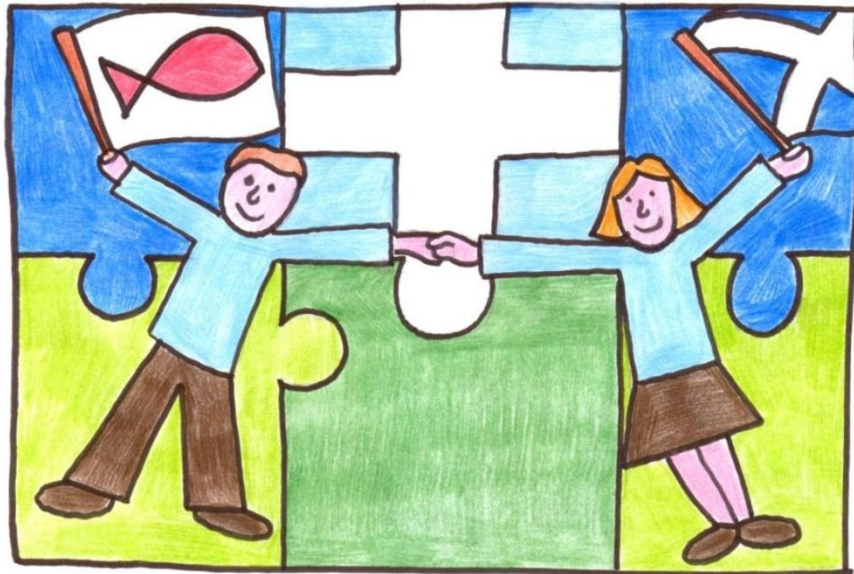


St. Andrew's CE Infants' School



Learning Together In Friendship & Faith.

Assessment Policy

Reviewed Nov 2025

To be reviewed

Assessment at St. Andrew's CE Infant School

At St. Andrew's CE Infant School, we are committed to ensuring that every pupil reaches their full potential. Our aim is for children to leave us as confident, motivated, and independent learners who have made progress that exceeds expectations. Assessment plays a central role in achieving this vision, underpinning our curriculum and informing our teaching and learning strategies.

Assessment Practices

Assessment at St. Andrew's encompasses a broad range of formative and summative approaches, including:

- **Daily Observations in EYFS:** Practitioners use real-time observations to make immediate assessments, enabling a personalised and responsive curriculum tailored to each child's developmental needs.
- **Marking and Feedback:** Teachers and Learning Support Staff provide regular, constructive feedback to guide pupil progress.
- **Ongoing Observations:** Across all key stages, observational assessment supports understanding of pupil engagement and learning behaviours.
- **Phonics and Reading Tracking:** Termly assessments using *Little Wandle Letters and Sounds Revised* ensure systematic monitoring of phonics and reading development.
- **Class Tracking via Insight:** Termly data entry and analysis support internal monitoring of attainment and progress.
- **Year 1 Phonics Screening:** Conducted in Terms 2, 3, 4, and 6 in line with DCAT expectations, with data recorded on Insight.

- **Year 2 Standardised Assessments:** PUMA (mathematics) and PIRA (reading) tests are administered in Terms 2, 4, and 6 to provide diagnostic insights.
- **Formal Summative Assessments:** These include EYFS GLD (Good Level of Development), statutory and non-statutory KS1 assessments, Year 1 and Year 2 Phonics Screening (including retakes), and Year 2 standardised scores, all reported via Insight in accordance with DCAT and LEA requirements.

Aims of Assessment

Our assessment strategy is designed to:

- Ensure all pupils make sustained progress and understand their achievements and next steps.
- Track attainment and progress consistently across all year groups.
- Inform planning and adapt teaching to meet the diverse needs of learners.
- Maintain a rigorous and consistent approach aligned with Local Authority and National benchmarks.

Principles of Assessment

Assessment at St. Andrew's is multifaceted, incorporating:

- **Formative methods** such as observations, discussions, and feedback.
- **Summative assessments** including written tasks and standardised tests.

Each term, teachers formally assess pupil progress and record data electronically using Insight. This data is analysed by the Deputy Headteacher and discussed during termly Pupil Progress Meetings with the Headteacher. These meetings inform decisions about targeted interventions and support.

Assessment outcomes are also used to:

- Communicate with parents through reports and consultation evenings.
- Support governance through Teaching and Learning Committee reviews.
- Inform external monitoring by DCAT advisers.

In addition to formal assessments, pupils receive daily feedback on their work. This includes:

- **'Star' comments** to celebrate success.
- **'Wish' comments** to identify next steps for improvement.

This approach ensures that assessment is not only a measure of learning but a tool for enhancing it.

Monitoring and Evaluation

At St. Andrew's CE Infant School, the monitoring and evaluation of assessment practices are integral to ensuring consistency, accuracy, and impact across all year groups.

- ***Moderation of both formal and teacher-led assessments occurs regularly:***

- **Work Standardisation Meetings** are held once per term during staff meetings.
- **Weekly Year Group Planning Time** provides opportunities for ongoing peer moderation.
- Staff also participate in **Trust-led moderation sessions** three times annually, ensuring alignment with DCAT expectations.
- Annotated examples of pupil work are collected and stored centrally by the Headteacher. These serve as **exemplification materials** to support consistency in assessment judgments.
- Assessment data is used to inform **staff performance management targets**, which are shared with the **Local Governing Board (LGB)** via the Headteacher's termly report.
- All internally collected data is stored on **Insight**, where it is accessible to all teaching staff. This promotes transparency and supports collaborative planning and intervention.

Teacher Assessment

Ongoing teacher assessment is fundamental to securing strong pupil progress. It is embedded in daily practice and used to inform immediate feedback and longer-term planning.

- **Marking and Feedback** are delivered during lessons, either verbally or in writing, to ensure pupils understand their achievements and next steps. At St. Andrew's, we use a '**Star and Wish**' system, employing visual symbols or stickers appropriate to each year group (see Appendix).

- *In **Year 2**, pupils complete **non-statutory SATs** in Term 5 (May). These assessments support teachers in making final judgments regarding pupil attainment and progress. Staff engage in both internal and Trust-led moderation to validate these judgments.*
- *Pupils in **Year 1** undertake the **Phonics Screening Check** in Term 6, administered by the class teacher. Any Year 2 pupil who did not meet the expected standard in Year 1 will re-sit the screening during the same period.*
- *In the **Foundation Stage**, final assessments are submitted in Term 6 (June), based on the **2021 Development Matters** framework. Children are assessed as either 'Emerging' or 'Expected' within each developmental statement.*
- *Outcomes from EYFS, Year 1 Phonics, Year 2 Phonics re-checks, and Year 2 teacher assessments are submitted to **East Sussex via Arbor** and to **DCAT via Insight**.*

Assessment in the Early Years

Assessment in the Foundation Stage is both formative and summative, designed to support a holistic understanding of each child's development.

- *Upon entry, children complete the **DfE Baseline Assessment**. This is administered when staff determine that the child's **wellbeing and involvement** are sufficiently high. If these conditions are not met within four weeks, the assessment is conducted regardless.*

- Teachers track pupil progress termly using **Insight**, with six data entry points across the academic year. This data informs **Performance Management targets** and is reviewed regularly during **Pupil Progress Meetings**.
- **Insight's** data analysis tools enable teachers to monitor attainment and progress effectively, and this information is used by the Headteacher to support strategic planning and intervention.

Assessment in Key Stage 1 (Reading, Writing, and Mathematics)

At St. Andrew's CE Infant School, assessment in Key Stage 1 is both formative and summative, designed to provide a comprehensive understanding of each pupil's progress and attainment.

- In addition to ongoing formative assessment, **formal summative assessments** are conducted **six times per year**. These assessments inform **Teacher Assessment (TA) judgements**, which are based on a range of evidence including pupil work, observations, and standardised tests.
- **Insight** is used as the school's central tracking system for monitoring achievement and progress in Reading, Writing, and Mathematics. Each term, class teachers assess pupils against the **Department for Education's Teacher Assessment Framework**, using descriptors such as:
 - **1-3 years below**
 - **Below**
 - **Just below**

- **On track**
- **Greater depth**
- *Teachers have access to Insight's data analysis tools, enabling them to evaluate class-level attainment and progress. This data is reviewed by the Headteacher during **termly Pupil Progress Meetings**, where targeted support and interventions are planned.*
- *Annual performance management targets are linked to pupil progress data and are reviewed regularly in Pupil Progress Meetings. Particular attention is given to pupils who may be vulnerable to underachievement, including:*
 - **Disadvantaged pupils (PP)**
 - **Pupils with SEND**
 - **Gender groups**
 - **More able learners**
- *Termly assessment data contributes to the school's **Self-Evaluation Framework (SEF)** and is shared with parents three times per year: during two **Parent Consultation Evenings** and via the **End-of-Year Report**.*

Assessment Across Curriculum Subject Areas

- ***Science** is assessed and tracked **six times per year**, in line with core subjects, using Insight.*
- *All other **Foundation Subjects**—including Humanities, Computing, PSHE/RSHE, RE, PE, Art, Design Technology, and*

*Music—are assessed **bi-termly**. Insight is used to record and monitor progress in these areas, ensuring a consistent and comprehensive approach to whole-curriculum assessment.*

AfL (Assessment for Learning)

Assessment for Learning (AfL) is a core component of our approach to teaching and learning. It is embedded in everyday classroom practice and is used to inform planning, guide instruction, and support pupil progress. AfL is not a separate activity but an integral part of effective pedagogy.

Purpose of AfL

The primary purpose of AfL is to:

- **Promote pupil progress** by identifying next steps in learning.
- **Support teachers** in adapting teaching to meet the needs of all learners.
- **Empower pupils** to take ownership of their learning through feedback and reflection.
- **Foster a growth mindset** and encourage resilience and independence.

Key Principles

AfL at our school is underpinned by the following principles:

- **Clear learning intentions and success criteria** are shared and understood by pupils.

- **Effective questioning** is used to probe understanding and stimulate thinking.
- **Feedback is timely, specific, and actionable**, enabling pupils to improve.
- **Peer and self-assessment** are encouraged to develop metacognitive skills.
- **Assessment is formative**, focusing on learning rather than performance.

Strategies and Practices

Teachers use a range of AfL strategies, including:

- **Mini-plenaries and hinge questions** to check understanding during lessons.
- **Marking and feedback** that identifies strengths and areas for development.
- **Use of exemplars and modelling** to clarify expectations.
- **Dialogue and conferencing** to support reflective learning.

Monitoring and Evaluation

The effectiveness of AfL is monitored through:

- **Lesson observations and learning walks.**
- **Work scrutiny and pupil voice.**
- **Professional development and collaborative planning.**
- **Data analysis** to identify trends and inform interventions.

AfL is a shared responsibility and a key driver of our commitment to high-quality teaching and learning. It ensures that assessment is used not just to measure learning, but to **enhance** it.

Special Educational Needs (SEND)

*At St. Andrew's CE Infant School, pupils identified as having Special Educational Needs and Disabilities (SEND) are assessed in line with their peers using the school's central tracking system, **Insight**. This ensures consistency and inclusivity in monitoring progress across the curriculum.*

*For pupils who are not yet working within the **Working Towards Standard** at the end of Key Stage 1, assessments are reported using the **Pre-Key Stage Standards**, in accordance with current DfE guidance. These standards provide a framework for recognising and celebrating progress for pupils working below the national curriculum expectations.*

*Further details regarding SEND assessment procedures can be found in the school's **SEND Policy**.*

Roles and Responsibilities in Assessment

Effective assessment relies on the shared commitment and collaboration of all stakeholders. The following outlines the key roles and responsibilities:

- ***Governors***

Monitor whole-school progress and attainment, supported by data and analysis provided by the Headteacher and Deputy

Headteacher. They hold the school to account for pupil outcomes through the Local Governing Board (LGB).

- ***Headteacher / Deputy Headteacher***

*Lead the moderation of assessments and produce termly data analysis reports. They oversee pupil progress through **Pupil Progress Meetings**, using this information to inform **Performance Management** processes and address underperformance.*

- ***Teaching Staff***

Conduct regular formative and summative assessments, provide timely feedback to pupils, and adapt planning to meet individual learning needs. Teachers are responsible for sharing assessment information with pupils, parents, and school leaders, and for contributing to moderation and data tracking.

- ***Learning Support staff***

Support assessment by providing feedback to pupils and teachers regarding progress and attainment. They play a key role in delivering targeted interventions and supporting learning in the classroom.

- ***Parents and Carers***

Support their child's learning at home, particularly through engagement with homework and reading, thereby contributing to pupil progress and development.

- ***Pupils***

Are encouraged to take responsibility for their learning by engaging fully in lessons, responding to feedback, and striving to complete work to the highest standard.