



Inspire Learning, Ignite Curiosity

Marlow C of E Infant School Assessment Policy 2025

Then God said, “Let us make humankind in our image, in our likeness”

Genesis 1:26

Rationale

At Marlow Church of England Infant School our curriculum aim is to inspire learning and ignite curiosity, within a welcoming Christian and spiritual community.

This bible verse above underpins our Christian vision. It tells us that every individual is created in God's image and so this leads us to conclude that everyone is precious and valuable. As a result of this we focus on treating everybody with respect and dignity because we acknowledge their God given value and unique identity.

To help us achieve our vision we concentrate on:

- Embracing the uniqueness of everybody and being inclusive of all
- Empowering all to be enthusiastic learners
- Ensuring that every child feels nurtured, supported and safe
Enriching learning through progressive teaching methods and technology
- Being responsible to and for society
- Being good citizens of the planet
- Embodying a Christian and spiritual community
- Being guided by our values of respect, kindness, perseverance, forgiveness, thankfulness and service

As a school we support the rights of children and these rights are encompassed in UN Convention of the Rights of the Child. This policy focuses on helping to realise Article 28 *All children have the right to a quality education.*

At Marlow C of E Infant school assessment is at the heart of our teaching and learning. When careful and thorough assessment of individuals is used to plan effectively and inform all teaching and learning, it raises standards. Our school assessment activities aim to ensure that pupils are able to make excellent progress in their learning.

Policy Aims

This policy aims to:

- outline the principles and purposes of assessment practice at Marlow C of E Infant School and
- to set standards and expectations across our school community to ensure consistency and understanding in both the practice and purpose of assessment to ultimately improve teaching and learning.

Assessment in each curriculum area helps us to recognise the individual strengths of each pupil and any gaps in their learning. It is our aim to develop pupils so that they understand that dedication and hard work, coupled with knowledge of their next steps, will help them to be successful in their learning.

We are therefore committed to:

- Having high expectations for every child (whatever their starting point)
- Raising the attainment of each child in every aspect of learning
- Regular, careful monitoring of each child's performance (with interventions used when progress is slow)

- Providing equality and diversity by ensuring that the needs of particular groups of children are addressed
- Regular analysis of progress trends to ensure that no 'group' underachieves
- Particular focus on the progress of underachieving children, pupils with English as an Additional Language and pupils with Special Educational Needs and those in receipt of Pupil Premium
- Celebrating all forms of effort and achievement in and outside school
- Treating each child as an individual

1. Principles and aims of assessment

In our school the main aims and principles of assessment are to:

a) Enhance the learning of pupils by:

- Establishing what each child knows, understands and can do (indicating their capability to inform target setting as well as levels of support and intervention)
- Identifying the next steps for each child to ensure that all teaching and learning experiences stretch/ challenge the individual
- Enabling the pupils to understand how well they are doing in their learning and what they need to do to improve their work by involving the pupil in the assessment of their learning through:
 - The use of learning objectives and outcomes that are shared with the pupils
 - The use of success criteria (steps to success) which support pupils to achieve the learning objective
 - Pupils self and peer assessing against the success criteria and learning objective
 - Use of next steps through verbal and written feedback
- Allowing teaching teams to effectively plan learning that meets the needs of each pupil

b) Aid teachers in evaluating their teaching by:

- Forming an integral part of teaching, based on best practice, and focusing on the curriculum
- Indicating strengths and areas for development within the taught curriculum for the class/year group
- Indicating the next steps in the teaching of the curriculum.
- Indicating strengths and areas for development in teachers' individual teaching styles and choice of strategies

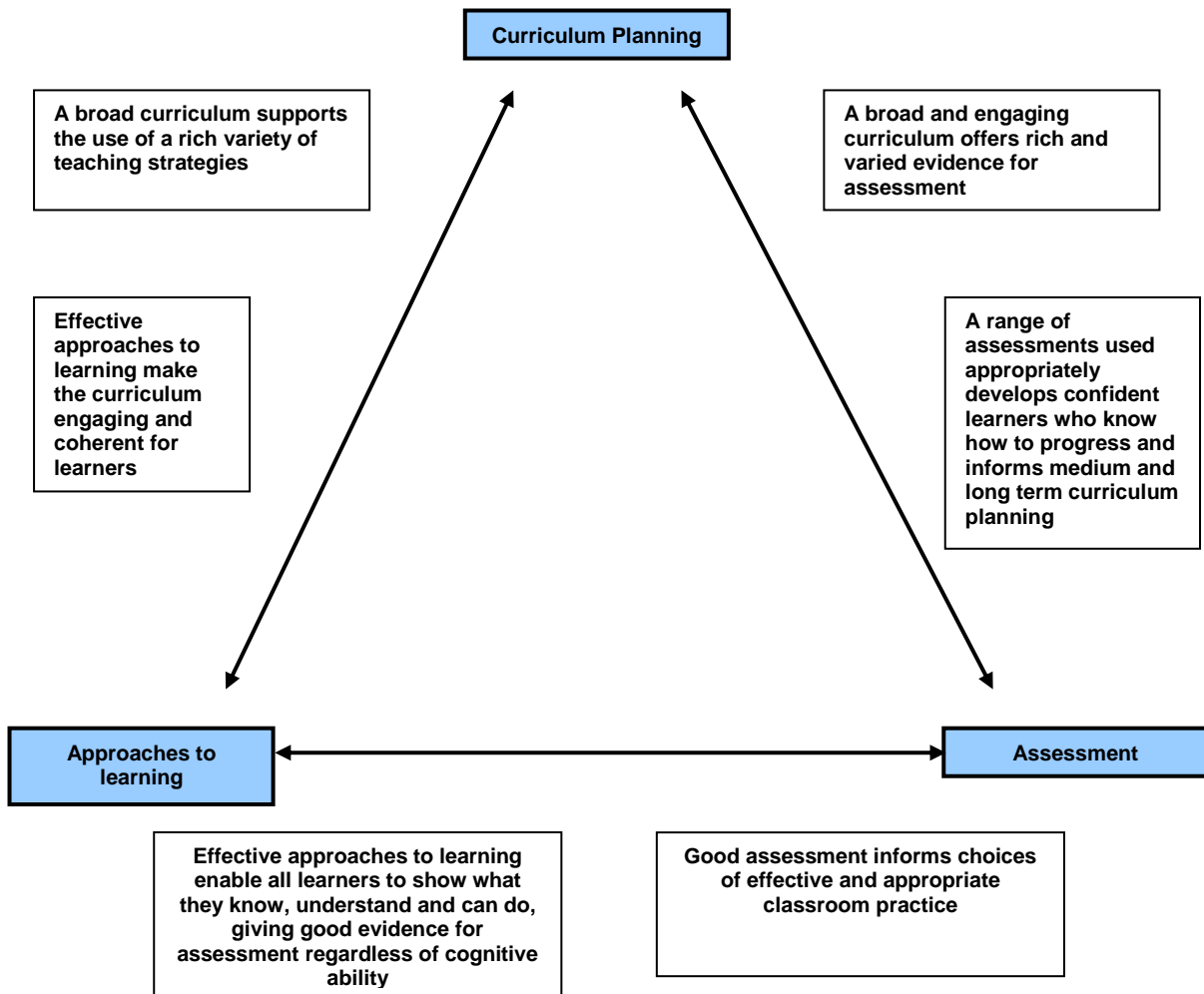
c) Provide information by:

- Tracking the attainment and progress of individual pupils, groups and cohorts of pupils and this then informs future planning (for the individual, group, class, year group or whole school).
- Providing the child's next teacher with information that will ensure smooth transition, promoting continuity and progression across the school.
- Providing the Leadership Team with information which allows them to monitor and make judgements about the effectiveness of the school; identifying strengths and weaknesses in the curriculum and utilising this information to inform school improvement planning
- Providing Key Stage Leaders with information which allows them to monitor and make judgements about the effectiveness of practice within their key stage
- Providing subject leaders with information, enabling them to monitor and make judgements about the effectiveness of practice within their subject area.
- Providing governors with information about whole school performance to aid their monitoring and evaluation of the school's effectiveness.
- Providing regular, clear and focused information to parents about their child's progress, allowing them to more effectively support their child's learning, thereby enhancing the partnership between home and school.
- Assisting transition and transfer to the next school and key stage through the provision of clear information
- Providing clear data when referring a child for support to an outside agency and when giving information to agencies for other purposes.
- Providing clear, unambiguous information for a range of purposes, including inspection, to the Local Authority, the Oxford Diocese, OFSTED and DfE

2. Assessment, Planning and Learning

Assessment is not a stand-alone activity. It is closely linked to planning and approaches to learning, as shown in the diagram.

WHAT ARE WE TRYING TO ACHIEVE? HOW DO WE MEASURE SUCCESS?



Links between Curriculum Planning and Teacher Assessment

The success of the learning process is measured by regular and ongoing assessment. Provision for assessment is built into planning, and adjustments to plans are made as a result of assessment. This is a continuous cycle.

a) Long term planning (overview):

- Provides an overview of the school's knowledge-engaged curriculum which ensures coverage of all the statutory requirements as well as reflecting the school's strategic and Christian vision:
 1. The Reception planning is based on the Early Years Foundation Stage Statutory Framework and the non-statutory curriculum guidance Development Matters
 2. Key Stage 1 planning is based on the National Curriculum 2014.
- Ensures continuity and progression within each subject throughout Key Stage 1
- Reflects the school's targets and the analysis of whole school data
- Provides a framework to support medium term planning
- Details the topics to be covered each half term (these are then broken down into Medium Term plans).

b) Medium term planning:

- Is built up in half termly units. Recognises cross-curricular links with an emphasis on key skills and knowledge building.
- Specific medium-term plans are then written for mathematics, English, RE and topic (including Science). These plans identify learning objectives, the achievement of which will ensure that learners make the necessary progress towards their end of year and end of key stage targets.

- Provides a framework to support short term planning by including learning activities, resources and activities

c) Short term planning

- Is adjusted in the light of on-going assessment
- Shows learning objectives, learning outcomes and planned assessment activities developed from the medium-term plans
- Expresses the learning objectives in ways that can be shared meaningfully with learners allowing success criteria to be developed with the children
- Shows planned opportunities for pupils to self and peer assess against the success criteria
- Shows personalised tasks for different groups of learners/individuals which have different levels of challenge
- Provides opportunities for learners to engage in their own learning, including independent learning for SEN pupils
- Indicates the deployment of support staff and their role in assessment
- Includes assessment opportunities
- Includes key questions and key vocabulary to be taught to pupils
- Includes space for the evaluation of outcomes (important assessment evidence particularly for foundation subjects)

3. Aspects of Assessment

We use 3 areas of assessment in our school:

a) Day to Day (Formative)

Day-to-day formative assessment is an essential aspect of effective teaching. It involves the teacher focusing on how learning is progressing during the lesson, determining where improvements can be made and identifying the next steps.

Key to this area of assessment:

- Learning objectives are explicit in planning and shared clearly with children in age appropriate language.
- Success criteria are planned and developed with children where appropriate (or by the children themselves)
- Peer assessment and self-assessment techniques are in use.
- Children are engaged in their learning and are given regular and meaningful feedback (on their progress during the lesson)
- Pupils' work is marked in accordance with the school marking policy.
- Achievement of objectives is recorded for each child to show learning within a lesson and as these assessments are recorded on Learning Ladders the accumulation of this shows progress over time

Strategies for day to day assessment:

- Questioning is used:
 - To assess starting points for the children's learning so that learning and teaching activities can be adapted to meet children's needs (providing appropriate challenge/ stretch)
 - To develop children's understanding of what they are learning and why
 - With thinking time and talk partners to ensure every child is engaged in answering questions.
- Observation is used:
 - To watch children and listen to their responses in order to assess their learning as it is happening
 - Of particular children and is carefully planned in order to provide better support for their learning within the lesson
- Talking with children.
- Analysis of their responses during the lesson and their recorded learning
- Checking their understanding
- Engaging children in reviewing progress through a range of self- assessment activities

Recording day to day assessments:

- All year groups
 - assessments are recorded by teachers on the relevant rungs on the Learning Ladders website.
 - annotations, for example, on class grids form an immediate way to record assessments using for example, the symbols from the school feedback policy against a relevant learning objective.
- In Reception,
 - quality interactions with children form the basis of teacher's assessments of the children's progress towards achieving the Early Learning Goals.
 - teachers use a progress tracker to determine whether a child is on track to meet the Early Learning Goals at the end of each term and these judgements are recorded on Learning Ladders at the end of each term.
- In Key Stage 1
 - Teachers record assessments against learning objectives (rungs of each ladder)
 - There are 4 assessment points on each rung which are marked off over time
 - The assessment points are used to record the following for core subjects
 1. Learning introduced and the pupil showed understanding
 2. Learning has been achieved with support
 3. Mastered (learning is demonstrated independently and consistently)
 4. Greater Depth (learning is demonstrated in other contexts and without support)
 - The assessment points are used to record the following for non-core subjects, science & religious education
 1. For knowledge acquisition, marked off after teacher unit of work
 - 1-3 Mastered (learning is demonstrated independently and consistently)
 - 4 Greater Depth (learning is demonstrated in other contexts and without support)
 2. For skills that are learned over a series of units of work
 1. Learning introduced and the pupil showed understanding
 2. Learning has been achieved with support
 3. Mastered (learning is demonstrated independently and consistently)
 4. Greater Depth (learning is demonstrated in other contexts and without support)

We believe that all children in Key Stage 1 should achieve mastery in the curriculum objectives we have designed for our school

Mastery Learning

'Mastery learning is a specific approach in which learning is broken down into discrete units and presented in logical order. Pupils are required to demonstrate mastery of the learning from each unit before being allowed to move onto the next, with the assumption that all pupils will achieve this level of mastery if they are appropriately supported. Some may take longer and need more help, but all will get there in the end' (Commission on Assessment Without Levels, 2015).

Formative assessment is used to show what pupils have learned well and what they still need to work on, and identifies specific 'corrective' activities to help them do this. After undertaking these corrective activities (or alternative enrichment or extension activities for those who have already achieved mastery), formative assessments are used to evaluate further progress.

Greater Depth Learning

Once teachers are satisfied, through their assessments, that children have mastered the curriculum, they will be given opportunities to explore curriculum objectives at a greater depth and breadth.

b) In-school summative assessment

This gives a broader view of progress across a subject/topic for the teacher and learner. These summative assessments are used to monitor and support pupil performance. They are either half termly or termly depending on the topic.

In-school summative assessment:

- Provides information to support learning and teaching
- Provides judgments about a pupil's attainment based on a range of evidence in relation to age related expectations
- Shows what pupils can do without support
- Provides information to track progress and measure past performance
- Informs curricular planning
- Informs the target setting process
- Provides clear information to evaluate learning and teaching

Examples of in-school summative assessments used are:

- End of topic observations, evaluations or tests
- Mathematical or science investigations
- Problem solving or reasoning lessons
- Assessed writing (half termly independent tasks)
- SEN reviews
- Salford reading test
- Previous statutory assessment papers in reading before moving onto white and brown colour bands
- End of Key Stage non-statutory assessment tests to support and inform the end of Key Stage Teacher Assessments in reading and maths.

c) Nationally standardised summative assessment

Nationally standardised assessments are used to provide information on how pupils are performing in comparison to others nationally. These assessments help teachers understand national expectations and assess their own performance in the broader national context. The Senior Leadership team and the governors use the outcomes from these assessments to benchmark the school's performance and make judgements about the school's effectiveness.

National standardised summative assessments relevant to our school are:

- Early Years Foundation Stage Profile
- Phonics Screening Test in Year 1

4. Ensuring Accuracy and Consistency of Teacher Assessment

Our moderation process:

- Ensures that discussions are held between teachers to decide what constitutes evidence of attainment against national curriculum objectives and in relation to age related expectations
- Uses national exemplification materials to assist this process
- Involves the staff team taking part in Year group and KS moderation at least once a term.
- In addition to internal moderation teachers are involved in moderation with liaison group schools once a term.
- Reception and Year 2 teachers take part in LA moderation of assessments to support them in securing judgements and to ensure that there is consistency in assessment.
- Internal moderation of assessment is recorded in a whole school Assessment Portfolio (see section on Portfolio of evidence).

5. Records, Evidence and Tracking

Not everything that is assessed is formally recorded. However, it is important that recording of achievement is based on a wide range of evidence from:

- Listening
- Observing
- Photographic evidence

- Questioning
- Selecting examples of children's work
- Written feedback
- Specific tests and tasks

Manageable records are kept:

- To record children's achievements, check progress and ensure that the curriculum guarantees continuity and progression
- To provide teachers with information which enables plans, allocation of resources and teaching methods to be evaluated and modified where appropriate
- To provide transition information when children move
- To provide feedback to children about their strengths and areas for development so they understand how they can improve
- To provide evidence for discussions about attainment and achievement
- To provide information for school self-evaluation and discussions with governors/ LA and others about the performance of groups of pupils and specific cohorts

In our school the following records are used:

- Group reading records
- Records of attainment at entry and at the end of the Early Years Foundation Stage
- Records of attainment in end of Key Stage tests
- Tracking sheets
- Learning Ladders online assessment recording tool

Tracking pupil progress

We track learners' progress so we can monitor that all children are making progress from their starting points. This enables us to celebrate achievement and intervene to support and challenge when necessary. At the beginning of each school year, start of year judgements are confirmed and targets set for each pupil in the core subjects, based on their starting points and ensuring that high expectations and pupils' individual needs are taken into account.

- We hold 3 pupil progress meetings per year so that teachers are accountable for the progress of their children. This enables underachievement to be picked up and dealt with quickly.
- Before each progress meeting, children's progress and achievements are analysed and teacher judgements are made with regard to their attainment compared to the expectations for the time of year. These judgements are coded as:
 - WT – working towards the expected standard for the time of year
 - WA – working at the expected standard for the time of year
 - GD – working at greater depth within the curriculum for the time of year
- We use Learning Ladders to record when pupils have achieved objectives from the national curriculum. This allows us to track progress towards achieving age-related expectations
- Consistent use of teacher assessment, informed by other assessments throughout the school helps to establish and track progress towards targets
- Tracking shows progress from Reception entry to end of Year 2 which makes it easier to:
 - View progress over time
 - Ensure that targets are informed by the child's current attainment and past progress
 - Monitor progress towards targets

6. Reporting

Reporting to Parents

Parent consultation meetings in the autumn and spring terms are used to inform parents on how well their child is progressing towards meeting age related expectations for the end of each year.

At the parent consultations, teacher's share the progress children are making towards achieving the end of year expected standard. A written summary of their current position using the abbreviations in section 5. Tracking pupil progress This summary also includes next steps for progress.

At the end of Year 2 pupils are assessed using the national standardised tests. These tests are used to inform teacher assessments which report to the DfE and parents whether a pupil is:

For reading, writing and mathematics:

- Working towards the expected standard
- Working at the expected standard
- Working at greater depth within the expected standard

For Science pupils are reported as:

- Working at the expected standard

Teachers use the 'Teacher Assessment Frameworks' to make judgements regarding the children's achievement against the age related expectations or standard.

Reports must meet statutory requirements. These are outlined annually in the KS1 ['Assessment and Reporting Arrangements'](#) and in the [Early Years Foundation Stage profile handbook](#) for Reception

Reporting to Governors

The Head Teacher's Report to Governors (termly)

Pupils

Through our formative assessment strategies pupils get instant feedback on a daily basis.

Our next step marking informs pupils of what they have done well and what they need to do to improve. Pupils are actively encouraged to respond to teacher's comments, questions and commands in their marking.

7. Transfer and Transition

Our systems and procedures are to ensure that there is timely transfer of assessment information between teachers within the school and between schools. When a child leaves we fulfil the statutory requirements to send information to the receiving school within 15 days using the electronic common transfer form (CTF); we also send on the child's educational record as legally required. If a child arrives at the school without records, we take steps to chase up the information. We also work hard to support learners in making successful transition from class to class within this school, and share information with the Pupil Referral Unit for children who are dually registered.

Therefore, we ensure that teachers:

- Have opportunities to talk through the records together before children transfer
- Have a clear understanding of colleagues judgements based on secure moderation procedures
- Share information about children's progress as they move from one class to the next in order to support continuity of learning
- Make good use of information received at cohort, class and subject level
- Support vulnerable learners in moving to an unfamiliar context

Our systems include:

- Having clear milestones for and expectations for each year group across the school in all subjects
- The transfer of EYFS Characteristics of Learning to Year 1
- Reading assessment grids
- Phonic levels and groups
- Summary of outcomes for the end of KS1
- Tracking records in year (all subjects Core & Non-core)
- Tracking across Key Stage 1
- Transfer Summary Sheet (completed at the end of the Summer term for each child)
- Reading folders
- Phonics tracking
- Handwriting tracking

8. Monitoring

The assessment leader is responsible for updating this policy in line with any new developments in the school and government guidance.

For assessment in a subject the key monitoring questions are:

- How well do children make progress relative to their starting points?
- How well do specific groups of children make progress relative to their starting points?
- Is lesson planning linked to current assessments of children's prior learning and is it differentiated so that it consolidates, builds upon and extends learning for all children?
- Do teachers and adults ensure that children know how well they are doing and provide clear detailed steps for improvement?
- Is effective questioning used to gauge children's understanding and reshape explanations and tasks where this is needed?
- Do teachers and adults assess children's progress accurately and are they alert to children's lack of understanding during the lesson so that they can move swiftly to put it right?

The following processes provide evidence for monitoring:

- Monitoring of planning and teachers' evaluations of planning
- Evaluation of children's work and marking combined with the monitoring of planning
- Observation of teaching (which may have a specific focus e.g. differentiation)
- Discussion with learners (focus groups)

Date reviewed: January 2025

Review Date: January 2026