



Woolston Infant School

Assessment & Reporting Policy

Authorised on behalf of the Local Governing Committee:	Andy Steege Chair Governors Date: May 2026	Next policy review due: May 2028
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Assessment & Reporting Policy

Aims:

- To be able to identify progress and inform the next step in a child's learning
- To identify achievable learning targets which are understood by the teacher, parent and child
- To ensure accuracy and consistency of assessment, through an agreement of standards and making 'best fit' judgements.
- To ensure that accurate records are maintained of a child's attainment and progress.

Rationale:

Regular assessment is an integral part of good teaching and learning. It is essential to inform the next steps in a child's learning and therefore key to ensuring a child makes good progress.

Assessment should be ongoing, formative and diagnostic as well as summative. The progress of each child should be considered in relation to their earlier achievements and national standards. The key to quality assessment is using the outcomes to inform teaching and learning and therefore ensure further progress.

Procedure:

Assessment Procedures

Assessment is ongoing, informative and diagnostic as well as summative. A range of assessment methods are used:

- Observation
- Questioning
- Listening
- Work sampling
- Attainment sampling (Pupil Voice)

A range of assessment opportunities are planned to ensure that children's progress is monitored and appropriate interventions deployed

- Assessment of learning in a lesson linked to the planned objective annotated on planning and 'I can' statements
- Observational assessments to inform judgements
- Use of questioning to inform judgements
- Assessment of child's progress towards learning targets in Maths and English
- Assessment of child's progress towards targets as identified on their Pupil Passport or Individual Education Plan
- Self assessment by the child against key learning targets and 'I can' statements
- Termly assessments against the Development Matters Criteria and on track to achieve the Early Learning Goals.
- Termly assessments in reading, writing and maths, against school based objectives
- End of Year assessments in Foundation Subjects
- End of Foundation Stage Assessment - The Early Years Foundation Stage Profile
- End of Year 1 Phonic Screening
- End of Key Stage Assessments in, reading, writing, maths and science

Recording Teacher Assessment

- Planning annotated to record progress linked to learning objectives
- Assessment of key objectives and targets from a lesson/unit
- Termly tracking documents completed to track pupil attainment and progress

Use of Assessment for Learning

- Daily assessment of learning both during the lesson by use of cold calling and mini whiteboards and after the lesson by annotating plans, against learning objectives will inform future planning and teaching and learning
- Children develop self assessment procedures against 'I can statements'
- Observations provide evidence for the Early Years Foundation Stage Profile assessments which inform future teaching and learning
- Progress of individual children, classes and cohorts will be analysed termly for reading, writing and maths, by the class teacher, subject Leaders and Senior Leadership Team.
- Strategies are developed for individual pupils and groups of pupils not on track to achieve expected levels
- End of Foundation Stage, Year 1 Phonic check and End of Key Stage 1 data is used to plan appropriate improvement strategies within the school.

Consistency and Monitoring of Assessment

- Assessments are moderated within year group meetings termly
- Sample elements are standardised / moderated as a whole school to further improve consistency and provide a guideline for expectations of achievement throughout the school.
- Outcomes of standardisation / moderation are reviewed to facilitate commonality of standards
- Subject Leaders monitor planning and outcomes in their subject
- Teachers moderate aspects of learning at Trust wide moderation events
- The school can be monitored by LA to ensure Test and assessment processes are rigorous during The Year 1 & 2 Phonic Screening and Key Stage 1 Tests.

Reporting

Our aim is that reporting attainment and progress will celebrate each child's personal success and provide information about a child's next step in learning.

- In the Early Years Foundation Stage parents will have the opportunity to meet the teacher each term to discuss progress and future targets.
- They will receive a written report to summarise progress and set targets.
- In Key Stage One parents will have the opportunity to meet the teacher each term to discuss progress and future targets.
- In the summer term a full written report for all areas and some appropriate targets.
- At the end of the key stage parents will receive written details about their child's end of key stage assessments.
- In year 1 parents will receive information about their child's performance in the Phonic Screening Test.

Equal Opportunities

- Assessment procedures will enable the school to monitor the progress of all children, including vulnerable groups, and use assessment as a tool to identify any barriers to learning and make improvements.

Evaluation:

- Agreed assessment and reporting procedures are followed by all staff
- Records are kept and are used effectively to inform future teaching and learning
- Governors are informed of attainment and progress trends

Appendix 1

Woolston Infant School Assessment

Frequency	Early Years Foundation Stage	Key Stage 1
Weekly / Ongoing	<ul style="list-style-type: none"> • Lesson Evaluations • EYFS Observations • Marking • Reading Records 	<ul style="list-style-type: none"> • Lesson Evaluations • Observations • Marking • Reading records
Half Termly	<ul style="list-style-type: none"> • EYFS Tracking • Phonic assessments 	<ul style="list-style-type: none"> • Tracking (Reading, Writing, Maths) • Phonic assessments • Mastering Number assessments
Termly	<ul style="list-style-type: none"> • Moderation • Phonic assessment • EYFS target assessments • Pupil Passport Assessments 	<ul style="list-style-type: none"> • Moderation • Tracking and Analysis (Reading, Writing, Maths) • Phonic assessment • Pupil Passport Assessments
Yearly	<ul style="list-style-type: none"> • Report to Parents • EYFS Profile Data reported to HET, LA 	<ul style="list-style-type: none"> • Foundation Subject Assessments • Report to Parents • Phonic Report to Parents • End of key stage data reported to HET, LA