



# CASTLE BROMWICH INFANT AND NURSERY PRIMARY SCHOOL

## ASSESSMENT POLICY

APPROVED BY GOVERNORS

**DATE**

MARCH 2025

Reviewed by Mrs J Rumney

**REVIEW DATE**

MA2027

# **Castle Bromwich Infant and Nursery School**

## **Assessment for Successful Learning Policy**

At Castle Bromwich Infant and Nursery School we take a holistic approach to assessing pupil's attainment with a balance of summative and formative assessment. Teachers use a wide range of evidence to make their judgements including, classroom observations, marking and feedback in books, summative in-school and statutory tests and moderation within school and across Solihull LA.

We view assessment as an integral part of the learning process and all assessments are closely aligned to our curriculum and planning. The curriculum is mapped out against end of year, age-related expectations (AREs), ensuring quality in-depth teaching and learning. Central to our assessment approach is a focus on formative assessment as a tool to guide learning; therefore, a Teacher's judgement of children's attainment within a lesson or across a series of lessons, is used to inform planning and ensure there is continuous improvement in learning.

We judge pupil's progress from their start points with an approach that is inclusive so that children of all abilities can achieve.

We try to ensure that assessment in our school is meaningful and avoids unnecessary recording or tracking to be mindful of Teacher workload

### **Aims**

- Ensure that all children make progress and achieve.
- Track children's attainment and progress, against age-related expectations, to inform teaching and learning.
- Provide a consistent approach across all subject areas and age phases.
- Ensure formative assessments are an integral part of day-to-day teaching and learning, in every classroom, enabling us to identify children who are falling behind in their learning or who need additional support, including the most able.
- Ensure assessment contributes to the early and accurate identification of children with special educational needs and any requirements for support and intervention.
- Share meaningful feedback (written and oral) with children, highlighting their strengths and helping them to understand what they need to do to improve.
- Set children challenging goals, given their starting points, and ensure they make good progress towards meeting or exceeding them.

- Provide comprehensible information to parents and carers on how well their children are doing in relation to expected standards.
- Hold informative and productive conversations with parents and carers on supporting their children's learning effectively.
- Ensure as many children as possible are ready for their next steps of learning at key transition points.

### **Arrangements for the governance, management and evaluation of assessment:**

#### **How assessment outcomes are collected and used**

##### **We use 3 key forms of assessment**

- In-school formative
- In-school Summative
- Nationally standardised summative

#### **In-school formative assessment**

##### **Formative assessment takes place during learning and:**

- assesses knowledge, skills and understanding
- identifies children's strengths
- highlights gaps in learning
- tackles children's misconceptions
- identifies the next steps in learning
- identify need for support or intervention
- informs teacher planning and reporting

##### **Types of formative assessment include:**

- activation of prior learning such as KWL grids
- use of low stakes Multiple Choice Quizzes
- planned question and answer sessions during lessons
- marking of pupils' work
- observational assessment
- scanning work, from across the curriculum, for pupil attainment and development
- adult and peer feedback, response partners
- child self-assessment, reflection on learning

We also use Teacher recorded assessment data on Insight Tracker as part of our formative assessment. This system is based on end of year age-related expectations and the results are used to inform planning in all subjects. Insight breaks the programmes of study into end of year group expectations to show a clear progression.

### **In-school summative assessment**

In-school summative assessment sums up what a child has achieved over a period of time, relative to learning aims. The outcomes of in-school summative assessments support teachers in making rounded professional judgements on the attainment of a child at a particular time in specific subjects/subject areas. In-school summative assessments inform teachers and senior leaders on attainment and progress within specific groups, classes, year groups and across school and are collected through Insight Tracker.

Summative assessments are carried out at the end of a topic, half term or year and provide ratification of formative assessment. They take the form of written tasks, observations, assessment tasks or photographs.

Our approach is to assess children's progress against end of year/ end of key stage National Curriculum expectations. Pupils' attainment is classified as being either Working Towards, Expected or Greater Depth.

### **How core subjects are assessed in KS1:**

There are 3 collection points each year for pupil's on-track attainment in Reading, Writing and Maths. These collection points are in Autumn 1, Spring 1 and Summer 1.

Teachers use a range of evidence from their on-going formative assessment in class including the work recorded in Exercise Books, Journals and Floor Books to record an overall judgement on Insight Tracker about whether children are working towards Age Related Expectations, working at Age Related Expectations or working at Greater Depth. Although children will not have completed all the objectives for the year in Autumn 1 and Spring 1, there will be evidence from the children's work that demonstrates the standard at which they are 'on track' to achieve by the end of the year.

At each collection point, the subject leaders for Reading, Writing and Maths analyse the data from Insight Tracker and interview Teachers and Pupils about standards in their subject. Subject leaders complete subject leader data analysis to identify any concerns and implement actions based on findings. Subject Leaders identify any specific areas of weakness in their subject or in pupil groups through data analysis and with Class Teachers through professional conversations to support with developing provision for those children who are not on track.

### **How wider curriculum subjects are assessed in KS1:**

For wider curriculum subjects, data is collected at the end of the half term in which it is taught. Teachers use a range of evidence from their on-going formative assessment in class including the work recorded in Exercise Books, Journals and Floor Books to record a

judgement on Insight Tracker for the learning covered that half term. The judgements used by Teachers are, Working Towards Age Related Expectations, Working at Age Related Expectations or Working at Greater Depth.

Wider curriculum subject leaders analyse the data from Insight Tracker and carry out professional conversations with Teachers and Pupils about standards in their subject. Subject leaders will complete their subject leader data analysis document to identify any progress concerns and identify actions needed based on findings. Subject Leaders will use professional conversations with Class Teachers to support with completing the analysis and how they will be developing provision for those children who are not on track and then carry out monitoring to track the areas on concern identified.

## **EYFS**

Our EYFS practitioners base their assessments on their knowledge of the child through observation and interactions in a range of daily activities and events including the work recorded in Exercise Books, observation sheets, Journals, Floor Books and on Class Dojo Portfolio. EYFS provision enables each child to demonstrate their learning and development fully. Embedded learning is identified by assessing what a child can do consistently and independently in a range of everyday situations. EYFS assessment presents a holistic view of a child's learning and development. Accurate assessments take account of contributions from a

range of perspectives including the child, their parents and other relevant adults. In Reception and Nursery, Teacher Assessments are collected for Communication and Language; Personal Social and Emotional Development; Fine Motor; Gross Motor; Maths; Reading; Writing; Understanding the World and Expressive Art and Design.

All assessments are recorded on Insight Tracker:

In Reception a Baseline in Autumn 1, Autumn 2, Spring 2 and the EYFS Profile in Summer 2 (in all 17 areas).

In Nursery a Baseline in Autumn 1 (Prime areas), Spring 2 (All Areas) and Summer 2 (All Areas). The judgements used by Teachers in EYFS are, working Towards Age Related Expectations and working at Age Related Expectations.

## **Nationally standardised summative assessment**

We ensure all statutory assessments are administered in accordance with guidance and reported to all stakeholders as appropriate. Nationally standardised summative assessment provides information on how pupils are performing in comparison to pupils nationally and how the school is performing in comparison to schools nationally. Results from national tests are used to inform in school summative assessment and in-school assessment practice. The nationally standardised assessments are:

- Year 1 and Year 2 phonics screening test

## **Statutory Assessments in EYFS**

- The Reception Baseline Assessment completed in the child's first 6 weeks of school.

- EYFSP completed in Summer term children assessed against the ELGs

### **Assessing children with SEND**

Our school has high aspirations for the achievements of pupils with SEND. We use assessment to support early identification of SEND and highlight any requirements for support or intervention. Children with SEN are assessed using the whole school approach if they are working within their Key Stage Standards.

For children in Year 1 & 2, who are identified as working below the Key Stage 1 Standards, teachers assess these children on the schools SEN Toolkits for Reading, Writing and Maths. These Toolkits break down the pre-key Stage Standards into smaller steps to ensure all children are making progress, not matter how small. Children who leave school, working at a pre-key stage standard will be noted against which standard they are working within to be passed onto their new educational setting.

For children who are learning at a non-subject specific level, the Engagement Model is used to assess their developmental skills. Observations are completed termly for these children by an adult that knows them well. Furthermore, children working at this level will also be assessed using the PPPIC Assessment (Play, PSED, Physical, Independence & Communication) and PPPIC Literacy and Maths Assessment. These tools indicates which stage of development children are working within so they are appropriately supported to reach their next target.

### **Aims and objectives for SEND pupils:**

#### **Aims**

- We aim to provide every child with access to a broad and balanced education. This includes the National Curriculum in line with the Special Educational Needs Code of Practice.
- To ensure the identification of all pupils requiring SEND provision as early as possible in their school career.
- To ensure pupils with SEND take as full a part as possible in all school activities.
- To communicate with parents of pupils informing them of their child's progress and achievements.

## **Objectives**

- Monitor the progress of all pupils in order to aid the identification of pupils with SEN continuous monitoring of those pupils with SEND by their teachers will help to ensure that they are able to reach their full potential.
- Make appropriate provision to overcome barriers to learning and ensure pupils with SEND have full access to the National Curriculum. This will be co-ordinated by all staff and will be carefully monitored and regularly reviewed in order to ensure that individual targets are being met and all pupils' needs are catered for.
- Work with and in support of outside agencies to ensure the best provision possible for children with SEN.
- To provide a differentiated curriculum appropriate to the individuals needs and ability.

## **Roles and responsibilities**

### **Governors are responsible for:**

- Being familiar with statutory assessment systems, as well as how the school's own system of non-statutory assessment captures the attainment and progress of all pupils
- Holding school leaders to account for improving pupil and staff performance

### **The headteacher is responsible for:**

- Ensuring the policy is adhered to
- Monitoring standards in core and foundation subjects
- Analysing pupil progress and attainment, including individual pupils and specific groups
- Prioritising key actions to address underachievement
- Reporting to governors on all key aspects of pupil progress and attainment, including current standards and trends over previous years
- Making sure arrangements are in place so teachers can conduct assessment competently and confidently

### **Middle Leadership Team**

- Moderate teacher assessments and testing process for their subject
- Moderate assessment judgements

- Completing the subject leader data analyse document for their subject leadership role to ensure school improvement by reporting on all groups of children including the most vulnerable and acting on pupil progress gaps in their subject

#### **Teaching assistants**

- Provide feedback to teachers on pupil progress and attainment

#### **Parents and carers**

- Attend meetings with teachers to discuss their children's attainment and progress • Support children with their homework

#### **The SENCO is responsible for**

- Monitoring the progress of SEND pupils
- Supporting staff with assessing SEND pupils
- Updating school policy and information regarding the assessment of SEND pupils

#### **Teachers are responsible for:**

- Following the assessment procedures outlined in this policy
- Being familiar with the standards for the subjects they teach
- Keeping up to date with developments in assessment practice
- Regularly use ongoing formative assessment
- Make summative judgements at defined points in time
- Provide feedback to pupils and set realistic targets for individual pupils
- Provide assessment information to the senior leadership team, parents and pupils • Take an active part in a rigorous moderation programme

#### **Professional development**

All teachers and teaching assistants will receive CPD opportunities to develop a robust understanding of assessment practices across the school. This may include feedback from learning reviews, internal and MAT moderation sessions and training sessions.

#### **Reporting to Parents**

A range of strategies keep parents fully informed of their child's progress in school. Parents are encouraged to contact the school if they have concerns about any aspect of their child's work. Parents are offered the opportunity to meet their child's teacher at designated Parent Consultations. These consultations will support the parents to understand their

child's progress, as measured against the year group expectations. At the end of the summer term, all parents receive a written report of their child's progress and achievements during the year plus identified target areas for the next school year. Individual assessments on all subjects of the National Curriculum are made. A pupil's performance will be reported to parents using the language of "working towards the expected standard" "working at the expected standard" or "working at greater depth within the expected standard" (for the child's year group) and "Pre-Key Stage" for those working with the Pre-Key Stage standards. This is consistent with language used in the DfE Assessment Framework.