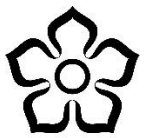





Uplands Infant & Nursery School



Leicester
City Council

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Policy Title	Assessment Policy
Purpose	To ensure a consistent approach to monitoring assessment.
Review Date	This policy will be reviewed annually or earlier if considered necessary. Any amendments will be presented to the Governing Board for approval. May 2025
Coordinator/s	Artee Odedra (Deputy Head)
Signed	Nuera Ismail (Chair of Governors) 



Uplands Infant School Assessment & Data Policy

Introduction

Assessment for learning is the process of identifying what the learner has or has not achieved in order for teachers to plan the next steps in the teaching or learning.

It involves using assessment in the classroom to raise children's attainment and is based on the idea that children will make the most progress if they understand the aim of their learning, where they are in relation to this aim and how they can achieve that aim.

Links to other Policies and Documents

- Teaching and Learning Policy
- Marking & feedback Policy
- SEND Policy

Our vision for Uplands Pupils as learners:

We want our pupils to:

- Know what they have done well and what they need to do next
- Be able to self-assess so they can measure their learning against the success criteria
- Enhance their learning through dialogue - with other pupils through partner talk and group work and with other adults
- Understand their contribution to whole class or group teaching/discussion is as important as anyone else's
- Take ownership of their own learning by being given opportunities to select the level of challenge they feel confident to work at
- Receive regular feedback both written and verbal
- Understand mistakes are to be celebrated as no learning takes place without them
- Respond to feedback about their learning
- The Uplands character muscles are evident in learning

Aims:

At Uplands Infant School we aim to:

- Make judgements about a child's attainment based on knowledge gained through techniques such as observation, questioning, marking and discussions with the child
- Provide assessment information for use with whole class, groups within a class and individuals to secure the most effective teaching and learning
- Help children to develop positive attitudes to their work and achievement
- Provide an accurate picture of every child's attainment and progress
- Show children how they are going to take the next steps to improve their learning
- Keep parents/carers informed about their child's progress

Principles of Assessment for Learning

Effective assessment for learning involves:

- The sharing of learning objectives with children
- Helping children to know and recognise the criteria of success
- Providing feedback and marking that helps children identify what they have done well and how to improve
- To use of effective questioning to assess progress
- Teachers reviewing and reflecting on children's performance and progress and identifying next steps for improvement
- Recognising that both motivation and self-esteem are essential for effective assessment techniques

Types of Assessment

At Uplands Infant School, we use a combination of formative and summative assessment.

Formative Assessment -Assessment for Learning (AFL)

Formative assessment is a powerful way of improving children's achievement.

Formative assessments are used to:

- Identify children's strengths and gaps in their skills/knowledge
- Identify next steps for learning
- Inform future planning
- Enable appropriate strategies to be employed
- Track children's rate of progress
- Facilitate an effectiveness of teaching and learning
- Inform future teaching and learning strategies
- Identify individuals and groups for specific intervention support

Key Characteristics of Assessment for Learning:

Learning objectives

Clear focussed learning objectives should be the building blocks for every lesson. Teachers should ensure that learning objectives are based upon knowledge, skills and understanding; there should be a clear distinction between the task and the intended learning and this distinction should be made clear at the planning stage.

Using Consistent Feedback and Marking Strategies:

Marking and responding to children's work is a powerful tool in raising achievement. We mark in order to recognise children's achievements within the learning objectives of a lesson, assessing whether or not the children have understood a concept/skill and to give points for further development/improvements. We also believe that it is important to mark with the children present and include them in the marking process and provide opportunities to assess their own performance and that of others. *(Please see Uplands Infant School Marking and Feedback Policy for our agreed expectations)*

Walkthrus to support Assessment for Learning

By incorporating walkthroughs into the assessment process, teachers can gain valuable insights into student learning and provide targeted support to promote growth and achievement.

Cold Calling

Cold calling, where teachers call on students without prior warning, can be a powerful assessment tool in the classroom. Here's how it supports assessment:

- **Active Engagement:** Cold calling keeps students actively engaged in the lesson, as they know they could be called upon at any moment. This ensures that all students are mentally present and participating, which provides the teacher with a more accurate assessment of their understanding.
- **Formative Assessment:** By asking questions during cold calling, teachers can gauge individual student understanding in real-time. This allows for immediate feedback and adjustment of instruction to address any misconceptions or gaps in understanding.
- **Accountability:** Cold calling holds all students accountable for their learning. Knowing they might be called upon encourages students to pay attention, take notes, and participate actively in class discussions, which supports their learning and helps the teacher assess their progress.
- **Differentiation:** Through cold calling, teachers can identify students who may need additional support or challenge and tailor instruction accordingly. By observing student responses, teachers can adjust the level of difficulty of questions or provide additional explanations as needed.
- **Encourages Critical Thinking:** Cold calling encourages students to think critically and articulate their thoughts clearly. It requires them to process information, formulate responses, and communicate their ideas effectively, all of which are important skills that contribute to their overall assessment.

Overall, cold calling promotes active engagement, provides immediate feedback, fosters accountability, supports differentiation, and encourages critical thinking, making it a valuable tool for classroom assessment.

Think -Pair -Share

Think-Pair-Share is another effective strategy for assessment for learning. Here's how it supports it:

- **Individual Thinking:** Students first have time to individually think about a question or prompt, allowing them to process information and formulate their own ideas.
- **Peer Discussion:** After individual thinking, students pair up to discuss their thoughts with a partner. This step encourages students to articulate their ideas, listen to others, and engage in meaningful dialogue.

- **Shared Understanding:** Through the sharing phase, students can present their ideas to the whole class or a larger group. This step allows for the consolidation of ideas, clarification of misconceptions, and the building of a collective understanding.
- **Assessment Opportunities:** Throughout each phase of Think-Pair-Share, teachers can assess student understanding by observing their individual reflections, monitoring peer interactions, and evaluating the quality of shared responses. This ongoing assessment provides valuable insights into student learning and informs instructional decisions.

Show-me boards

Show Me boards, also known as whiteboards or response boards, are a valuable tool for assessment for learning because they allow children to actively engage in the learning process. They provide a quick and informal way for teachers to gauge the children's understanding and identify misconceptions in real-time. By asking children to write or draw their responses on the boards, teachers can assess individual pupils understanding without singling out children or putting them on the spot. This encourages all pupils to participate and provides valuable formative feedback that can guide instruction and help tailor teaching to meet the needs of each pupil. Additionally, show me boards promote peer learning and collaboration as children can compare and discuss their responses with their others in the class.

Summative Assessment- Assessment of Learning

Summative assessments are used to:

- Provide age standardised information
- Ensure statutory assessments at the end of EYFS are met
- Provide information about cohort areas of strength and weakness to build from in the future

Assessment specific to Early Years Foundation stage

- In the Early Years formative and summative assessment is used to track the children. Teacher judgement is used as the basis for assessing children against the expected level of development. Teachers are not required to complete excessive paperwork or prove this using physical evidence. Any records of assessment undertaken by the teachers should be to support their understanding of the children and enable them to discuss children's progress against the expected level of development.
- The Reception Baseline Assessment (RBA) is a short assessment, taken in the first six weeks in which a child starts reception, if this has not been completed at another school.
- Within the first 6 weeks of a child starting Reception a baseline assessment is made for each child, normally at the start of the year and individual children's progress is recorded termly on Target Tracker.

- Termly pupil progress meetings for each class are used to discuss progress for groups and individuals, with additional actions being put in place where needed. Actions identified are monitored during subsequent meetings for impact.
- At the end of the year, all teachers in Reception will assess the children against the Early Learning Goals to identify whether children have met the Early Learning Goal or are still working towards.
- This information is collated in Target tracker and reported to the Local Authority.
- At the end of reception year, parents receive a summary record of their child's profile including detailed next steps for learning for their child.
- At the end of Reception, teachers meet with Year 1 teachers to discuss children's progress and further areas for development in Year 1, where required.

Assessment in Key Stage 1

- Teachers use assessment for learning (AFL) to provide ongoing assessment through the use of focused marking and/or observations of children's work against learning objectives and discussion with children.
- Teachers track progress on a regular basis using the school's own symphony statements for reading, writing and maths.
- Mathematics is tracked using Power Maths end of unit assessments.
- Reading assessments include PM Benchmarking or ALS Phonic Level Reading Assessment. Teachers are also required to complete assessment for high frequency words for both reading and spelling.
- A formal judgement is made on each child at the end of each term in KS1, for reading, writing and maths.
- Phonics assessments are made by using the ALS Individual Assessment Record Sheet after each phase block and results are analysed by the class teacher.
- Assessments are inputted into Target Tracker, the school's data tracking system by teachers and analysed by year group leaders and members of SLT.
- Targets are set in the first half of the Autumn term for the Year 1 phonics check and end of key stage 1.
- Data analysis informs both the School Improvement Plan and School Evaluation form, as well as staff training and interventions within school.
- Termly pupil progress meetings for each class are used to discuss progress for individuals and groups, with additional actions being put in place where needed. Actions identified are monitored during subsequent meetings for impact.

Nationally Standardised Summative Assessment

Year 1 Phonics Screening Check (Second week of June)

This check demonstrates how well a child can use the phonics skills they've learned up to the end of Year 1 and identifies pupils who need extra phonics help. It consists of 40

words and non-words that a student reads 1:1 with a teacher. Each child is scored against a national standard – children who do not meet the expected level in Year 1 are given extra phonics support and then repeat the test near the end of Year 2.

End of Key Stage 1 tests (May)

All pupils sit the following tests at the end of Year 2:

- Reading
- Grammar, Punctuation and Spelling (GPS)
- Mathematics
- Writing (teacher assessment)

Assessment of children with SEND

Assessment for Learning can and should be applied to all pupils, including those with SEND, providing that the relevant and necessary changes and modifications are made to ensure the individual pupil's full participation in the assessment process.

Assessment is ongoing, although more formal assessments are recorded, once each term. Children who are unable to meet age related expectations in their year group are tracking back to the previous year. Target Tracker accurately tracks progress for the children working well below.

Arrange of pupil information is considered for children with SEND to show small steps progress in all areas which may not be captured by on-going National Curriculum assessments. These may include:

- Termly review against SEND Learning plan targets
- Annual review of EHCP outcomes
- SALT Screening tools
- Strengths and difficulties questionnaire
- Assessments made by outside agencies

Data and Assessment Points

There are 3 data points in the year where class teachers enter their assessment data on Target Tracker. This data is moderated and analysed by the team leader. This data is then discussed in pupil progress meetings.

Moderation

Regular moderation of pupil's achievement takes place regularly to ensure consistency of judgments. Teachers meet in year groups to analyse children's work against National Curriculum level descriptors, Early Years Foundation Stage Profile, interim statements for key Stage 1. On some occasions, moderation between schools takes place to provide external moderation.

Reporting to parents and Carers

In the Autumn and Spring term parents and carers are invited to discuss their child's progress with their class teacher. During the spring term, parents are given a written report of their child's progress and achievements, this is shared with parents before the spring meeting. At the end of year 1 parents receive a report for the year 1 phonics check and year 2 reports include the attainment of children by the end of key stage 1.

Monitoring and Evaluation

The role of the Headteacher & Deputy Headteacher is to:

- Keep this policy under review
- Support teachers with formative and summative assessment data collection
- Arrange data schedules in line with reporting data for Governing Body meeting
- Ensure that Lead teachers organise moderation meetings
- Organise or deliver necessary or relevant training
- Ensure staff attend external Assessment Briefings provided by the Trust and the Local Authority
- Liaise with Target Tracker and the Junior school if required
- Prepare and analyse assessment data
- Draft prose and compile data headlines for the termly Headteacher's report to Governors.

The role of the strategic Leadership team is to:

- Monitor the effectiveness of assessment practices through work and planning scrutiny, lesson observations, learning walks and pupil voice alongside analysis of formative and summative assessment records
- Analyse data internally and externally
- Ensure that termly pupil progress meetings take place
- Provide support and organise training for teachers as the need arises