children with visual and hearing impairments the school will provide modified and adapted assessment materials. Where it is felt that the RBA is inaccessible to a child, the school will consider disapplying individual children who, despite them using access arrangements, are unable to participate. Parents will be involved in these discussions.

The Headteacher will sign a Headteacher declaration form (HDF) once each academic year and ensure that the RBA is being delivered in line with statutory requirements and the HDF.

### **EYFS Profile**

At the end of the Early Years Foundation Stage (EYFS) the school must complete an EYFS Profile for each child to summarise and describe children's learning and development, unless, in line with DfE guidance, an exemption applies. This assessment will take place in the summer term of the academic year when a child reaches 5 years old, and no later than 30 June of that term.

When carrying out assessment and reporting functions, the school will complete the EYFSP in compliance with the provisions outlined within the 'EYFSP handbook' and the 'EYFS statutory framework'. The school will assess each child against the ELGs and provide a commentary describing each child's skills and abilities against the three characteristics of effective learning:

- Playing and exploring.
- Active learning.
- Creating and thinking critically.

Profile judgements will be made on the basis of the cumulative evidence recorded over the course of the year, and practitioners' knowledge of the child. Evidence may include:

- Photographs.
- Written and/or drawn evidence.
- Planned and unplanned observations of day-to-day interactions.
- Video, tape, audio or electronic recordings.
- The child's view of their own learning.
- Information from parents or other relevant adults.

EYFS practitioners will use their knowledge of the child to judge whether they are:

- Meeting expected levels (expected).
- Not yet reaching expected levels (emerging).

Assessment will not entail prolonged breaks from interaction with children, nor require excessive paperwork. When assessing children, practitioners will draw on their knowledge of the child and their professional expertise and experience, and will not be required to prove their judgements through the collection of physical evidence.

To provide a fully-rounded picture of a child's development, practitioners will actively engage the child, their parents and other adults who have significant interaction with the child in the assessment process.

#### Data collection and submission

In accordance with the Childcare (Provision of Information about Young Children) (England) Regulations 2009, the school will provide the EYFSP data to the LA upon request, unless the Secretary of State has granted an exemption from the EYFS learning and development requirements.

The school recognises its statutory duty to implement the EYFS, and the responsibilities placed upon it. The Headteacher will:

- Ensure an EYFSP is completed for all eligible children and that the data is quality assured.
- Ensure provision is made to meet the requirements of all children with SEND.
- Take responsibility for the reliability of their EYFSP outcomes and ensure that the data accurately reflects the level of development of the current cohort of children.
- Ensure EYFSP data is returned to the LA in accordance with the provisions set out in the handbook for data collection and submission.
- Provide EYFSP assessments to their school's governing board to enable it to comply with national data submission requirements and report to parents.
- Ensure the statutory requirements for the transfer of records between schools are fulfilled, including the completion of the common transfer file (CTF).
- Ensure parents are provided with a written report of their child's development against the ELGs and the opportunity to discuss the EYFSP.

#### Exemptions

The school will complete the EYFSP unless:

- An exemption has been granted for the school or an individual child.
- The child is continuing in EYFS provision beyond the year in which they turn five.

Where a child is exempt or an assessment is not appropriate, this will be recorded as 'A' (no assessment) for each ELG in the child's profile return. Where a child remains in EYFS provision beyond the end of the academic year in which they turn five, the EYFSP will only be completed once, at the end of the year before the child moves to KS1.

In these circumstances, the school will discuss its intention to defer the child's statutory assessment with the LA to ensure the child's data is not considered missing when the school submits EYFSP outcomes for the current cohort. Care will be taken when entering the child's EYFSP assessment into any electronic recording system, as the child's date of birth may now be outside the expected range for the cohort.

### EYFSP moderation and results

To support the quality assurance of teacher assessment judgements, the school will ensure that systems are in place for internal or peer-to-peer moderation conversations to take place.

The EYFSP data will be used to:

- Support a successful transition to KS1 by informing the professional dialogue between EYFS and Year 1 teachers.
- Inform Year 1 teachers about each child's stage of development and learning needs to help them to plan the Year 1 curriculum.
- Inform parents about their child's development.
- Provide the DfE with a national child learning and development data set at the end of the EYFS that can be used for analysing and monitoring levels of children's learning and development at a national and regional level.

All records will be kept in accordance with the school's Data Protection Policy.

### Children transferring schools

If a child moves to a new school during the academic year, the school will send its assessment of the child's development against the ELGs to the new provider. If a child starts a new school before the Summer half-term holiday, the new setting will be responsible for submitting the child's EYFSP data to the LA. If a child starts a new school during the second half of the Summer term, this school will submit the child's EYFSP data to the LA.

If half-term dates differ to those of the new school, it is the school where the child attends, or will attend, for the longest period of time that submits the data. The school will send the transferring child's education record and CTF to the new setting within 15 school days of the child ceasing to be registered at the school, unless the new setting is not known. If the new setting is not known, the school will send the data within 15 school days of receiving a request from the child's new school. If the new school is unknown, the school will complete the CTF and load it onto the school to school (S2S) secure transfer system. The school will have due regard to the Data Protection Act 2018 and the UK GDPR at all times, as outlined in the school's Data Protection Policy.

### **Phonics screening check**

All children who will reach the age of six before the end of the school year will complete the check, including children who join the school just before or during the check window, unless they have no understanding of grapheme-phoneme correspondences. Children who will reach the age of 7 before the end of the school year will be required to complete the check if they:

- Did not take it in Year 1.
- Took the check in Year 1 but did not meet the expected standard.
- Started school in Year 2.

Children's common transfer files (CTF) will include information about whether a child joining the school in Year 2 met the expected standard in Year 1. If this information is

not included, the Headteacher will contact the LA or log in to Get information about children via DfE Sign-in [to search for the child using their unique child number](#). Where there is any uncertainty about whether a child has completed the check in Year 1, they will take the check in Year 2. If a child is absent during the check week, the school will administer the test upon their return, if it falls within the check window. Children that are absent during the full check window will be recorded as absent in the results data.

Children will only attempt the check once during the check window. The phonics screening check will be administered on a one-to-one basis by a member of staff who is known to the child and trained in phonics. They will use their professional judgement about which responses are correct and will familiarise themselves with the STA's phonics screening check administration guidance.

Checks will be carried out in a quiet room that provides a comfortable and well-lit space. Displays or materials which could help children will be removed or covered for the duration of the check.

Access arrangements will be put in place for children who need them in accordance with the STA's phonics screening check administration guidance. Any assistance given, or adjustments made, will not give children an advantage.

Children will be given enough time to respond to each word and will be permitted to take rest breaks if they are finding it difficult to concentrate. If a child is becoming distressed, struggling or having a negative experience, the staff member administering the check will consider stopping before the end.

Where the Headteacher decides that a child should not take the check, they will explain their reasoning to the child's parent, providing documentary evidence where appropriate. Where children are unable to access the check, teachers will be aware of their progress in phonics so that they can plan the next steps in teaching. If a child shows no understanding of grapheme-phoneme correspondences, they will not be required to complete the check.

If a child has limited fluency in English, the Headteacher will decide whether they should take the check. Children who have recently moved to the UK and do not understand letters and sounds in English will not take the check.

The Headteacher will consider whether it is possible to support children who are using British Sign Language (BSL) or other sign-supported communication to complete the check. Children using BSL or other sign-supported communication to spell out individual letters will not take the check. Children who are non-verbal or selectively mute will be unable to participate in the check if they do not give verbal responses in school.

Selectively mute or non-verbal children may be able to demonstrate their knowledge informally at home with a family member who can discuss the outcome with a teacher; however, to avoid a potential security risk, this arrangement will only take place after the check period ends.

The school will submit data for all children including those who do not take the check. Only those children who do not take the check will be marked as 'D'.

### **Maladministration**

Maladministration refers to any act that:

- Affects the security, confidentiality or integrity of the national curriculum assessments.
- Could lead to results that do not reflect children's unaided work.
- Compromises the validity and integrity of the data used by the DfE, parents and the junior schools that children will attend on leaving the school.

The school is aware that maladministration of the RBA or phonics screening check can be unintentional or intentional. The school will therefore be vigilant of:

- Administrators over-aiding children.
- Making changes to children's test scripts.
- Reporting children's phonics screening check scores incorrectly.
- Allowing children to re-sit an assessment.
- Failure to appropriately remove or cover room displays.
- Early opening of assessment materials without permission.
- Disclosing test content to a third party or publicly, including online or on social media, before and within the test window.

The school is also aware that maladministration of teacher assessment can occur, and will therefore be vigilant of:

- Changes to teacher assessment judgements by school staff to influence school assessment outcomes.
- Submitting different data to that agreed during LA moderation.
- Submitting children's work as independent as evidence to justify teacher assessment judgements even though it has been heavily supported by an adult - scaffolding evidence.
- Over-aiding or incorrectly marking tests and using the results as evidence towards teacher assessment judgements.
- Incorrect or invalid writing evidence.

The school will ensure that test administrators, participating children and their parents are protected from maladministration by ensuring that they:

- Understand test administration processes.
- Know the date that each test should be administered.
- Understand what assistance is allowed in tests.
- Know how any access arrangements will be used.
- Understand how timetable variations can be used.

The school will take steps to ensure that no act:

- Impacts the integrity, security or confidentiality of the national curriculum assessments.
- Could lead to results that do not reflect children's unaided work.

Reports of maladministration will be sent to the national curriculum assessments helpline by calling 0300 303 3013 or emailing [STA.maladministration@education.gov.uk](mailto:STA.maladministration@education.gov.uk).

### **Receiving and storing test materials**

The Headteacher will be responsible for ensuring that test materials are received and stored securely. The Headteacher will ensure that the address listed on Get Information About Schools (GIAS) is accurate, as the STA will send materials to that address. The Headteacher will be responsible for knowing when the school should expect to receive the materials for the tests that will be conducted.

The Headteacher and one other member of staff, e.g. the School Business Manager (SBM), will check the school's delivery against the delivery note to ensure the correct number and type of test materials have been received. If the Headteacher is not available, they will delegate this duty to the Deputy Headteacher.

If a delivery has not arrived, is incomplete, or if test packs are unsealed or damaged on arrival, the Headteacher will contact the national curriculum assessments helpline.

### **Checking test deliveries**

When a delivery arrives, the Headteacher and SBM will check:

- That the school's details are correct, and that the delivery is for the school.
- The boxes for any damage.
- The number and type of test packs received against the delivery notes and annotate it accordingly.

After checks have been carried out, all boxes will be resealed and locked in a cupboard. The Headteacher will retain their annotated copy of the delivery note in case the school receives a monitoring visit.

### **Security**

All test materials, including downloaded electronic versions, will be kept secure and confidential until the end of the test and check administration periods, including timetable variation periods.

The Headteacher will delegate responsibility for overseeing the storage of test materials to the test administrator. The test administrator will take responsibility for the cupboard key and logging requests for access to the materials. Teachers and test administrators will not discuss the content of the test papers with anyone, including on social media or elsewhere online. The Headteacher will ensure that all members of staff understand the sensitivity of the test and check materials. The test administrator will check the materials weekly to ensure that they have not been tampered with.

The test administrator will keep a chart on the door of the cupboard to record instances of access to the materials and to record the weekly security checks. A reporting procedure will be developed in the event of a problem, e.g. a lost or stolen key. The security of the test and check materials will be considered when the school is open to the public, e.g. a polling station or letting arrangement.

## **Results and reporting**

### **Phonic screening check results**

Children's check scores will be reported to the school's LA by the specified deadlines. By the end of the summer term, the Headteacher will report the following information to parents:

- Each child's phonics screening check score.
- An outcome for children who have left the school, were absent, did not participate in the check, or if the results are affected by maladministration.

### **Reporting to parents**

The school will send an annual report to children's parents and make arrangements for parents to discuss the report with their child's teacher if necessary. Assessment reports including targets are shared will be shared with parents in the autumn and spring terms, prior to the annual record of achievement in July.

If a child changes school before the end of the academic year, the receiving school will write their annual report. If a child is registered at more than one school, both schools will write an annual report.

### **Keeping and maintaining records**

The school will ensure that the collation, retention, storage and security of all personal information complies with data protection legislation. Educational records will be maintained and disclosed to parents at their request; these records include information about current and former children. The school will also keep curricular records on every child, keeping a formal record of all academic achievements, skills, abilities and the progress they make at school – these will be updated once a year.

When transferring records to a child's new school, the Headteacher will ensure the statutory requirements for the transfer are fulfilled. The school's Retention & Deletion Policy and Data Protection Policy will be followed at all times.

### **Internal assessments**

Alongside statutory assessments, the school will undertake a programme of internal assessments in KS1 to support children's learning and progress. Formative assessments will take place throughout a scheme of work and will be used to identify children's strengths and gaps in their skills and knowledge. Formative assessments will be used to identify next steps for learning and identify children who may need more support.

Summative assessments will take place at four points throughout the year and will be used to assess children's knowledge and skills following completion of a scheme of work. Records will be kept of children's performance in internal assessments. The school will inform parents about their child's performance in internal assessments during parents' evenings.

### **Monitoring and review**

This policy will be reviewed bi-annually by the Headteacher. Any changes to this policy will be communicated to all members of staff.

*This policy will be reviewed bi-annually during the Autumn term.  
Autumn 2024*