

ASSESSMENT POLICY

February 2025

VERSION 1.3

Review date: February 2028

This policy is written in line with all subject based policies, Early Years Policy and the Marking and Feedback policy.

Assessment of pupil's attainment and progress is directly linked to our ambitious, progressive curriculum, designed by pupils and teachers of the school. Assessment provides information on individuals and groups of children which is clear, reliable and free from bias.

Our curriculum does not restrict teaching solely to the specific content in the National Curriculum, but encourages the wider exploration of subjects which results in high levels of attainment and progress and greater enjoyment for all pupils, staff and members of our whole school community.

Version Control

Date	Version	Status / Comments / Description
September 2017	1.0	Original Revised Policy
January 2019 March 2019	1.1	Reviewed and re formatted Approved by FGB - 19 March 2019
March 2022	1.2	Reviewed and re formatted
February 2025	1.3	Reviewed and amended – removal of SATs and general update. Approved by Senior Leadership Team. Noted as approved at Full Governing Board meeting 10/03/2025.

Equality Statement for Park Hill Infant School

At Park Hill Infant School, we continue to teach our children about what it means to be strong, positive and productive members of society. We have always taught our pupils about equality and this remains an important part of our curriculum. We ensure that we always celebrate diversity, promote equality, demonstrate respect and stand together to challenge all forms of discriminatory language and behaviour.

We recognise that education is a vital tool for powerful, permanent and informative change. Our continuously evolving curriculum demonstrates our determination to use education to tackle issues of racism and inequality. We strive to ensure our curriculum and supporting resources reflect values of inclusivity, diversity, equality and belonging. We do this by planning to meet the needs of all genders, of children with special educational needs, of children who are more-able, / gifted and talented, of children with disabilities, of children from all socio-economic backgrounds, children from different ethnic groups, religion and cultural backgrounds, and of those from diverse linguistic backgrounds.

Aims

- ✓ To ensure all groups of children progress from their own starting points, recognising their own achievement and understanding what they need to do next to further improve their learning
- ✓ To internally track individuals and groups of pupils for attainment and progress
- ✓ To ensure effective planning meets the needs of all groups of children
- ✓ To have a consistent approach to assessing children's progress and attainment across the school

Principles

- ✓ There are three main forms of assessment:
  - ❖ In-school formative assessment, which is used by teachers to evaluate pupils knowledge and understanding on a day-to-day basis in order to plan future teaching and learning accordingly
  - ❖ In –school summative assessment, which enables teachers to evaluate how much a pupil has learned at the end of a teaching period
  - ❖ Nationally standardised summative assessment. (Early Years Foundation Stage Profile, Phonics Screening Check)
  - ❖ Reception Baseline Assessment (RBA)- This is a short assessment, devised by the government, taken in the first six weeks in which a child starts Reception. It is carried out online and is designed to measure progress for each child to the end of Year 6 in Key Stage 2.
- ✓ Assessment of children can take different forms including observations and discussions as well as the formal assessment of written work and tests
- ✓ Individual pupil's records are updated termly by class teachers either using Sims 'Assessment Manager', (for reading, writing and maths in KS1), Early Years Target Tracker, (for the aspects of learning across Reception), or the Foundation Subject overviews, (wider curriculum in KS1), in order that the information on individuals / groups of children can be rigorously tracked and analysed to inform future learning
- ✓ Day to day formative assessment forms the most part of the assessment process for all children in our school – both in the Foundation Stage and Key Stage One. Formative assessment is intended to inform the teaching and learning in class. There is no necessity to record all formative assessment; what matters is that it is acted on and that children understand how to further improve their learning.
- ✓ Nationally standardised summative assessment takes place at the end of the Foundation Stage, (Reception) and Summer Term of Year One, (and Y2 where applicable), (National Phonics Screening Check)

Monitoring and Evaluation

- ✓ Teacher assessments and formal assessments, are moderated across the year groups and by members of the Headship Team and senior teachers to ensure parity every term
- ✓ Writing moderation between year groups is essential in order to maintain consistency of judgement across the school (This is led by the English leader)
- ✓ Information on individuals and groups of children informs professional dialogues for our whole school community to ensure that pupil progress is at the heart of whole school improvement
- ✓ Following input of data into our whole school tracking systems, information is analysed by the Assessment leader. Pupil progress meetings are held half termly to identify pupils who may require further intervention and support in order to make at least expected progress in order to meet the expected standard / higher level at the end of the year.
- ✓ A summary of the current assessment climate and information on groups of children is reported to Governors termly

Teacher Assessment

- ✓ On-going teacher assessment is central to all groups of pupils making at least good progress across the school from their own starting points

- ✓ Marking of work, discussions and observations inform the on-going assessment of individual pupils and are used to plan next steps in learning
- ✓ At the end of each academic year, teachers share detailed information on all children with the next teacher including next steps for learning /additional support required

Special Teacher Assessment

- ✓ Pupils in Years One and Two who are not yet working within the KS1 curriculum are assessed using Stepping Stone Bridges in Reading, Writing and Maths
- ✓ Children who are not yet working within these 'bridging statements' follow the Engagement Model.
- ✓ Children on the SEN register have their own individual targets reviewed termly in association with the Inclusion Leader - information on these children is tracked rigorously and intervention planned accordingly
- ✓ Attainment and progress is evidenced in the children' books often through annotations by an adult. We aim to remove any barriers to learning, such as writing, that the child may have that may prevent them from demonstrating knowledge and understanding in a particular subject

Assessment specific to the Early Years Foundation Stage

- ✓ Evidence is collected through daily observations / discussions and these are recorded and shared with parents via 'Evidence Me' app
- ✓ Photographic evidence of individual pupils' learning journey is collated alongside quotations
- ✓ Parents/carers and pupils contribute to their child's learning journey via the 'Evidence me' app, to ensure a balance of assessment opportunities
- ✓ Information on children is inputted, moderated and analysed termly using Early Years Target Tracker. As a result of the analysis and moderation, intervention target groups are put in place for any groups of children not on track to reach the early learning goals at the end of the year or for those that are not predicted to make expected progress from their individual starting points
- ✓ Detailed information on individual children is given to parents termly at parent consultation meetings. At the end of the Reception year parents receive a summary record of their child's profile including detailed next steps for learning for their child

Assessment in Key Stage One

- ✓ Along with on-going teacher assessment, a formal judgement is made on each child, each term, as to whether they have met or exceeded expectations for that time of the year
- ✓ Achievement in all subjects is reported to parents three times a year through parent consultation meetings.
- ✓ A formal written report is presented to parents in July, stating their child's Phonics Screening Check score, (where applicable). Targets are included on the report to ensure that parents know what their child needs to do to improve their learning still further
- ✓ Formal judgements for reading, writing and maths are inputted into our assessment system, Assessment Manager, by teachers and analysed by the Assessment Leader termly
- ✓ Data analysis informs both the School Improvement Plan and School Evaluation Form, as well as staff training and intervention across the school

Assessment within Curriculum Subject Areas

Curriculum subject leaders are responsible for the standards of teaching and learning in their own subject area. They make regular judgements of teaching and learning in their subject, by visiting lessons, interviewing pupils and analysing work. It is the subject leaders responsibility to ensure that they are aware of standards in their subjects.

Subject leaders identify groups of children across the school who are working towards, achieving or exceeding the expected standard in the key skills of the related subject. Enrichment is then planned. Any barriers to learning that children may have are identified and support put in place to ensure they achieve their full potential in the subject. E.g. if writing is a barrier, an adult will scribe to demonstrate understanding of the skill / knowledge

Maths and English subject leaders use information about individual / groups of children to identify any who are not on track to make expected progress to meet the end of year group expectations, and signpost these children to the relevant intervention according to need.

Subject leaders visit lessons to identify strengths and areas for development for the learning taking place in that subject. Subject leaders then signpost teachers to demonstration / observation lessons in order to improve the quality of learning. This then impacts positively on pupil outcomes.

Roles and Responsibilities

Governors: Hold leaders to account for whole school progress and attainment data, challenging and supporting to ensure that pupil outcomes are the best that they can be

Assessment Leader: Natasha Parry, (Deputy Headteacher)

- Lead teachers in assessment systems and moderation in conjunction with the Headteacher
- Report to Governors termly – information about the progress and attainment of groups of pupils, identification of any vulnerable groups and how the school data compares with national expectations

Middle Leaders: (year group and subject leaders):

- Lead teachers in assessment in their year groups / subject areas
- Identify any groups / individuals who are not making expected progress or are at risk of not making end of year expectations and sign post to relevant intervention
- Ensure those not working at the EXS level are identified early and supported effectively to reach their full potential

Teaching Staff:

- Regularly assess and provide regular incisive feedback to pupils
- Adapt planning in line with assessments to ensure at least good progress for all groups of pupils
- Provide assessment information for pupils and parents as well as school leaders

Teaching Assistants:

- Provide feedback to teachers on the progress and attainment of individual pupils
- Provide regular verbal feedback to pupils throughout the session and feedback to teacher with any barriers to learning / challenges pupils may have faced

Parents and Carers: Support children at home – 'home learning', to positively impact on progress and attainment

Pupils: Complete all work to the highest of standard in order to make at least good progress from their own starting points

This policy was agreed in Spring 2025. This policy will be reviewed every three years or sooner if the need arises.

Headteacher: Jane Charman Assessment Leader: Natasha Parry

Signed:_____

Date:_____