



Townhill Infant School

Assessment policy 2024-2026

Assessment is the means by which the progress, skills and knowledge of pupils is monitored and tracked.

Why do we assess?

To define each learner's ability: what the pupil knows, understands and can apply.

- To gain as full an understanding as possible of each learner's skills level: what the child can do.
- To gain a full understanding of the progress made by each learner
- To gain an awareness of the steps needed to continue progress of both skills and knowledge and to help these steps occur

To enable teaching staff to plan and deliver learning opportunities which will ensure progression for learners.

- To gain an understanding of the efficacy of teaching strategies
- To ensure continuity and progression throughout the school
- To reveal pupils' strengths and weaknesses.
- To enable teachers to plan and deliver learning that is appropriately challenging to pupil's attainment.
- To communicate accurate information about the learner that is useful to teachers, pupils, parents, and other educational agencies.
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- To ensure early identification of pupils with SEN or more able

How do we assess?

Strategies for assessment

- Observation - watching the children on task.
- Working with guided groups

- Listening to, questioning/discussions with the children.
- Photographing and recording.
- Monitoring children's written/recorded learning.
- Marking and providing feedback on children's learning.
 - Target setting and attainment
 - Assessment notes for future planning
 - Assessment for learning marking – next steps, scaffolding
 - Self/peer assessment
 - Comparison of pupil's skills and knowledge against end of year expectations through scrutiny of learning daily, weekly and half termly
 - Work scrutiny, pupil interviews and data.

Summative Assessment

Assessment for learning

Pupil progress in every class is tracked daily, weekly and half termly. Daily so that teachers can address any misconception quickly. Weekly to inform the next learning step. Half termly to assess progress towards end of year expectations.

EYFS pupils' data is assessed and monitored as above.

It is the responsibility of the class teacher to ensure that the data on each pupil remains up to date and that data is entered efficiently, clicking the correct steps.

Early Years Foundation Stage

Our assessment techniques follow the principles of the Early Years Foundation Stage Learning and Development Requirements. The progression of learners along the Early Years Foundation Stage profile is recorded at six points throughout the year.

The class teacher tracks each child across the seventeen areas of learning, Prime and Specific.

At the end of the final term in the Early Years Foundation Stage the EYFS Profile is compiled. Each pupil is either assessed as on track therefore meeting ELG or not on track. This is completed in the final term of the year in which the child reaches the age of five and no later than 30 June in that term.

The EYFS profile is an important document in providing the Year 1 teacher with a fully rounded picture of each learner and is therefore a very valuable document, which is read thoroughly by the Year 1 teaching staff. The school leadership team also require tracking data on our pupils to monitor progress and to ensure that our standards remain high.

Key Stage 1

As for the EYFS children's progress is assessed and recorded at 6 points throughout the year. Teacher assessment will be used to assess children attainment at the end of year 1 and 2- pre key stage, below national expectation, ARE- age related expectation or GD greater depth.

SAT's test, in line with trust guidance, will be used as part of the assessment process in year 2.

Phonics screening In Year 1

All pupils take the phonic screening check. The test is held during a week in June and pupils are asked to read 40 words and pseudo words applying their phonic knowledge. This test is administered by class teacher and marked against guidance provided with the check. Results of the screening are published in July and are reported to the LA and parents. Pupils who do not pass the screening check in Year 1 participate in an intervention programme in Year 2 and are retested with the Year 1 cohort the following year.

Foundation subject assessment

At the end of each unit a foundation subject assessment grid is completed assessing whether children have retained the 'sticky knowledge' identified for that topic. This level is gained through teacher assessment of the pupil's knowledge and skills.

Formative Assessment Assessment for learning

Assessment for learning (AfL) is an approach that creates feedback which is then used to improve students' performance. Students become more involved in the learning process and from this gain confidence in what they are expected to learn and to what standard. AFL aims to 'close the gap' between a learner's current situation and where they want to be in their learning and achievement. Teachers plan tasks which help learners to do this.

There are 5 main strands to AfL:

1. Questioning during the lesson enables a student, with the help of their teacher, to find out where they are in their learning.
2. The teacher provides feedback to each student about how to improve their learning.
3. Children understand what successful work looks like for each task they are doing. This is done through the teacher's input and modelling.
4. Children take part in peer assessment and self-assessment which enables them to become more independent in their learning
5. Children's ability to problem solve and explain their thinking and choices.

We believe that the best response to pupils' learning is personalised and immediate. We believe that every piece of recorded learning needs to be assessed by the class teacher or teaching assistant to ensure that the pupil's learning steps have been identified and that the future lessons are planned to develop the children's learning progressively. This needs to be recorded to ensure that the pupils see their contributions as valuable. Oral/Live feedback at the point of learning is the best way of giving learners suggestions of the next steps they should take, amendments/editing or improvements they can make.

Throughout each lesson, teachers can assess children's on-going understanding of the subject using questioning. Our feedback/marking should always be completed using a green pen. Pupils are also encouraged to self and peer mark and use purple pen for this.

Reporting Pupil Progress Reviews

At the beginning of each academic year (within first two weeks), and termly after assessment weeks all class teachers have a Pupil Progress Review held with the Head Teacher looking at attainment and achievement data for their class. Teachers analyse their data before they come

to the meeting and bring with them headlines which show the areas of strength and areas of development. During this meeting there is an analysis of in year progress data, percentages of below, expected and exceeding pupils for the core subjects are calculated and comparisons are made to national expectations. Data for progress from key stage one is also recorded as well as data for groups – gender, disadvantaged pupils, EAL, SEND, more able and ethnic groups. This allows the identification of any individual pupils or groups of pupils and appropriate interventions can be put in place to ensure they all make outstanding progress. Professional development of teachers is linked to this data.

Communication with parents/carers

Each parent/carer has two formal opportunities each year to meet their pupil's teacher to discuss their progress and attainment.

Autumn This is a ten-minute evening interview in the second half of the Autumn term is designed to allow the teacher and parent/carer to share progress made. The pupil's books and work samples are available for the parents/carers to examine.

Spring This is a ten-minute evening appointment designed to discuss personal targets for the pupil to help them to progress further in English, Maths and Social Skills. The pupil's books and work samples are available for the parents/carers to examine.

Reports

At the end of the summer term each teacher for each pupil publishes a formal report. This report has full written sections personal attributes and successes, in English, Maths, and all the foundation subjects. Information is also given on attendance. Attainment levels for pupils is shared in this report.

In the other years parents are informed as to whether their child is achieving below, expected and exceeding attainment level for their age. At the end of EYFS, parents are provided with a written summary reporting the child's progress against the early learning goals.