KINGSFIELD FIRST SCHOOL
Assessment Policy 2025

The Assessment Policy in respect of Kingsfield First School has been discussed and adopted by the Local Advisory Board in May 2025
Chair of Board: *Mr C. Clulow*
Responsible *Headteacher – Mrs C Hodson*
Agreed and ratified by the Local Advisory Board on: 06.05.2025
To be reviewed: *May 2027*

Introduction

At Kingsfield First School, we are committed to creating a high quality learning environment which promotes independence, progress and ambition for all across all subjects and areas of the EYFS Development Matters and National Curriculum.

AIMS OF ASSESSMENT AT KINGSFIELD FIRST SCHOOL:

- To provide information to identify and support the next steps in learning and inform planning for improvement or progression.
- To track individual progress.
- To gather information about the attainment of individual children, groups and cohorts so that it can be used to inform target setting.
- To provide accurate information to share with parents, carers, specialist agencies (when appropriate) and at transition times.
- To analyse the performance of groups and cohorts of pupils to identify priorities for school development.

Assessment consists of two main areas:

ASSESSMENT FOR LEARNING

This is an integral part of the teaching and learning process at Kingsfield First School. It includes:

- **Formative assessment** - the information gained 'forms' or affects the next learning experience.
- **Diagnostic assessment** - finding out what attitudes, knowledge, understanding or skills are not properly learned or acquired and therefore preventing pupils from knowing and remembering more with automaticity.
- **Evaluative assessment -** informing the strategic planning and direction of the whole school curriculum design by evaluating the impact of planning, teaching and the curriculum on pupils' achievements.

ASSESSMENT OF LEARNING

- **Summative assessment -** systematic recording of information, which leads towards a summary of where the pupils have reached at a point in time. This is an essential tool for identifying what has been learned in terms of both attainment and achievement.

This includes all formal tests and examinations and enables teachers and senior managers to identify the needs of pupils, set realistic targets and identify trends.

OUR PRINCIPLES FOR THE USE OF ASSESSMENT

In order for any type of assessment to have an impact on learning, we feel it must be:

- Positive
- Manageable
- Useful and used
- Consistent
- Inclusive

Assessment must also engage the pupils in their own learning process and self-assessment is an essential part of this.

Therefore we aim to:

- Gain as full a picture as possible of the standards children are attaining and the progress they are making.
- Allow children to have the best opportunities to show what they know, understand and can do, in a familiar, supportive environment.
- Assess through observing and talking to children; presenting children with new challenges and consolidating old ones, so that they are made aware of individual progress and so that they can develop strategies to overcome weaknesses in their work.
- Ensure that planning is led by learning objectives and adapted for learning.
- Use assessment information to inform future planning.
- Plan assessment opportunities carefully across the curriculum and throughout the year.
- Ensure that standards are consistent between colleagues within the school and comparable in a wider context, through regular moderation with school and across the Children First Learning Partnership.
- Ensure pupils receive regular feedback to support their learning – this can take place via self-evaluation, verbal and written feedback within a lesson or during a planned feedback session.
- Gain evidence of learning from the process as well as the outcome.
- Inform parents and carers of their child's progress at key points in the year and more frequently, if appropriate.

STRATEGIES FOR ASSESSMENT

In order for assessment to play a more constructive role in the learning process and to genuinely promote lifelong learning, pupils need to be actively involved.

This will include:

- Sharing planned learning outcomes
- Sharing success criteria or 'steps to success'
- Self-marking/evaluation
- Planned and purposeful questioning
- Time provided for editing/improving work
- Peer assessment (eg: talk or response partners)
- 1:1 metacognitive discussions with pupils
- Sharing individual or group learning targets/goals

Marking and Feedback

Typically, feedback (both written and oral) has two main purposes:

1. To praise and motivate: positive feedback reinforces and supports good performance, increasing confidence and self-esteem, encouraging children to continue working at that standard.
2. To support improvement: feedback will identify specific learning needs and address how to improve. It supports learners in moving on from their current performance to meeting the desired learning outcomes.

Feedback:

- Is appropriate to the task and accessible for the pupils.
- Helps to identify misconceptions.
- Is focussed and prioritised.
- Is planned for and integral to teaching and learning.
- Takes place quickly so that pupils remember the context (either within the lesson or at the start of the next lesson).
- Is based upon a metacognitive style to allow pupils to 'learn to learn' and become resilient, self regulated and independent.

SELF AND PEER ASSESSMENT:

We believe peer and self assessment is fundamental to our assessment of and for learning. There is a whole host of different methods and strategies that can be used by the children to peer and self assess their work and progress. We are devising our own AfL peer and self assessment developmental continuum, which will bring some consistency and progression through the use of particular strategies and skills through the year groups**.**

Peer and Self Assessment Developmental Continuum

EYFS	Y1	Y2	Y3	Y4-6
To say what is good about their work and begin to recognise how they can improve their work	Chn to use some of the language associated with self assessment to discuss their work and improvements with a partner	Chn to use some of the language associated with AfL to verbally assess their partners work with increasing accuracy	Chn to become familiar with some forms of written peer assessment and use AfL language within their verbal and written feedback	Children to accurately peer assess work using a consistent format justifying their opinions using the correct vocabulary

Peer & Self-Assessment Formats



I assessed and discussed possible improvements with my partner



Year 1

Date:	My Name	Partner's name



We assessed and discussed our work giving each other feedback



Year 2

Date:	My Name	Partner's name



We assessed and discussed our work using AfL language

Year 3/4



	Stars 	Wishes 

Date:	My Name	Partner's name

SHARING ASSESSMENT INFORMATION

Reporting to Parents

Annual reports to parents will identify gains in skills, knowledge and understanding, together with an outline for the next steps in learning.

Reporting to Local Advisory Board Members

The Headteacher will report to the Local Advisory Board on standards and school improvement – including analysis of attainment and progress data - on a termly basis. Link governors with responsibilities Curriculum and Inclusion will also meet to explore progress, impact of resources and redeployment of resources as appropriate.

APPLICATION

This section details the various assessment methods and practices used at Kingsfield First School through which we ensure that children are making the appropriate progress and that the activities they take part in are suitably matched to their ability and their level of development. It is with a combination of formative and summative assessment, that an overall teacher assessment is made.

Formative Assessment

Formative Assessment is an integral, continuous and daily part of the teaching and learning process at Kingsfield First School. It informs all future planning and motivates and encourages the children as they take their next steps in learning. Teachers and subject leaders value the voice of the pupil. Much of it is done informally as part of each teacher's and each child's day-to-day work.

- They will observe pupils carefully, question purposefully and listen and use pupil responses in all lessons and the day to day life of the school to adapt teaching in the moment, lesson to lesson and unit to unit to ensure learning is secure and built upon in a sequential and progressive manner.
- Where appropriate, purposefully plan explicit retrieval opportunities will also be used to ensure pupils have secured component knowledge and are ready to move on and make links to previous learning.
- Setting clear intended learning outcomes – children knowing what they are being asked to learn and why.
- Providing progress checks using success criteria shared with the children.
- Live Feedback with clearly defined next steps (can be written or verbal).
- Providing assessment tasks to assess the way children recall with automaticity, apply and synthesise their knowledge and skills.

Practical hands on learning outcomes, behaviours, drama, performances, group work will also be captured on evidence me to support teacher assessment judgements. At Kingsfield First School we value talk, practical exploration and pupil responses as a method of ensuring all pupils can access our curriculum and demonstrate the gains they are making simply and effectively.

Summative Assessment – Years 1-4

Summative assessments are used to assess what a child can do at a particular time, and are used as one part of overall teacher assessment.

- Little Wandle Assessments- half termly- Nursery-end of Wandle Scheme (Year 1)
- Year 1: Phonics Screening Check (June) – to include Year 2 pupils who did not meet the standard in Year 1. (Year 1 teachers also use some age and stage appropriate standardised assessment materials to assess pupils' ability to meet end-of-year expectations.)
- Years 2, 3, and 4: end of unit White Rose assessment tests, times table tests, termly SPAG tests, Pearson reading assessments if required and where appropriate non-core quizzes and unit recall tests.
- End of Year 4 Multiplication Check.
- Diagnostic tests for targeted children, which could include pupils with Special Educational Needs or those with English as an additional language.
- Termly review of PLP Targets for pupils with SEND

Pupils' writing is assessed against Assessment Frameworks, which outline the curriculum expectations for each year group.

Assessment processes for EYFS are detailed within a separate section of this policy.

Progress

Progress at the end of each curriculum year: Years 1-4

Pupil attainment is measured against Age Related Expectations and progress measured against their individual starting points. At Kingsfield First School we break attainment milestones down into the 4 following measures:

Entering, Developing, Secure and Greater Depth within the year group national curriculum outcomes a child is part of.

Expected progress for our pupils is one point progress per term. For example moving from Entering in the Autumn term to developing by the spring term.

The National Curriculum learning objectives are used to assess key outcomes at the end of each curriculum year and assessment measures are based on these following descriptions: working at 'greater depth' within the expected standard (GDS); working at the age related expectations (ARE); working below age related expectation. (BARE)

Progress between terms: Years 1 – 4

Three times per academic year, teacher assessments are made, using the combination of formative and summative assessment, to decide how well a child has met the learning objectives for English and Maths during a given period of time.

Data Collection

The school uses Arbor as its data management system. Input of data takes place 3 times per year November, March and June. The data is anonymised and reported to Local Advisory Boards

Teacher assessment forms the basis of feedback at the formal parent consultations in the spring term and is reported to parents as part of the end of year formal written reports (July).

Internally, data analysis is fed back into the planning and teaching cycle and dialogue continues between all members of the teaching staff (including senior and middle leaders) and children to ensure that our assessment aims continue.

Meaningful and useful information about the pupils' achievement and progress transfers with the pupils as they move from class to class through a detailed and rigorous transition process.

Performance is analysed in terms of cohorts or groups of pupils, as well as analysis of the achievement and attainment of individuals.

Target Setting

We use pupil data to set individual progress targets for all pupils in school for reading, writing and maths. These are discussed and agreed with all staff.

Pupil progress meetings take place with all teachers on a termly basis to identify trends, focus pupils and celebrate the impact of curriculum provision to date. SEND Pupil progress meetings also take part termly in line with the PLP target setting cycle process to identify specific gains pupils have made and adjust practice, agency support and access to resources as appropriate.

At the end of the academic year, a final teacher assessment will be made and where there are any cases of children who have made less than expected progress, teachers will discuss intervention strategies applied together with any other relevant information, which will be carried forward to the next academic year.

Early Years Assessment

The children in EYFS are assessed against Development Matters. This is non-statutory guidance material that supports practitioners in implementing the statutory requirements of the EYFS, which are the Early Learning Goals (ELGs). The 17 different goals are divided into 7 areas of learning. These are grouped into Prime or Specific areas.

Prime Areas	**Specific Areas**
• Personal, Social and Emotional • Physical Development • Communication and Language	• Literacy • Mathematics • Understanding the World • Expressive Arts and Design

On-going formative assessment is at the heart of effective early years practice. This is done through practical assessment tasks, facilitation discussions and informal observations, made while working and interacting with the children.

Our EYFS Leaders have produced an in-depth progression document that breaks down the Development matters guidance into achievable milestones. This document further aids assessment and gives practitioners guidance and suggested activities to gain high quality evidence in all 7 areas of learning.

Baseline Assessment

Pupils complete the Reception Baseline Assessment (RBA) during the first half term of the academic year. The purpose of this is to provide an on-entry assessment of pupil attainment, which will then be used to judge how much progress a child makes during their time in primary school.

The assessment is not intended to provide diagnostic information about pupils' areas for development.

The assessment takes the form of 1:1 time with the teacher and during planned observations set out within the enabling environment facilitated by adults within the room.

Staff also enter baseline assessment data into use the Arbor data management system to track pupil progress

EYFS Profile

At the end of the Foundation year, children will be judged against each of the seventeen Early Learning Goals (ELGs). Staff will judge and moderate together as to whether a child is meeting the level of development expected.

They will be given a judgement of whether they have met the ELG (working at the expected standard) or are emerging in the ELG (working below or towards the expected standard).

The key foundation stage performance indicator is "A Good Level of Development". In order to achieve "A Good Level of Development", children have to meet the expected level in all of the Prime areas of learning, as well as in Literacy and Mathematics.

When assessing children against the ELGs, teachers should look at the whole description for each goal to determine whether this best fits their professional knowledge of the child. The ELGs are interconnected, meaning that children demonstrate attainment in more than one area of learning when engaging in a particular activity. Practitioners should consider the child's development across the areas of learning, and whether the levels of development in relation to each of the goals make sense when taken together.

The assessments are used to:

- Inform parents about their child's next steps and the characteristics of their learning.
- Help Year 1 teachers plan an effective, responsive and appropriate curriculum that will meet the needs of each child.

MONITORING AND EVALUATION

The headteacher will ensure this policy is implemented consistently throughout the school.

This policy will be evaluated and reviewed biennially. Any implications relating to issues for the whole school will be considered for inclusion in the school development plan.

May 2025

To be reviewed in May 2027 (or in response to national directives)

Date	Amendment	By Whom
24.04.25	End of KS1 (Year 2) teacher assessments (using standardised assessment tests to help inform judgements) - Reading Comprehension and Maths (June)- removed as not applicable	Headteacher