

Hartford Infant and Preschool



Assessment Policy October 2020

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Ethos

As a school we believe that good assessment is an integral part of the teaching and learning cycle. We believe that all pupils can succeed if taught and assessed effectively. At Hartford Infant and Preschool we aim for high quality teaching and learning, and the heart of this is effective assessment. We use three main forms of assessment: in school formative, in school summative and national summative.

Aims of assessment

At Hartford Infant and Preschool we aim to ensure that:

- assessment is an integral part of teaching, based on best practice, focusing on the curriculum and that it lies at the heart of promoting children's education.
- high quality, in depth teaching, is supported and informed by high quality formative assessment
- the school ethos promotes and emphasises the opportunity for all children to succeed if taught and assessed effectively.
- there is always a clear purpose for assessing and assessment is fit for its intended purpose.
- assessment is used to focus on monitoring and supporting children's progress, attainment and wider outcomes.
- assessment provides information which is clear, reliable, accurate and informs teaching and learning.
- assessment supports informative and productive conversations with pupils and parents
- children take responsibility for achievements and are encouraged to reflect on their own progress, understand their strengths and identify what they need to do to improve.
- we achieve effective formative and summative assessment without adding unnecessarily to teacher workload.
- assessment is inclusive of all abilities.
- teachers and leaders can effectively track pupil progress through summative assessments

The following policies should be read in conjunction with this policy:

- Marking and feedback
- Curriculum
- Teaching and learning

Forms of assessment

There are three main forms of assessment: in-school formative assessment (assessment for learning or AfL), in-school summative assessment and nationally standardised summative assessment. This policy will detail our approach to each in turn.

1. In-school formative assessment (AfL)

We believe high quality formative assessment is at the very heart of good teaching and learning. In light of this we prioritise time to focus on high quality, in depth teaching, supported by in-class formative assessment.

Day to day, In-School Formative Assessment is an integral part of teaching and learning. It helps children to measure their own strengths and areas for development. It allows teachers to understand pupil performance on a continuing basis, enabling them to identify when pupils are struggling, when they have consolidated learning and when they are ready to progress. In this way, it supports teachers to provide appropriate support or extension as necessary and informs progress. It enables teachers to evaluate teaching and learning and to then plan future lessons accordingly.

The purpose of day-to-day in-school formative assessment

For pupils: it helps to measure their knowledge and understanding against learning objectives and wider outcomes and to identify where they need to target their efforts to improve.

For parents: When effectively communicated by teachers, in-school formative assessments provide parents with a broad picture of where their children's strengths and weaknesses lie and what they need to do to improve. This reinforces the partnership between parents and schools in supporting children's education.

For teachers: to evaluate pupil's knowledge and understanding on a day-to-day basis and to tailor teaching accordingly. It enables teachers to i) identify learning needs; ii) provide information for teachers and pupils about where pupils are going, how close to it they are and what they need to do to get there; iii) identify when pupils are struggling, when they

have consolidated learning and when they are ready to progress. In this way, it supports teachers to provide appropriate support or extension as necessary. It also enables teachers to evaluate their own teaching of particular topics or concepts and to plan future lessons accordingly.

For school leaders: In-school formative assessment provides a level of assurance for school leaders. If school leaders are confident their staff are carrying out effective formative assessment, they can be assured that problems will be identified at the individual level and that every child will be appropriately supported to make progress and meet expectations.

Methods of formative assessment used at Hartford Infant and Preschool

At our school assessment for learning [AfL] takes many forms, including:

- i) Specific and targeted questioning
- ii) Rich question and answer sessions use throughout the lesson
- iii) Quick recap and reflection questions as the opening of a lesson (starter)
- iv) Opportunity to apply learning in every lesson. E.g. independent work, apply/plenary or mini plenaries
- v) Written marking (see marking and feedback policy) e.g. Traffic light stickers and sentence strips.
- vi) Instant and verbal feedback during lessons
- vii) Informal 'challenges' and/or quizzes
- viii) Observational assessment, including Tapestry/Seesaw observations and photographs (Teachers and TAs)
- ix) Talking partners, trios etc
- x) Self-reflection using traffic light stickers
- xi) Individual and guided reading records completed by TA/Teachers

Assessment of Reading:

At Hartford Infant and Preschool we use a range of evidence to support reading judgements and pupil progress. Weekly reading with teacher and TAs provides a wealth of evidence of reading and is recorded on a 'reading assessment grid' linking directly to EYFS/NC objectives. In English, reading evidence is collected through lessons and recorded in English books. This often includes Tapestry/Seesaw observations which are indicated in books using a learning intention sticker. In addition, in KS1 [from the Spring term of Year 1] children complete a reading task in specific reading exercise books which focusses on comprehension and written responses to reading questions.

In Year 2 [from Spring term], at the beginning of each term teacher's carry out a reading fluency assessment using a text from our HIPS Reading Fluency Booklet. Children are required to read a given passage. Teacher's make a note of how many words a child can read within one minute and monitor their progress. This is recorded on their 'reading assessment grid'. By the end of KS1 we aim for children to be reading 90 words per minute.

When a teacher has detailed and consistent evidence of a child reading fluently and confidently at a colour band, demonstrating a secure understanding of the phonics and CEWs required to read these, then professional judgement is used to move a child to the **next** colour band [prior to this a teacher would try the child on the next relevant colour band]. Children are encouraged to work steadily through book band colours to master their comprehension as well as word level reading and do not skip colours. Whilst fluency may drop slightly on a new book colour, the child should have the stage appropriate phonic knowledge to be able to decode and read new words at this level without being overly hesitant.

At HIPS Phonics assessments and CEW assessments are carried out regularly. In Reception and Year 1 assessments are carried out every 2-3 weeks. The children are assessed on what they have learnt that fortnight and previous learning. In Year 2 assessments takes place at the end of each half term [practise phonics screening or HIPS phonics assessment]. These assessments are carefully matched to the current learning which is specific to each year group and term. They are used for each class to track progress of phonics skills. These are completed across EYFS and KS1 by the class teacher. This information is also tracked using Insight, to ensure those children who are not making progress are quickly identified. For those children in Year 2 children who are not on track, particularly the lowest 20%, we assess at least half termly and provide early intervention [NTP 2023-24]. In addition, book band colours are recorded by the class teacher to track progress through reading book colours [see Appendix 1 for further information about book banding]. How and where this is recorded is determined by the class teacher.

All teachers and leaders regularly moderate and standardise reading judgements through collaborative moderation/data days each term. Colour bands are not used in isolation for determining a child's reading level, but can be used as one

piece of the picture along with CEW and phonic assessments, reading records, Tapestry/Seesaw observations and children's individual reading exercise books [KS1].

Use of Tapestry for assessment in EYFS

In EYFS Tapestry is used to group observations by the areas of Development Matters 2021. Filters are used to view aspects of the areas of learning when considering the development of each child. Previously flagged observations will link to the areas of concern screen to enable staff to provide feedback and review the children who may need more support and allow staff to tailor provision to enable every child to make progress.

2. In-school summative assessment

Purpose of in school summative assessment

For pupils: In-school summative assessment provides pupils with information about how well they have learned and understood a topic or course of work taught over a period. It should be used to provide feedback on how they can continue to improve.

For parents: In-school summative assessments can be reported to parents to inform them about the achievement, progress, and wider outcomes of their children across a period, often a term, half-year or year.

For teachers: In-school summative assessment enables teachers to evaluate both pupil learning at the end of an instructional unit or period (based on pupil-level outcomes) and the impact of their own teaching (based on class-level outcomes). Both these purposes help teachers to plan for subsequent teaching and learning.

For school leaders: In-school summative assessment enables school leaders to monitor the performance of pupil cohorts, to identify where interventions may be required and to work with teachers to ensure pupils are supported to achieve sufficient progress and expected attainment.

Methods of in-school summative assessment used at Hartford Infant School

- i) EYFS baseline assessment
- ii) Year 1 Phonics Screening check [and Year 2 re-check]
- iii) Year 2 SATs [option as of 2023-2024]
- iv) Short end of topic or unit challenges
- v) Reviews for pupils with SEND
- vi) Early Years Development Journal [SEND pupils]
- vii) Engagement model [SEND pupils]
- viii) PIVATS [SEND pupils]
- ix) Insight summative judgements
- x) EYFS Profile

Summative assessment of core subjects: Insight

In EYFS, Insight is used for summative assessments. Teachers use a wide range of evidence and formative assessments to inform an accurate termly judgement on Insight across all EYFS subjects. When making a judgement, children are assumed to be working at age related expectations (ARE) and 'on track' if all objectives taught that term have been met and children can consistently apply their knowledge and skills independently and over time (see HIS definition of Independence). If children are not on track, then additional intervention may be required, which will be carefully monitored by the class teacher. Development Matters (2021): Non-statutory curriculum guidance for the early years foundation stage is also used to assist staff with their judgements. For example, when entering baseline data staff may refer to Development matters 2021:

Development Matters (2021)	Insight
Birth to three	BLW
3 and 4 year olds	WTS
Children in Reception	ARE

When a child is working significantly below expected standards, or if additional intervention has not impacted on learning and outcomes, a child may be assessed using alternative documents (see Assessment of pupils with SEND). Insight is used to track progress and analyse data. Class teachers work collaboratively across EYFS and KS1 with SLT to

moderate, standardise and agree judgements before inputting data. At the end of EYFS, all of this evidence and data is used to make an end of key stage judgement in line with statutory guidelines.

In KS1, Insight is used for summative assessments at the end of each term. This includes, reading, writing, maths and science. Teachers use a wide range of evidence and formative assessments to inform accurate judgements in reading, writing, maths and science. Insight is used to track progress and analyse data. When making a judgement, children are assumed to be working at age related expectations (ARE) and 'on track' if all objectives taught that term have been met and children can consistently apply their knowledge and skills independently and over time (see HIPS definition of Independence). If children are not on track, then additional intervention may be required, which will be carefully monitored by the class teacher. When a child is working significantly below expected standards, or if additional intervention has not impacted on learning and outcomes, a child may be assessed using alternative documents (see Assessment of pupils with SEND).

At the end of KS1, all of this evidence and data is used to make an end of key stage judgement. Class teachers work collaboratively across KS1 with SLT to moderate, standardise and agree judgements before inputting data.

Summative assessment of foundation subjects

In EYFS, Insight is used for summative assessment of all subjects, see above.

At the end of a PE, RE and PSHE unit, teachers assess using our HIPS assessment grids. NC objectives covered within the unit are evident and teachers identify if a child has achieved the NC objectives intended. Children are assessed as being either at the expected level or not at the expected level, similarly to science, based on their achievement of the intended learning outcomes using a RAG rated system to track progress across the year.

For enquiry work (includes history, geography, art and design, design technology, music and computing), children are assessed using our enquiry organisers. Teachers use a range of evidence across the half term to ascertain if a child has met the expected standard or not met the standard. This is recorded on our enquiry organisers and shared with subject leaders and new teachers. These are saved on sharepoint each term for all staff to access. As each subject is revisited, teachers ensure that misconceptions and gaps are addressed for an individual child or group of pupils before moving learning on.

3. Nationally standardised summative assessment

Nationally standardised assessments will be used to provide information on how children are performing in comparison to children nationally and locally. They will provide parents with information on how the school is performing in comparison to schools nationally. Teachers will have a clear understanding of national expectations and assess their own performance in the broader national context. Nationally standardised summative assessment enables the school leadership team to benchmark the school's performance against other schools locally and nationally and make judgements about the school's effectiveness. The government and OFSTED will also make use of nationally standardised summative assessment to provide a starting point for Ofsted's discussions, when making judgements about the school's performance.

A range of 'Nationally standardised summative assessments' will be used:

- Baseline Assessment in Year R (school version)
- The Phonics Screening Check in Year 1 (and retake in Year 2)

Assessment of pupils with SEND:
















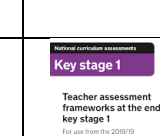
For those children working significantly below EYFS/National Curriculum levels, alternative or additional assessments may be used.

In **Early Years**, progress and attainment is tracked using the **Early Years Development Journal** (PDJ). This is used by practitioners, in dialogue and collaboration with parents, to establish the child's level of need and to monitor their progress. The Early Years Development Journal is used to assess typical patterns of child development under four Areas of Development: **Personal, Social and Emotional Development, Communication and Language, Thinking and Physical Development**. For some children, Self-Care may also be assessed if appropriate, following discussion with parents. For each of the 14 development steps within these areas, children are assessed as **Emerging, Developing or Achieved**. At the end of EYFS, all children are assessed against the **Early Learning Goals** (ELG).

In Year 1, children will continue to be assessed using the **Early Years Development Journal (PDJ)**, if used in Reception, for a transitional period in the autumn term. This is based on a professional dialogue and teacher knowledge. However, a teacher may feel that the **Early Years Development Journal (PDJ)** is no longer required and that a child is ready to begin the Year 1 curriculum. Those children that remain on PDJ will do for the autumn term then tracking will transfer to KS1 agreed assessment documents.

In KS1, for those children working significantly below National Curriculum expectations and not engaged in subject specific study, **The Engagement Model** is used [see Appendix 2 for a description]. This replaces PIVATS 1-4 previously used. Whilst data is not required to be submitted to the department for Education (DfE), it is a statutory requirement to report which primary aged pupils are being assessed using the Engagement Model. In addition, pupils are assessed using **PIVATS** (P5e-8a) and progress is carefully tracked using the PIVATS Milestones and Performance Indicators. It is important to note that teacher judgement is also used alongside PIVATS

Documents to assess children used at HIPS:

	Pre school	Reception	End of EYFS	Year 1	Year 2	End of KS1
Child working significantly below and not engaged in subject specific study						
BEL/SEND child				 P5-8 Use PDJ Autumn & PIVATS from Spring	 P5-8	
WTS/EXS/GDS						

These documents are reviewed each term as part of our pupil progress meetings. The following colours are used to indicate which term evidence has been seen and gathered, the date and cohort (Reception, Year 1 or Year 2 is also noted):

Autumn: **Blue**
Spring: **Yellow**
Summer: **Orange**

For all pupils in EYFS and KS1 with SEND, data is also tracked using **INSIGHT**. The **Boxall Profile** is used across all Key Stages as a formative tool to measure the social, emotional, mental health (SEMH) and wellbeing of children. In addition, progress and attainment is also tracked using a **Case Study** for some pupils with significant SEND.

Reporting to parents

Children's attainment and progress is regularly discussed at Parent Consultation Meetings each term. These meetings include sharing of targets and how parents can support at home. Teachers are also available for informal consultations throughout the year if parents wish to discuss their child's learning at other points.

At HIPS, we also report progress and attainment to parents in the form of an end of year written report. Key assessment data is also included in these reports.

What is independent?

At Hartford Infant School, independence is defined as; ***the child making a choice and consistently applying what they know, in a variety of contexts and over a period of time*** (updated PLM 30.1.18).

When making summative judgements, all staff will apply this definition of independent to ensure accurate and consistent judgements are made across all year groups. In addition, all staff will consider attitudes to learning before making a judgement and any 'borderline' children will be discussed at whole staff meetings (agreed PLM 30.1.18).

Standardisation and Moderation

At HIPS **standardisation** is defined as: a collaborative process by which teachers consider work produced by their own pupils and, using pre-determined criteria, reach a common agreement on standards as being typical of work at a particular level. This agreed application of standards is then used when assessing children's work.

At HIPS **moderation** is defined as: the process of teachers sharing their expectations and understanding of standards with each other in order to improve the consistency of their decisions about children's learning and achievement.

Moderation at HIPS includes a professional dialogue with the class teacher using books and other evidence to support judgements. This takes place each term within year group teams. Teachers moderate and standardise when inputting data into Insight alongside SLT. This is to ensure accurate judgements are being made consistently across year groups. In addition, regular moderation of reading, writing and maths is completed across the school through staff PLMs and evidence is collected by subject leaders. Rigorous moderation also takes place internally in the summer term before data is submitted.

External moderation also takes place regularly within our own setting and also across the CAM Trust early years and KS1 settings. A statutory EYFS moderation meeting is held internally in the Summer term with our EYFS team and SLT, ready to make judgements against the 17 ELGs.

Pupil progress Meetings

Pupil Progress meetings take place throughout the year with class teachers, team leaders and the Head teacher as part of our data days. Insight is used to inform these meetings and evidence of discussions is recorded.

Autumn 1 September/October	Data review Are SEND children on right documentation? What are target groups for the Aut term?
Autumn 2 December	Aut 1 to Aut 2 progress and are children on track for targets? Refer to end of EYFS
Spring 2 March/April	Progress from Aut 1 to Spring 2 and are children on track for target? Refer to end of EYFS
Summer 1 May (as required)	Are children on track to meet target? Who is on cusp? Where are gaps? Intervention.
Summer 2 June	End of year data, transition and SDP priorities for next year

Monitoring

The Assessment Leader is responsible for updating this policy in line with any new developments in the school and new government guidance. All staff are expected to follow the policy and the Leadership Team, following ongoing regular reviews of classroom practice, will be responsible for ensuring the effectiveness of practice across the school, reporting regularly to the Governing Body.

Written: October 2017, updated September 2019, September 2020; July 2021; August 2023; January 2024

Appendix 1

Hartford Infant and Preschool Book Banding Progression

Book banding

At Hartford Infant and Preschool our children have access to a range of “book banded” appropriate texts to support their reading. From pink through to turquoise band we predominantly use Dandelion Launchers/Phonic books which run alongside or slightly behind the children’s phonics learning. Colour bands beyond this are not all phonically controlled as we feel that by this stage the children have a wide range of skills to draw upon in addition to their phonics. In addition to Dandelion Launchers/Readers some of our other books are from Oxford Reading Tree and Bug Club. We also provide our “free readers” with high quality chapter books from a range of authors e.g. Roald Dahl.

Bug Club

In addition to the colour coded library books sent home in bookbags our children also have access to the online platform Bug Club. This uses the same book banding system and is carefully matched to the children’s current phonics and reading stage. Children will have the same colour book in their bookbag and on Bug Club.

Colour bands and year groups

The chart below gives an indication of the range of book bands at which most children will be reading as they progress through Hartford Infant and Preschool. The chart shows the progress of an ‘average’ band of children but no individual child is ‘average’, so no child makes smooth progress precisely in this way. Children tend to learn in fits and starts – periods of growth followed by periods of consolidation when their progress seems to halt for a while.

Key Stage	Book Band/ Colour		Year group			Phonics Assessment
EYFS and Key Stage 1	Dandelion Launchers/Phonic books	Lilac	YR			-
		Pink	YR			Reception Autumn
		Red	YR	Y1		Reception Spring
		Yellow	YR	Y1		Reception Summer/ Year 1 Autumn
		Blue		Y1		Year 1 Autumn
		Green		Y1		Year 1 Spring
		Orange		Y1	Y2	Year 1 Spring/Summer
		Turquoise		Y1	Y2	Year 1 Summer
		Purple			Y2	Year 2 Autumn
		Gold			Y2	Year 2 Spring
		White			Y2	Year 2 Summer
		Lime			Y2	
Key Stage 2		Brown				
		Grey				
			Free readers			

Phonics assessment

The phonics assessment is a **guide** and may differ according to individual children.

What is The Engagement Model?

"The engagement model is an assessment tool to help schools support pupils who are working below the level of the national curriculum and not engaged in subject-specific study."

The engagement model must be used for pupils at KS1 and KS2 who are working below the standard of the national curriculum assessments and not engaged in subject-specific study."

The Engagement Model Guidance from Standards and Testing Agency

What is the Engagement Model?

The engagement model is a form of assessment for pupils who are working below the standard of the national curriculum assessments. It is an assessment system that can be used with pupils who are not engaged in subject-specific study in both KS1 and KS2.

The engagement model replaces P Scales 1 – 4 but should be used alongside the assessment systems already in place within schools.

In order to develop opportunities for pupils to consolidate and maintain their knowledge, skills and concepts, as well as to help identify and celebrate pupil progress in both a linear and lateral way, the engagement model has been divided into five main areas:



What are schools required to do?

Teachers and SENCos **must** use the engagement model to assess pupils who are working below the standard of national curriculum assessments and who are not engaged in subject-specific study at the end of KS1 and KS2. This can be used alongside other forms of assessment the school already use.

Leaders **must** report the names of all pupils, both in KS1 and KS2, who are being assessed using the engagement model to the Department for Education (DfE).

Schools are **not required** to submit any other data to the DfE about the progress of these pupils or specific assessment levels.

Teachers **must** ensure they report evidence for all pupils' achievements and progress as part of their end of year academic report, which schools must provide to parents, as stated in the SEND Code of Practice.

The guidance stresses that the engagement model **does not and should not** replace existing planning, assessment and recording systems within schools - it is within a school's autonomy to decide how it is implemented. This could be used in conjunction with existing systems within a school, helping to add value and provide a flexible, holistic assessment of pupils.



Engagement Model Adult Guidance Complete Pack



Engagement Model Adult Guidance PowerPoint

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