



Uplands Infant & Nursery School



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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 2027
Coordinator/s	Arte Odedra (Deputy Head)
Signed	Numera Ismail (Chair of Governors) 



Uplands Infant School Assessment & Data Policy

Introduction

Assessment for learning is central to effective teaching and learning. It is used to identify what children know, understand and can do, and to inform next steps in their learning. At Uplands Infant school, assessment is embedded in everyday practice and supports children to understand the purpose of their learning and make good progress. Assessment information is used to inform planning, monitor progress and ensure high expectations for all children.

Links to other Policies and Documents

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

Our Vision for Uplands Pupils as Learners

We aim for our pupils to:

- Recognise what they have achieved and identify their next steps in learning
- Develop the ability to self-assess, measuring their progress against clear success criteria
- Deepen their learning through meaningful dialogue with peers and adults, including partner talk and group collaboration
- Value their contributions, understanding that their voice is as important as others in class and group discussions
- Take ownership of their learning by selecting an appropriate level of challenge with growing confidence
- Receive regular, purposeful feedback, both written and verbal
- Embrace mistakes as a vital part of the learning process
- Act on feedback to improve and move their learning forward
- Demonstrate the characteristics of effective learning as an integral part of their development

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

Teaching walkthrus, as developed by Tom Sherrington is a key approach used at Uplands Infant school to support high-quality teaching and learning. Rooted in research such as the principles of instruction outlined by Barak Rosenshine, these walkthrus are used to build a shared understanding of effective teaching. They enable staff to gather meaningful information about how pupils are learning, how teachers are responding to pupils' needs, and how assessment is used in real time to support progress across the school.

Checking for Understanding

Teachers will routinely check pupils' understanding throughout lessons. This will include the use of targeted questioning, whole-class response strategies and ongoing review of pupils' work. Information gathered through these approaches will inform immediate teaching decisions, enabling misconceptions to be identified and addressed promptly so that all pupils make secure progress.

Responsive Teaching

Assessment is integral to high-quality teaching. Staff will adapt their teaching in response to pupils' needs, using assessment information gathered during lessons to refine explanations, provide additional support or introduce appropriate challenge. This responsive approach ensures that teaching is closely matched to pupils' developing understanding.

Inclusive Participation

All pupils will be actively engaged in the learning process. Teachers will use strategies such as cold calling, partner talk and 'no opt out' to ensure that every child participates and remains cognitively engaged. This enables teachers to gain an accurate and comprehensive understanding of learning across the whole class.

Guided Practice

Teaching will include carefully structured guided practice prior to independent work. During this phase, teachers will assess pupils' readiness and provide timely support where needed. This ensures that pupils are sufficiently secure in their understanding before working independently and reduces the likelihood of misconceptions becoming embedded.

Making Thinking Visible

Pupils will be given regular opportunities to articulate their thinking through talk, writing and practical activity. Teachers will use this evidence to assess understanding and identify

next steps. Making pupils' thinking visible is a key component of effective assessment for learning.

Feedback in the Moment

Feedback will be provided within lessons to move learning forward. This may include verbal feedback, prompts and immediate correction. Pupils will be expected to respond to feedback so that they can improve their work and deepen their understanding during the lesson.

Retrieval of Prior Learning

Teachers will regularly revisit previously taught content through low-stakes retrieval activities, such as questioning and short tasks. This supports long-term retention and enables teachers to assess what pupils have remembered over time, informing future teaching and curriculum planning.

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.

For pupils working significantly below age-related expectations, the school will use the Dingley's Promise assessment framework to provide a developmentally appropriate measure of progress. This assessment enables teachers to identify each pupil's current stage of development across key areas, ensuring a holistic understanding of their needs. The outcomes will inform personalised target setting within individual learning plans and guide the planning of appropriate provision and interventions. Through regular use, the framework supports consistent monitoring of progress and helps ensure that all pupils are given meaningful opportunities to achieve and develop.

A range 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 (January, April and June) where class teachers enter their assessment data onto Insight. This data is moderated and analysed by the team leader and 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. Moderation between schools takes place to provide external moderation.

Roles and Responsibilities

Class Teachers: Responsible for day-to-day assessment and ensuring accurate records.

Subject Leaders: Monitor standards, lead moderation, and analyse data.

SLT: Ensure the policy is implemented, data is used effectively, and training is provided.

Governors: Hold the school to account for progress and standards.

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 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
- Draft prose and compile data headlines for the termly Headteacher's report to Governors.
- This policy will be reviewed annually.