



Assessment Policy

Last Reviewed	April 2025
Review date	April 2026
K. Pochin Headteacher	Rob Johnson Chair of Governors

Assessment Policy Overview

This policy outlines the procedures and practices for assessing children's learning and development within the Early Years Foundation Stage (EYFS) and Key Stage 1 (KS1) at Inglehurst Infant School. It aligns with the 2014 National Curriculum and Ofsted's expectations, ensuring assessment practices are robust, inclusive, and focused on improving outcomes for every child.

Purpose

The purpose of this policy is to:

- Provide a clear framework for assessments that support children's learning.
- Ensure consistency across the EYFS and KS1 in teaching and assessment practices.
- Inform parents, staff, and stakeholders about assessment procedures.
- Support reflective practice to drive improvements in teaching and learning.

Assessment Types

1. Formative Assessment

Formative assessments are ongoing and embedded into daily teaching activities. These include:

- **Observational Assessments:** Teachers observe children during play, discussions, and group activities. Techniques such as cold calling, Think-Pair-Share, and the use of "show me" boards highlight strengths and areas for development.
- **Constructive Feedback:** Immediate, tailored feedback addresses misconceptions, fosters improvement, and promotes a growth mindset.
- **Low-Stakes Quizzes:** Short, regular quizzes assess key concepts while reinforcing prior learning to deepen understanding.
- **Self-Assessment:** Children reflect on their work using clear criteria, developing independence and critical thinking skills.

2. Summative Assessment

Summative assessments evaluate learning at specific points against expected standards:

- **Early Years Foundation Stage Profile (EYFSP):** Assesses children's development across seven areas of learning by the end of EYFS.
- **Year 1 Phonics Screening Check:** Statutory assessment of phonics knowledge for Year 1 pupils.
- **Key Stage 1 Teacher Assessments:** Evaluate reading, writing, and mathematics against National Curriculum standards.

Data Collection

Teachers gather evidence of pupils' attainment through:

- Observations during teaching and continuous provision.
- Work samples demonstrating progress.
- End-of-unit assessments (e.g., ALS phonics, White Rose Maths).
- Reading recovery benchmarking where applicable
- Standardised assessments, where applicable.

Moderation

To maintain consistency and reliability:

- Collaborative reading, writing and maths moderation sessions are conducted within the school, with other local infant schools, and schools in the Attenborough Learning Trust.
- Staff participate in training on assessment practices and data analysis.

Tracking and Monitoring Progress

Assessment data is entered into our tracking system to:

- Identify trends in individual and group performance.
- Inform targeted interventions for additional support.
- Evaluate the effectiveness of teaching strategies.

All teachers take part in pupil progress meetings termly to discuss data and next steps (such as identifying pupils for intervention groups).

Reporting to Parents

Parents receive information on their child's progress through:

- **Annual Reports:** Highlight achievements and areas for improvement.
- **Parent Consultations:** Held twice a year to discuss progress, targets, and strategies for home support.

Inclusion

Assessment practices are adapted to meet the diverse needs of all pupils, including those with Special Educational Needs and Disabilities (SEND), ensuring equitable access to assessments.

Continuous Professional Development

Staff engage in ongoing professional development to:

- Enhance their understanding of effective assessment strategies.
- Stay up-to-date with educational research and Ofsted guidelines.

Review and Improvement

This policy is reviewed annually to reflect best practices and stakeholder feedback, ensuring it meets the needs of our school community.

Ofsted Expectations

Ofsted highlights that:

- Assessment should be integral to teaching and support all learners in making progress.
- Data should inform planning and interventions effectively.
- Assessment must link clearly to the curriculum, supporting progression toward expected standards.
- Whole-child development, including emotional and social aspects, is as important as academic achievement.
- Transparent communication and engagement with parents are essential to strong partnerships.