



Governors: February 2025

## **Assessment Policy**

### **Principles and Aims:**

To be successful independent learners, children need regular opportunities to reflect on and identify what they have learnt, what needs to be learnt next and what they need to do to continue their learning. This may be to compare their progress against their own starting point or that of others, or to measure their progress with reference to an end point or external standard, such as end of key stage indicators.

Teachers and other professionals need to be clear about the progress and achievements of the children and young people they teach, and how their learning might be improved. Children's progress is closely monitored at Brookland Infant and Nursery School so that we can provide the best possible opportunities and highest levels of support for all children.

In our school, assessment has the following purpose:

- to enable our children to demonstrate what they know, understand and can do in their learning
- to develop children's ability to self-assess and to understand what they need to do next to improve
- to help our children recognise the standards to aim for
- to allow teachers to plan work that accurately reflects the needs of each child
- to help parents to support their child's learning at home
- to comply with statutory requirements
- to be useful, purposeful and robust while at the same time not adding unnecessarily to teacher workload
- to provide information which allows the school leaders and governors to make judgements about the effectiveness of the school.

When used effectively, assessment:

- helps to set clear expectations for standards and achievement through clear learning objectives and success criteria
- relates closely to specified learning outcomes
- focuses on the learner rather than the teacher
- concentrates on what is learned, understood or achieved, rather than what is 'taught'
- emphasises progress and achievement, rather than failure
- motivates children because they become partners in the assessment process
- enables children to become aware of the 'how' of their learning, as well as the 'what'
- identifies strengths and how to develop them further
- identifies areas for development/weaknesses and how they might be addressed
- enables all children to make progress, achieve and have their efforts recognised
- ensures progression in teaching and learning.



## **Assessment Strategies**

Brookland Infant and Nursery School is committed to high quality assessment for learning strategies which are used throughout lessons, involving children in their own learning and supporting the teacher in future planning/structure and content of the lesson.

Formative assessment is an ongoing process based on how well children achieve learning objectives, providing feedback and involving children in improving their learning.

We do this by:

- Planning appropriate delivery of the EYFS and National Curriculum ensuring clear learning objectives and differentiation. Team planning meetings on a weekly basis as part of Planning, Preparation and Assessment time.
- Sharing learning objectives and ways to achieve these, to ensure children are focussed on the task and to encourage child involvement and comments on their own learning.
- Effective questioning and analyses of responses to identify prior knowledge, understanding and any misconceptions, and to move learning on.
- Using talk partners to ensure children are actively involved in learning and can articulate their thinking.
- Using photographs and post it note observations of learning which are shared with the children and reflected on.
- Creating Learning stories (longer, more detailed learning observations in the EYFS).
- Child self and peer evaluation whereby children are encouraged to evaluate their own and others' achievements against the learning objective.
- Marking children's work using a whole school approach to check understanding, diagnose misunderstandings and encourage an ongoing dialogue. This happens on an ongoing basis and involves the children in supported self-review of their work (see Feedback and Marking policy).
- Children are given time to respond to marking.

Marking takes the form of:

### Verbal feedback

Feedback and/or next steps should be verbal wherever possible so that it has the greatest impact on learning. Feedback and/or next steps will most often be given during a guided group session in which the learning is completed. Verbal feedback may be individual, group based, or to the whole class.

### Written feedback

All work is acknowledged by the teacher and agreed marking symbols are used. Children in KS1 are encouraged to self-assess their work by drawing the same agreed marking symbol (smiley face or thinking face) next to the learning objective when they have finished their work to show their level of understanding.

More detailed written feedback happens after guided group work or where necessary. It refers to the learning objective and gives next steps for learning.

Children are given time to read and review their work following marking in order for the feedback to have maximum impact on learning. The children use a blue pen to respond to their teachers' comments and edit their work. This is introduced in Year 1 from the Spring term onwards. See Feedback and Marking Policy for more information.



We provide feedback to children verbally and through written marking so that children have specific advice about how to make improvements to their work and to ensure they are about their next steps.

### **Diagnostic Assessments**

We have a wide range of assessment tasks and materials available to support better understanding of children's barriers to learning, be that EAL, SEND or any other. Pupil Progress meetings are held every term which set up strategies and interventions for good progress, regardless of level of achievement. Children requiring intervention are added to the class provision map which allows us to track these children closely and evaluate the impact of intervention programmes. Class teachers are supported and guided in the use of these diagnostics by the Inclusion Leader and members of the SMT.

### **Summative Assessments**

These are measures which show the children's learning in terms of progress and attainment at the end of a fixed period of time. In the EYFS, teachers make a summative judgement 3 times a year for the 7 areas of learning, based on information gathered from observations, learning stories, small group and individual activities. These are stored on RouteMap.

The KS1 teachers make a summative judgement 3 times a year for Reading, Writing and Maths. These are stored on RouteMap. The judgements are made based on information from the assessment documents, assessment feedback from the children and teaching teams, observations and work evidenced in books.

Summative judgements are also made for the foundation subjects and these judgements are made once at the end of a completed unit of work. This enables teaching teams to evidence children's progress and provide valuable information for class teachers and subject leaders to inform their planning and for further analysis for subject leaders to inform them of strengths and areas for development in their subject. We use these outcomes to track children's progress through the school.

There are statutory assessments which are used to benchmark the school against other schools nationally and to set targets for school improvement:

- Reception Baseline Assessment (completed within the first 6 weeks of a child starting in Reception).
- End of Foundation Stage Profile, including whether or not a child has achieved a Good Level of Development.
- Phonics Screening Check at the end of Y1 and in Y2 for children who did not achieve threshold in Y1.

Final outcomes of these summative assessments are shared with parents in line with Assessment, Recording and Reporting.

### **Recording Assessments**

We recognise various methods of assessing a child's learning. Teachers use a wide range of formative assessments to judge if children are on track to meet or exceed expected



standards. These assessments are formalised at the end of Autumn 1, Spring 2 and Summer 2.

Individual subject leaders provide information and ideas to colleagues on ways of assessing within that subject to ensure challenge and progression for children of all abilities, including the most able.

Children's Special Books (EYFS) and Children's workbooks (KS1) are the main record of achievement and evidence of progress and outcomes.

### **The Assessment Cycle**

Teachers use the full range of assessment opportunities to make judgements as to whether children are on track to achieve end of year expectations. The progress of whole class, significant groups and individual children is discussed in termly Pupil Progress meetings, and sooner if concerns are raised by parents or the class teacher.

Assessment takes place throughout the year, see Appendix 1 for assessment calendar.

### **Reporting to Parents/Carers**

We have an open-door policy: parents/carers have the opportunity to speak to the class teacher every day, and to make appointments at any time to hold extended conversations about their child's progress. In the Autumn and Spring terms we invite all parents to attend a consultation meeting. At these meetings, we discuss how well the children are progressing and how well they are doing in relation to the standards expected. We also identify areas for development and ways in which the parent/carers can support at home

At the end of every half term, parents and carers of KS1 children are invited into school for 'Let Your Child Explain' to share and discuss their child's work with them. In Nursery and Reception the Special books go home at the end of each half term so parents and carers can do the 'Let Your Child Explain' session at home with their child.

A written report is sent to parents/carers at the end of the summer term and a consultation meeting is offered. This covers the children's achievements and progress across the curriculum as well as attendance data. Targets are identified.

### **Inclusion**

Brookland Infant and Nursery School is an inclusive school and we work hard to meet the needs of all our children. Class teachers are responsible and accountable for the progress and development of all children in their class. Quality First teaching is available to all children, including those with additional needs. Where a child is not making the expected progress and/or attainment is significantly below their age-related expectations, the class teacher will work alongside the Senior Management Team, Inclusion Leader, parents and external agencies (where appropriate) to plan support. We follow the Assess, Plan, Do, Review cycle to ensure all children are monitored closely and make progress. Each term following Pupil Progress Meetings we review and revise our Provision Map. We use Individual Support plans, where appropriate, which are reviewed with the child and parents termly. Our Inclusion Leader is available to provide advice to staff and families.

Children who demonstrate exceptionally high achievement or greater depth in any area of the curriculum are closely monitored and provided with appropriate challenge. A range of formative assessments are carried out to ensure the children's needs are being met (see SEND policy) and children with SEND are included in formal assessments whenever this is appropriate.



## Equal Opportunities

We aim to ensure equal opportunities for children of all abilities, backgrounds, religions, gender and social groups to succeed at the highest level possible. We strive to remove any barriers to learning and work to eliminate variations in outcomes for different groups. Children in vulnerable groups are tracked and monitored to ensure that they achieve their potential.

We promote the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs. Resources and teaching strategies reflect and value the diversity of children's' experiences and provide children with a comprehensive understanding of people and communities beyond their immediate experience.

## Monitoring and Review

SMT:

- Maintain the school's assessment policy, and other assessment related policies in consultation with staff.
- Ensure assessment procedures are clear to all staff and are carried out in line with school policy.
- Analyse termly and end of year data to set targets for improvement and produce reports for colleagues, governors or external advisors.
- Ensure statutory tests are carried out according to published regulations.
- Monitor the performance of children and groups of children.
- Hold termly Pupil Progress meetings.
- Check DfE information bulletins and attend Barnet Assessment leader courses to stay updated with current practice and changing regulations and requirements
- Lead in-school training.
- Lead the moderation of assessments and are accountable for accuracy and consistency of assessment data submitted for tracking and reporting.
- Organise moderation opportunities for all school staff throughout the school year Key Stage Leaders, parallel teachers and also with teachers from our partnership schools.
- Scrutinise marking, feedback and planning and guide teachers in improvements during designated monitoring time.

Within the SMT, the Inclusion leader:

- Works with teachers to ensure effective assessment of children with SEND, the subsequent setting of targets, and most appropriate strategies to achieve good and better progress.

This policy should be read in conjunction with:

- Feedback & Marking Policy
- SEND and Inclusion Policy
- Teaching & Learning Policy

This policy will be reviewed in full by the curriculum committee on a yearly basis.



### Appendix 1 Brookland Infant and Nursery Assessment Calendar

**ALL  
STAFF**

**SMT**

Reception Baseline Assessments  
Baseline Formative Assessments  
EYFS: 7 Areas of Learning  
KS1: Reading, Writing, Maths

Performance Appraisal Target Setting

**Autumn 1**

Assessment Focus Week  
(prior to half term)  
Foundation subjects  
Let Your Child Explain  
My Reflection – Target setting  
'Data Drop' onto Routemap

**Autumn 2**

Reading, Writing, Maths Moderation  
Foundation subjects  
Parent/Teacher Consultations  
Let Your Child Explain  
My Reflection – Target review & setting

**Spring 1**

Assessment Focus Week  
(prior to half term)  
Foundation subjects  
Let Your Child Explain  
My Reflection– Target review & setting  
'Data Drop' onto Routemap

**Spring 2**

Pupil Progress Meetings  
Reading, Writing, Maths Moderation  
Foundation subjects  
Parent/Teacher Consultations  
Let Your Child Explain  
My Reflection– Target review & setting

**Summer 1**

Let Your Child Explain  
My Reflection– Target review & setting  
Foundation subjects

**Summer 2**

'Data Drop' onto RouteMap & analysis  
Pupil Progress Meetings  
Reading, Writing, Maths Moderation  
Foundation subjects  
Transition  
Performance Appraisal Reviews  
Let Your Child Explain  
My Reflection– Target review

On-going Formative Assessment through; Spotlighting (EYFS), Learning Stories (EYFS), Observation, Marking, Subject Assessment Sheets, Target Setting and Informal Discussions.

**Autumn Term**

National Data Analysis  
Whole School Data Analysis  
School Improvement Planning & Target Setting  
Present to Governors  
Performance Appraisal Target Setting  
Performance Appraisal Observations  
Work Monitoring  
Assessment Moderation  
Pupil Progress Meetings

**Spring Term**

Performance Appraisal Observations  
Work Monitoring  
Assessment Moderation  
Pupil Progress Meetings  
Whole School Data Analysis

**Summer Term**

National Test Data Analysis  
Whole School Data Analysis  
School Improvement Planning & Target Setting  
Performance Appraisal Target Reviews  
Performance Appraisal Observations  
Work Monitoring  
Pupil Progress Transition Meetings