



# Wootton Bassett Infants' School

## Assessment Policy

**Policy Date:** April 2024

**Date of next review:** April 2025

### Why assess?

Assessment complements and assists teaching and learning; it plays an integral part in each teacher's planning and enables the evaluation of current practice as well as pupil achievement. High quality formative assessment is an essential part of teaching and learning. It ensures a whole school approach to the provision of an excellent education for all children at Wootton Bassett Infants and enables teachers to deliver education that best suits the needs of their pupils.

Children's progress is closely monitored at Wootton Bassett Infant School in order that we can provide the best possible opportunities and highest levels of support and challenge for all children. All assessment activities aim to ensure that the children are able to make excellent progress in their learning whilst taking into account the needs of individual children.

The aims and objectives of assessment in our school are:

- to enable our children to demonstrate what they know, understand and can do in their work;
  - to allow teaching teams to plan work that accurately reflects the needs of each child;
  - to help our children talk about their learning and understand what they need to do next to improve their work;
  - to provide regular information for parents that enables them to support their child's learning;
  - to contribute towards accountability data.
  - To ensure timely intervention to ensure any gaps in learning are quickly reduced.
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- To inform school leaders, governors and other key stake holders of the performance of the school in line with National expectations.

This Policy outlines the purpose, nature and management of assessment at Wootton Bassett Infants School.

## Roles and Responsibilities

The overall responsibility for assessment belongs to the Headteacher. Class teachers are responsible for assessment of the children in their care and curriculum subject leaders are responsible for monitoring assessment within their subject area. The SENCO takes responsibility for monitoring the children on the SEND register and tracks their progress and attainment. Each Curriculum Leader is responsible for reporting assessment and the way in which they collect the evidence is explained in the individual subject policies.

# Entitlement

It is the entitlement of every child at Wootton Bassett Infants to be given an education that builds on their strengths, addresses their individual needs and ensures progression. Assessment is an essential tool in the delivery of this entitlement.

Assessment is a daily part of the life of the school. Assessments, through monitoring of children's work are used, and feedback is used by teachers to inform their teaching and ensure that children know their next step and what they need to do to improve. More formal methods of assessment provide feedback on pupil progress and ensure a rigorous approach to curriculum delivery.

The purposes of our assessment suite is:

- to be formative, providing information for the teacher to plan the next steps in the children's learning and support children identifying their own next steps
- to be diagnostic, providing more detailed information about individual children's strengths and weaknesses
- to be summative, providing a snapshot of each child's achievement at key points in the year – these can be reported to parents
- to be evaluative, allowing the school and individual teachers to evaluate how effective their teaching is

Therefore, there are three main forms of assessment, each of which has a very clear purpose.

- Formative assessment – day to day;
- Summative 'in-school' assessment – termly;
- Summative 'Nationally Standardised' assessment – end of EYFS and PSC.

## Assessment at Wootton Bassett Infant School

Staff at Wootton Bassett Infants have worked together to develop an assessment suite that takes into account the criteria of the National Curriculum and the Early Years Foundation Stage Framework. It consists of mainly formative strategies and a range recording methods, as detailed below. Our internal tracking system Insight is used to record coverage of objectives within the National Curriculum and to monitor pupil's progress.

Most assessment information will be collected through observations, talking to the children using our Four Squares for Learning approach, information in books, and pupil self-assessment.

## Our Assessment Suite

|   |  |
|---|--|
| <b>EYFS</b>                               | <b>KS1</b>   |
| <b>Insight</b>                            |  |
| <b>Unlocking Letters and Sounds (ULS)</b> |  |
| <b>NCETM</b>                              |  |
| <b>Four Squares for Learning</b>          |  |
| <b>Development Matters</b>                | <b>English Matrix (reading/ writing A3 sheets)</b> |
| <b>Tapestry</b>                           | <b>Maths Matrix (A3 sheet)</b>                     |

Phonics is assessed through **Unlocking Letters and Sounds (ULS)** every 2-3 weeks in EYFS and every 5-6 weeks in KS1. Children who not on track are assessed more regularly to ensure large gaps don't develop. Data is collected by the curriculum lead throughout the year at a range of assessment points.

Maths assessment is carried out using **NCETM** assessment materials by the class teacher at the end of every teaching unit. Data is collected by the curriculum lead and recorded on Maths matrix sheets and on **Insight** (data tracking and reporting tool).

Writing is assessed regularly by the class teachers and the children write across the year for a range of different purposes. Their progress is mapped on **A3 Matrix/ Moderation Grids** by the class teacher and is monitored by the CL and through whole school writing moderation. Where possible we also take part in moderation with other school using a monitoring grid that links with the NC.

Reading is assessed through daily 1-1 and group reading experiences that track early reading skills, the application of phonics and comprehension. Assessment is recorded on **Guided Reading Plans** and on a **Reading Matrix (A3 sheet)** in KS1

Foundation subjects are assessed at the end of every term when CLs visit the classrooms, talk to the children use the **Four Squares for Learning** approach to identify the knowledge taught and the vocabulary that has been developed to show depth and long-term knowledge and connections to previous learning.

EYFS teachers assess the children using **Development Matters** every term for the seven curriculum areas. The teachers collect evidence towards these assessment judgements through **Tapestry (online learning journal)**

The table below sets out when to record assessment, for what purpose assessment information is collated, how and when this will happen, with whom the information is shared and for what purpose. Careful consideration has been taken of the workload implications for teachers.

| <b>Practice</b> | <b>Formative Assessment<br/>Day to Day<br/>Short term</b>  | <b>In-School Summative Assessment:<br/>Medium term</b>   | <b>Nationally Standardised Summative Assessment:<br/>Long term</b>                          |
|-----------------|--|--|---|
| <b>PURPOSE</b>  | To evaluate children's knowledge and understanding.<br>To inform teaching and learning so that teaching is tailored accordingly.<br><b>To feedback to children</b> | To evaluate how much a child has learned at the end of a unit of work/ teaching period.<br>To identify gaps and target objectives. | To compare and benchmark with other schools so the Government can hold schools accountable. |

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|                        |  | To track progress of groups within cohorts.   |  |
| <b>EXAMPLES of HOW</b> | <ul style="list-style-type: none"> <li>- One square discussion at the beginning of a lesson</li> <li>- Talk partner discussions</li> <li>- Question / answer during class</li> <li>- Observational assessment</li> <li>- Oral feedback responses</li> <li>- Regular short re-cap /plenaries</li> <li>- Scanning work for pupil attainment and development</li> <li>  ULS phonics assessments-</li> <li>- Marking of pupils' work</li> <li>- Use of Purple Polishing Pens</li> <li>- Four Square for Learning mid-term assessments for knowledge and skills to determine explicit teaching and knowledge retention</li> <li>- CL pupil voice monitoring</li> <li>- Children's work scrutiny and internal moderation.</li> </ul> | <ul style="list-style-type: none"> <li>- Four Squares for Learning end of topic/unit assessments- depth/ retention/ connections in learning achieved.</li> <li>- NCETM maths assessments</li> <li>- ULS phonics assessments</li> <li>- Pupil progress meetings</li> <li>- Reviews for SEN and other vulnerable groups</li> <li>- Analysis of data</li> <li>- Moderation with other schools</li> </ul> | <ul style="list-style-type: none"> <li>- Baseline assessment</li> <li>- Early Years Foundation Stage Profile</li> <li>- Phonics Screening test</li> <li>- Internal monitoring of NC standards in Reading, writing and maths.</li> <li>- National Curriculum assessments at the end of Key Stage 1 (not-statutory)</li> <li>- Attending local / County / moderation meetings</li> </ul> |
| <b>WHEN</b>            | Day to day, in school<br>Half termly   | Half termly<br>NCETM/ULS – Termly assessments<br>Four Squares for Learning in History, Geography and Science<br>Terms 2,4 and 6 – assessment weeks and data drop  | Annually, and attendance at moderation meetings throughout the year  |
| <b>TOOLS</b>           | Baseline assessment<br>Development Matters<br>Tapestry<br>ULS phonics assessments  | Insight tracking<br>Internal tracking<br>Monitoring grids for Reading, writing and maths<br>Knowledge progressions  | Insight, SIMS<br>EYFS profile<br>GLOD data and<br>Phonics screening scores to LA   |

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|-----------------|--|---|--|
|                 | School Tracking of vulnerable groups<br>Use of Teacher Assessment Frameworks – KS1 e.g. monitoring grids for reading, writing, maths.<br>Pre-key Stage Frameworks – KS1<br>Adaptations to planning<br><b>(reflect)</b>   | Year 1 and Year 2 expectations<br>Four Squares for Learning   | Benchmarked LA data  |
| <b>FOR WHOM</b> | Child, parents, class teachers, SENCO, intervention group leaders (support staff)  | Class Teachers, SENCO, Curriculum Leaders, SLT, Governors, Parents  | Parents, Teachers, SLT and input into SIP, Governors, Local authority, Ofsted  |
| <b>OUTCOMES</b> | <ul style="list-style-type: none"> <li>- The depth and breadth of understanding can be measured. <b>(capture)</b></li> <li>- Children can talk confidently about prior teaching.</li> <li>- QFT is explicit and reflects the curriculum we have designed.</li> <li>- Mapping of progress to highlight groups and individuals who need support or additional challenge.</li> <li>- Gaps in teaching and learning will be identified to address in future plans. <b>(adapt)</b></li> <li>- ‘Next steps’ in learning are identified.</li> <li>- Quality of support is assessed and training needs Identified, e.g. in subject knowledge.</li> <li>CPD package to support staff confidence and progress</li> </ul> | <ul style="list-style-type: none"> <li>- Progress within a year group can be compared across classes and pupil ‘groups’</li> <li>- Moderation of results will identify gaps for the more able or ways of teaching differently for those children less secure with concepts</li> <li>- Pupil progress meetings inform school improvement e.g. curriculum development, teaching standards.</li> <li>- Evidence for Governors</li> </ul> | <ul style="list-style-type: none"> <li>- Test data submitted to LA for School, County and National comparative reports</li> <li>- Data used for Performance Management (if required)</li> <li>- IDSR</li> <li>- To identify future SIP priorities and school improvement focus.</li> </ul> |

Assessment information will be used to inform planning and to identify children who may need extra support or challenge. A summative pupil progress update takes place each term for English reading, English writing

and maths and all subject areas are updated on the central tracker at the end of Terms 2,4 and 6. As this is central, it is accessed by all curriculum and senior leaders so that they can analyse performance for their subjects, and this informs future monitoring visits and activities. This tracks progress of all of our pupils in all subjects and ensure the school is always challenging gaps in progress and ensuring individuals and groups are making expected or better progress.

During Pupil Provision and Progress meetings in Terms 1, 3 and 5 appropriate interventions are discussed, and support can be agreed and put into place as required. This intervention / support is then monitored closely for impact through a tracking grid and through the SENCOs

## EYFS Assessment

### Observation and Assessment in EYFS

Within EYFS, we use a range of strategies to gather information about the children's learning and development and use this information to ensure that our planning enables all learners to progress. Each child has an online learning journey using the online platform Tapestry. Observations are gathered here along with examples of work, photographs.

In the first six weeks of joining Wootton Bassett Infants, all children take part in the Reception Baseline Assessment. In addition to this the teachers use the knowledge gained about each child through observations, school-based assessments and interactions to make their own baseline judgments in all areas of learning. These 'best fit' judgments are based on descriptors set out in the 'Development Matters' 2021 document. This information is recorded within the whole school assessment tool; Insight and is updated throughout the year by the class teachers. Through termly pupil progress meetings with the head teacher and SENCO, assessments are closely monitored to ensure that all children are making good progress. Opportunities for moderation with other settings in the local area happen annually, alongside termly moderation across the key stages within school.

In the summer term, teachers complete the EYFS profile for each child. Teachers use their professional judgment to assess each child's attainment in relation to the 17 Early Learning Goal descriptors. The results of the Profile including whether the child has reached a *good level of development* are shared with parents and carers. All information is shared with Year 1 staff including each child's characteristics of effective learning, in order to ensure a smooth transition into KS1.

The EYFS profile results are reported to the local authority, who monitor and moderate the judgements made.

## Statutory Assessments

### Year One phonics check

All children in Year 1 will participate in a statutory phonics screening check. This assessment is administered by the Year 1 teacher(s). Results are included within the Year 1 end of term report. Any children who do not pass the screening test in Year 1 will retake the test in Year 2, administered by the Year 2 teacher. The Headteacher will monitor both tests.

### End of KS1 assessments

Children in Year 2 are no longer assessed using statutory assessments (known as SATs). The children are teacher assessed using a combination of observations, book/work scrutiny/ moderation activities and

professional judgement. Parents will be informed about their children's progress in the annual report and information about the children will be discussed during transition with the feeder Junior school.

At Wootton Bassett Infant School assessment is an integral part of the teaching process. It is used to inform planning and to facilitate differentiation. The assessment of children's work is on-going to ensure that understanding is being achieved and that progress is being made. Feedback is given to the children as soon as possible, and marking work will be guided by the school's Marking Policy.

See Marking and Feedback Policy