

FLEET INFANT SCHOOL

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Policy: Assessment Policy**Biennial review, next review date May 2027****Ratified by the Governing Body: 22nd May 2025**

Assessment is a continual process which is integral to high quality teaching and learning, allowing children to achieve their true potential. Assessment is seen as the process of seeking and interpreting evidence for use by learners and their teachers to decide where the learners are in their learning, where they need to go next and how best to get there. Detailed analysis of assessment plays a vital role in raising standards, in supporting school self-evaluation, by identifying strengths and weaknesses at an individual, group, class, year group and whole school level. This leads strategic planning at all levels and supports governors in their role of having a clear understanding of school performance.

Aims of assessment

- To gather information about the performance of individual children, groups and cohorts in order to inform target setting and to monitor progress
- To provide information to inform the school's strategic planning and set cohort targets in reading, writing and maths
- To support senior leaders in monitoring and making judgements about the effectiveness of the school and to identify strengths and areas for improvement in the curriculum, utilising this to inform future school improvement
- To support subject leaders in monitoring their area of responsibility and make judgements on the daily practice, ensuring progression across the school
- To allow teachers to plan work that accurately reflects the needs of each child
- To track individual, group and cohort progress and thus inform future planning
- To analyse the data and review targets for individuals, vulnerable groups and cohorts
- To help children understand how well they are doing and what they need to do next to improve their work
- To inform the Governing Body of the school's standards and achievement to aid their monitoring procedures
- To recognise the positive achievements of a child and plan next steps
- To identify children who find learning challenging and implement appropriate support.
- To monitor the school and child's achievements
- To provide the next teacher and receiving schools with information to ensure smooth transitions and promote continuity and progression
- To provide regular information to parents which will allow them to support their children's learning
- To provide parents with information about the performance of the school

The principles that underpin our assessment system are:

- Every child can achieve: teachers and staff at Fleet Infant School have the mind-set 'What do I need to do next to enable **every** child in my class to achieve?'
- Children will be expected to make progress through the year so they can achieve Age Related Expectation (ARE) by the end of the academic year.
- Children's books will show individual progress across an academic year.
- Our curriculum supports children who are working towards and beyond ARE effectively.
- Planning is adapted frequently to take account of children who need further practice of a skill and for those who have secured the skill to ensure there is deeper learning.

- There is a fluid grouping system in school, allowing all children to be treated as individual learners on their own learning journey.

We assess children in KS1 against milestone assessment points, based on the Hampshire Assessment Model, in November, March and June. A judgement will be made to decide which of the domains in reading, writing and maths each child is secure in. From here we will decide whether a pupil is working at ARE and set them challenging targets for the following term. If a child is working below ARE, the assessment process allows clear identification of the areas of need and strategies can be put in place to accelerate progress to support them to meet ARE by the end of the year. For children assessed as working beyond ARE, challenge will be delivered through enrichment and extension within the KS1 curriculum.

Our assessment and reporting system includes:

- Ongoing assessment by the class teacher throughout each lesson, through questioning, observation and dialogue.
- Effective use of break-away strategies and appropriate adaptation.
- Use of timely interventions to enable learning gaps to be narrowed.
- Rich tasks with high quality learning experiences.
- Children knowing what they are being asked to learn and more importantly, why.
- Clear success criteria which are discussed with the children during each lesson, work is then assessed against the success criteria (see marking policy).
- Regular feedback between the pupil and the teacher and occasionally between peers, to identify next steps- this could be verbal or written feedback, enabling children to self-assess and identify areas for improvement.
- Recognising the profound influence assessment has on the motivation and self-esteem of children, both of which are crucial to learning.
- Regular moderation of pupil's work.

Assessing Reading, Writing and Maths

Children are assessed regularly against the end of each phase and against the end of year objectives for their year group using Key Performance Indicators (KPIs) from the Hampshire Assessment Model (HAM). Throughout the year, teachers assess children against these objectives, using the HAM model. At each Assessment Phase, teachers will make a judgement about whether each child is 'secure for age related expectations' for meeting the end of year objectives. These judgements will be informed by the following assessment materials:

- Hampshire Phased Objectives
- HAM model and information booklet
- Year 2 Interim descriptors/Year 1 National Descriptors/EYFS
- Own professional judgement and knowledge of the child e.g. taking into account how far the child has to go before achieving the objective
- Ongoing assessments made by teachers

When making judgements about whether a child is 'secure to meet age related expectations', teachers should look for evidence in children's books, as well as using ongoing assessment judgements and all other supporting evidence.

HAM model and KPIs

The Model KPIs should be used regularly (ideally weekly) to assess each child against current learning objectives. Children are assessed using the following assessment language:

Working Towards Age Related Expectation

At Age Related Expectations (Secure)

Greater Depth (Beyond Age Related Expectation)

We assess the children against the phases three times a year:

Phase 1: End of November

Phase 2: End of March

Phase 3/4: End of May/June

When making these judgements, teachers should refer to the criteria given and the exemplification material provided by Hampshire.

If children stay in the secure band throughout the year, they will have made good progress, if they move from working towards, to secure, or secure to beyond, they will have made accelerated progress.

Moderation & Standardisation

Regular moderation of 'secure in ARE' will take place within Year Teams, with SLT and with other schools. When moderating judgements, teacher should look for evidence of each objective being achieved.

Other Subjects

Teachers regularly assess Science, History, Art, Design and Technology, R.E, PDL Computing, PE, Music and Geography showing whether the children are working towards ARE or are at ARE. These are used to identify those children who did not make ARE and support is put in place to allow catch up. Subject Leaders are responsible for reporting upon standards in their subjects to the Headteacher and the Governing Body.

SEN children

Some children have barriers to their learning which they need to overcome. Pupils with SEN may be working on National Curriculum objectives for the year group below their chronological age, therefore working a year or more behind ARE. In these areas, children will be reported as not having achieved ARE although in depth individual tracking, IEP (Individual Education Plan) targets achieved and the children's books will show the progress they have made in an academic year.

More Able Children

Children who have securely met the milestone at each assessment point in the year, will be assessed as working beyond ARE. Rather than moving onto the next year's curriculum these children will work on deepening their knowledge through the application of skills in different contexts and developing fluency of skills and higher order reasoning.

Early Years Foundation Stage

Children in EYFS will continue to be assessed against the Prime and Specific areas of learning in the EYFS profile.

Children are assessed throughout the year, based on teacher's observations and interactions during daily activities. At the end of the Reception year, for each Early Learning Goal, teachers will judge whether a child is meeting the level of development expected. They will be assessed as either

- (1) Emerging, not yet reached the expected level of development
- (2) Expected

Reporting to Parents

Reporting to parents provides the opportunity for communication about their child's achievements, abilities and future targets. The end of year report is written so that they have a positive effect on pupils' attitudes, motivation and self esteem.

At Fleet Infant School we;

- Provide two opportunities for parent consultation evenings per year so that parents can discuss their child's attainment and progress and overall performance at school.
- Provide a written report once a year which gives information relating to progress and attainment.
- Discuss pupil progress at the request of the parent by appointment at any time in the year.

Responsibilities

Headteacher

- To maintain an overview of assessment in the school.
- To ensure assessment data (both internal and external) is collated and analysed, utilising the information to support school improvement and thus raise standards at a whole school level.
- To ensure that statutory requirements are met.
- To review Pupil Progress against key milestones (termly Milestones Meetings)
- To manage the whole school data systems.
- To keep up to date and inform staff on latest information and requirements.

- To lead pupil progress meetings.
- To inform Governors about the school's performance on at least a termly basis.

Senior Leadership Team

- To lead all staff in meeting expectations and keeping up to date with changes to assessment.
- To review and update the policy.
- To monitor and evaluate the policy in practice.
- To have a clear and detailed understanding of what the assessment information means about the school's performance.
- To utilise assessment information to raise standards at a whole school level, leading developments and changes in assessment practices.
- To ensure consistency in assessment procedures and judgements, including through internal moderation procedures.
- To remain up to date with Assessment pedagogy and practices.
- To oversee the planning for able child extension groups and opportunities, in response to assessment data.
- To monitor the attainment and progress of able children across the school.
- DHT to monitor the attainment and progress of children on the SEN register, pupil premium, service children and LAC.
- DHT to report to the Headteacher and Governors on the progress of groups monitored.

Year Leaders

- To ensure their team are fully up to date and aware of the school's policy and procedures regarding assessment.
- To utilise assessment information to inform them of the effectiveness of practice within their year group and to use this information to raise standards.
- To produce termly cohort reports.
- To lead moderation in all subjects across the year group
- To monitor the standards in teaching and learning across the year group

SENDCo

- To monitor and discuss with the Deputy Headteacher, the progress of pupils on the SEND register.
- To use assessment data to update the SEND register, in consultation with the Deputy Headteacher.
- To ensure all tests for SEND children are administered, and results collated.
- To ensure Individual Education Plans are reviewed and new targets set termly, in line with the SEND policy.
- To provide guidance and support in assessment procedures for children on the SEND register.
- To ensure structured interventions are in place for SEND children and guide and support staff in delivering and assessing these.

Subject Leaders

- To ensure plans include clearly defined learning objectives and identify assessment opportunities.
- To advise colleagues on assessment and recording in their subject.
- To utilise assessment information to inform them of the effectiveness of practice within their subject and to use this information to inform subject action plans and raise standards within their subject area.

Class Teachers

- To identify learning objectives to be assessed on planning.
- To monitor pupil target sheets for writing and maths.
- To mark children's work in accordance with the marking policy.
- To make regular (at least weekly, ideally daily) assessments against AREs on flexible grouping sheets and planning.
- To prepare and write annual reports for parents.
- To meet with parents to share assessment at parents' evenings and requested meetings.
- To provide samples of assessments and marking for monitoring and moderation.
- To keep appropriate records of children's attainment and progress.

- To ensure that the specific assessments requested by the SENCO are carried out for pupils with SEND and that Individual Education Plans are maintained and regularly reviewed in accordance with the school's SEND Policy.

Review May 2025 This policy is subject to biannual review as part of the school self-evaluation process and the development of the new assessment model.