



Part of the Minster Trust for Education



Assessment Policy

Reviewed January 2024

Rationale

At Holy Trinity C of E Infant School, we believe that in order for all our children to be successful learners, assessment for learning must be at the heart of our pedagogy.

Our school vision: Together we grow to be the best that God created us to be', is underpinned by the Bible verse 'Love one another as I have loved you' John 15:12.

For our pupils to be the best that they can be, we as educators need to understand what stage our pupils are at in their learning and plan for their development.

The primary purpose of assessment is to inform the next steps in teaching and learning. By doing this we aim to develop the right skills for all our children to reach their maximum potential. At our school we have a robust assessment system. It is a carefully planned mix of both formative and summative assessment, together with an effective tracking system.

Aims of assessment

- Give reliable information to parents about how their child, and their child's school, is performing and suggest next steps.
- Measure progress of individual children and cohorts, track achievement by analysing and evaluating performance.
- Help drive improvement for pupils and teachers by identifying gaps in learning and plan to meet the learning needs of each child.
- Celebrate progress.
- Set ambitious targets for attainment and achievement.
- Make sure that as a school we keep up with external best practice and innovation through networking with other schools.

Assessment of EYFS children

At Holy Trinity we baseline all of our new children entering EYFS within the first 4 weeks of starting school. This helps us to understand their starting point and how we can support their next steps.

Statutory assessment of children in EYFS takes place within the framework of the **Foundation Stage Profile** and the **17 Early Learning Goals (ELG)**. At the end of the year, we report as to whether a child is 'emerging' or 'expected' for each ELG and whether they have achieved a good level of development (GLD).

This is reported to parents in the summer term via a summary sheet within the final school report for the individual pupil.

Assessment Key Stage 1 children

In June of the academic year, all pupils in Year 1 sit a statutory **Phonics Screening Check**. Pupils who do not achieve the required threshold at the end of Year 1 repeat the check at the end of Year 2.

Year one children are assessed against end of year descriptors. The number of descriptors they have met will inform the teachers assessment to whether a pupil is at Age Related Expectations (ARE) Working Towards (WT) or Greater Depth (GD)

As of 2024, it is no longer a statutory requirement that Year 2 children are assessed against the end of key stage performance descriptors for the 2014 national curriculum. The SATS will be optional for schools to undertake in the summer term and the DfE will continue to provide optional SATS papers for reading, maths, and SPAG.

At Holy Trinity we will use the optional SATS papers to continue to inform teachers on the progress of our pupils along with their classroom work.

Regularity of assessment:

Formative assessment takes place within daily lessons to establish how well a child has understood the concepts and learning objectives. This helps to inform the teacher as to whether more time is needed on a particular concept or if that child/group of children is ready to move on to new objectives.

At Holy Trinity the teachers felt strongly that they wanted to have snapshots of children's progress at six points during the year – every half term. They opted for this rather than termly as they feel it provides more opportunity for intervention, narrowing gaps and identifying where children require additional challenge. Senior Leadership are conscious of teacher workload and review this with the team regularly to ensure it is the model that they continue to favour.

These half termly assessments may include:

- An independent write
- End of unit maths assessment
- Read Write Inc. phonics assessment
- End of unit assessment in the focus foundation subjects that half term/term
- Reading levelling

Tracking

At Holy Trinity, each subject area has a class tracking form that the teacher uses to monitor where each child is in their learning. This also supports with ensuring the expected coverage for each subject area, against National Curriculum and our progression map statements.

At four checkpoints in the year the teachers input their assessments into the whole school progression tracker on Scholar Pack.

Moderation Activities

At Holy Trinity, we regularly engage with internal and external moderation opportunities. This is when we look at a selection of children's work from within the setting and from other settings to ensure that our assessment is accurate against set criteria and exemplar materials. We work with schools in the Minster Trust for Education (MITRE), Minster Family of schools, with the Diocese, and with annual Local Authority networks to undertake moderation.

There is no longer Local Authority moderation of EYFS or KS1.

Involving Parents

We hold parent consultations in the autumn term and the spring term. An end of year report is provided for parents in the summer term with the option to meet with the teacher on request.

Monitoring

Monitoring of assessment takes place in a number of ways:

- As part of termly lesson observations and/or learning walks
- By coordinators as part of peer observations
- As part of link governor monitoring visits
- Through book scrutiny sessions
- As part of the MITRE school improvement cycle
- As part of the appraisal cycle

Review

Policy reviewed January 2024

Next review due January 2026