



Assessment Policy

Rationale

At Market Weighton Infant School, we believe that in order for all our children to be successful learners, then assessment for learning must be at the heart of everything we do. 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 careful planned mix of both formative and summative assessment, together with an effective tracking system.

The Purpose of assessment

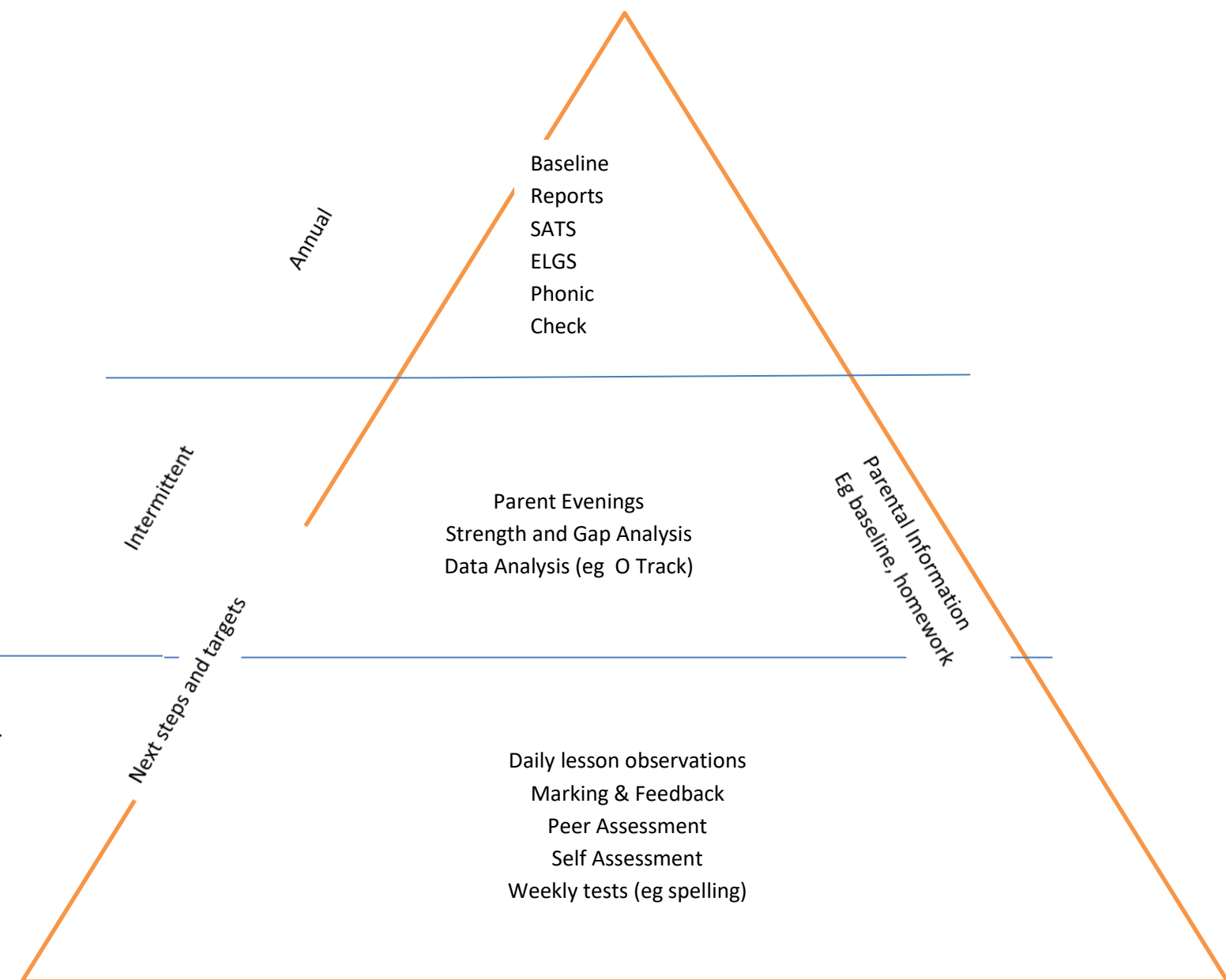
We assess so that:

- Teachers can assess what children know, understand and can apply to their work.
- Teachers can plan learning opportunities that reflect the needs of all children.
- We can identify children who are falling behind and therefore plan support to address their needs.
- We can identify children exceeding their age related expectations and therefore plan work to extend them further.
- We can provide parents with information about their child's learning.
- We can provide useful data for analysis, whole school planning and accountability.

Assessment Procedures

Teachers, teaching assistants and pupils are all actively involved in the assessment process and this information is shared regularly with parents, carers and governors.

Our procedures are outlined as follows:



Assessment in the Foundation Stage

Baseline

Staff use our own in-house Baseline system to record what children can do on entry to FS1 or FS2. Information is gathered from parents and nursery providers and used alongside classroom observations to help staff make early judgements relating to Development Matters. This is then recorded on O Track. From September 2020, the new national Reception Baseline Assessment will be used.

Early Learning Goals

At the end of FS2, children are assessed against the Early Learning Goals. Staff in Year 1 and Foundation Stage 2 moderate together to ensure agreement. Children are awarded a level of development either “emerging” if they have not yet reached the expected level, “expected” if they have reached the expected level or “exceeding” if they are above the expected level. The data is then recorded on SIMS. The results are shared with parents via the end of year report.

Assessment in Year One

Phonic Screening

The children in Year One sit a statutory phonic screening check in June. Pupils who do not achieve the required threshold at the end of Year 1 repeat the check at the end of Year 2. Parents are informed of their child's progress at the end of the year.

Assessment in Year Two

Year two children will be assessed against the end of key stage performance descriptors for the 2014 National Curriculum. They will sit some prescribed test papers which will help to inform teacher assessment. Evidence of each child's maths and English attainment is gathered in books and records during the year and is carefully assessed by teachers so that a level judgement can be reached. Parents are informed of results in the end of year report.

Gap and Strength Analysis

Class teachers analyse their termly assessment to produce data which shows the main strengths and weaknesses of their children. This enables them to decide on areas of focus so that these needs can be addressed. Children who are underperforming are discussed with a view to finding ways to support their learning in a manner that reflects their individual needs. Likewise, children that are exceeding are discussed and extension work put in place as appropriate.

Parents

Parents are invited to attend two formal consultations per year when progress, achievements and next steps will be discussed. They also have the opportunity to "meet the teacher" and view some elements of their child's learning, wall displays and examples of work on a more informal basis, once a year.

In addition, parents are informed of their child's progress through the end of year report which gives details about a child's achievements and attitude. Parents of children in EYFS are informed of their child's end of year level of development. Parents of children in Year 2 will be given their child's end of KS1 results.

Data

Here at Market Weighton Infant School, we use a secure web based data tracking tool called "O" Track to track children's progress. We record information on pupils' termly stage of development. In Foundation, this is linked to the Development Matters ages and stages. In Year One and Two, teachers assess children's progress towards the expected level of development for their year group.

Expected Progress:

Term	Y1	Y2
Autumn	B1	B2
Spring	D1	D1
Summer	S1	S1

B= Beginning to meet age related expectations

D=Developing well to meet the end of year expectation

S=Secure in all the age related expectations

We have developed some assessment criteria for maths and English which indicates what constitutes each level. This ensures consistency between the classes.

'O' Track also enables Senior Leaders and subject leaders to assess the data for specific groups of children. This helps to identify gaps in learning and helps to plan to meet the needs of target children eg summer-born boys

Formative Assessment

The vast majority of our assessment is formative and involves teachers giving regular feedback to pupils on their achievements and next steps. Marking and Feedback should be carried out in line with our Marking and Feedback Policy. This also details how pupils may be involved in self-assessment and peer assessment, depending on their age and stage of development.

Governors

Governors are made aware of the school's data and trends at governors meetings. The headteacher, senior leaders and subject leaders report on developments and progress in their areas, at least once per year. The headteacher provides information and data analysis termly. Governors have responsibility for meeting with their allocated subject leader to discuss aspects of assessment, often linked to the School Development Plan. They moderate together with the subject leader by looking at children's work, talking to the children or observing lessons.

Links to other policies

Marking & Feedback

English

Mathematics

Science

EYFS

Due for review: Summer 2026

Equality Analysis Impact

This policy was written with reference to and in consideration of the school's Equality Policy.

Does the policy have an adverse effect on employees, pupils or the wider community and therefore have a significant effect in terms of equality? **No**

Does the policy have an adverse effect upon a group with protected characteristics? (sex, race, religion or belief, disability, sexual orientation, gender reassignment, pregnancy or maternity, age) **No**

Any questions or concerns regarding this policy should be made to the headteacher.