



Planning, Assessment and Data Analysis Policy

Revised July 2024

Next review due: September 2025

Our Vision

"Together we Sparkle and Shine" is the vision for our school and this principle underpins all the work of the school.

We aim to create an outstanding, caring school community where everyone is valued and developed to their full potential as individuals, learners and as members of communities where they will play a part now and in their future lives.

Our Values

These are the following key values that underpin all the work of the school;

- Kindness
- Respect
- Honesty

1. Introduction

In 2014, the Department for Education took the decision to remove the National Curriculum assessment levels as the principal way in which schools were held to account for children's outcomes and for how schools might choose to describe progress and attainment over time. Alongside the introduction of the new National Curriculum in 2014, schools were given the freedom to develop their own approaches to on-going assessment. Carrington Infant School adopted Target Tracker assessment software as its primary means of assessment and tracking progress, which required teachers to continually match pupils' performance against a library of "I can" statements. However, in September 2021, it was determined that matching statements was not only placing an unnecessary demand on teachers in terms of workload but also its reliability was also brought into question, we then moved to PITA (Point in Time Assessments) for foundation stage subjects which gave a more reliable judgement. In January 2023 we developed our progression documents to match our curriculum. The move was welcomed as a reliable way to track progress and attainment. From September 2023 our foundation stage subjects are assessed using a focus group of children. This policy aims to explain how Carrington Infant School revised its approach to assessment without levels.

2. Legislation and Guidance

Schools have been free to develop their own approaches to assessment since the National Curriculum levels were removed in 2014.

This policy refers to:

- The recommendations in the [final report of the Commission on Assessment without Levels](#)
- Statutory reporting requirements set out in [the Education \(Pupil Information\) \(England\) Regulations 2005: schedule 1](#)

3. Aims

Planning and assessment are integral to successful teaching and learning. Planning identifies learning objectives and assessment reveals how far children have acquired learning, which in turn determines future planning. For assessment to inform teaching and learning effectively, responsibilities need to be clearly allocated, and a systematic programme established of monitoring and following up of evidence gathered.

We are committed to:

- Providing reliable information for pupils and staff.
- Ongoing assessment is reflected in planning and misconceptions are swiftly addressed.
- Raising the attainment of all pupils regardless of their background or levels of attainment on entry
- Specialised support for those children that require additional SEND support
- Celebrating all forms of achievement in and outside school
- To provide children with the opportunity to challenge themselves and demonstrate what they are capable of.
- Mindful of teacher workload.

4. Principles & Assessment

Assessment is not an isolated activity; it is about measurement of progress at a given point in time and over time. It is a means of obtaining information that can be used to promote future learning. Assessment is primarily the responsibility of the class teacher but all staff have a major role to play.

	Key Stage 1	EYFS
Autumn	<ul style="list-style-type: none"> ● Target Tracker – ongoing teacher assessment updates ● NFER assessments for Reading Year 2 ● White Rose assessments for Maths ● Real PE Assessment Wheel – ongoing updates ● Little Wandle Phonics assessments each half term ● Hot write for narrative Cold and hot write for non –narrative ● IDL (International Dyslexia Learning) placement tests Year 1&2 	<ul style="list-style-type: none"> ● Language Link Assessments ● Termly tracker – on track/not on track ● Target Tracker ● Statutory Baseline Assessment ● Little Wandle phonics placement test Autumn 1 ● Phonics assessment each half term from Autumn 2
Spring	<ul style="list-style-type: none"> ● Target Tracker – ongoing teacher assessment updates ● Real PE Assessment Wheel – ongoing updates ● NFER assessments for Reading Year 1 & 2 ● No More Marking for both Year 1 and Year 2 ● White Rose assessments for Maths ● Little Wandle Phonics assessments each half term ● Hot write for narrative Cold and hot write for non –narrative 	<ul style="list-style-type: none"> ● Termly tracker – on track/not on track ● Target Tracker ● Phonics assessment each half term
	Key Stage 1	EYFS
Summer	<ul style="list-style-type: none"> ● Target Tracker – ongoing updates ● Real PE Assessment Wheel – ongoing updates ● NFER assessments for Reading Year 1. ● White Rose Maths termly assessments Year 1 & 2 ● Year 2 – teacher assessment (No formal SATS for Key Stage 1) ● Little Wandle Phonics assessments each half term ● Phonics screening check – year 1 ● Hot write for narrative Cold and hot write for non -narrative 	<ul style="list-style-type: none"> ● Termly tracker – on track/not on track ● Target Tracker ● EYFS profile – summative assessment. ● Independent Free story write

Assessment Approaches

At Carrington Infant School we use a range of assessment to ensure we have sufficient information to make informed and reliable judgements. There are three main forms of assessment used:

1. **Formative:** This is used by teachers to evaluate pupils' knowledge and understanding on a day-to-day basis to allow teachers to assess attainment and progress more frequently and to tailor teaching accordingly.

At Carrington Infant School we do this through:

- 'In the moment' marking so teachers can spot misconceptions and pick these up quickly to ensure sustained and rapid progress.
- Pupils identify their knowledge and understanding against success criteria, and know areas in which they need to improve
- All lessons start with a review of prior learning from the previous lesson and (where appropriate) learning from the previous term / year. This helps to embed knowledge and support cognitive load.
- Peer assessment is used as appropriate.
- Visualisers are used regularly or photos of children's work to highlight how successful the children have been.

2. **In-school summative:** This enables teachers to evaluate what a pupil has learned and achieved at the end of a period time or unit of work. As such, it summarises attainment at a particular point in time and therefore is a key indicator used to track progress and for informing final teacher judgements/assessments.

At Carrington Infant School we do this through:

- Teachers evaluate learning at the end of a unit or period and the impact of their own teaching to ensure pupils are supported to achieve sufficient progress and attainment
- NFER tests in Reading for KS1
- White Rose assessments for Maths.
- Little Wandle assessments to monitor and track attainment.
- Teacher's judgments are made in the core and foundation subjects against skills and knowledge descriptors (TAFs) for below, at risk, at, above and significantly above age related expectations and linked with the subject knowledge/skills progression maps.
- No More Marking- provides teacher with a comparative judgement for writing.
- Parents are informed about the achievement, progress and wider outcomes of their child across the school year.
- Real PE Assessment against the 9 cogs for learning (health & fitness, agility, balance, coordination, cognitive, creative, social, personal, applying physical skills) for those exceeding or working below age expectations.
- Pupil Self-Assessment

3. **Nationally summative assessments:** Carrington Infant School does not do optional key stage 1 SATs

At Carrington Infant School we do this through:

- Early Years Baseline Assessment
It provides a snapshot of where pupils are when they arrive at school. It will provide a starting point to measure the progress schools make with their pupils between reception and the end of primary school
- Early Years Foundation Stage (EYFS) Profile at the end of reception

The EYFS Profile is the statutory assessment that takes place in Reception during the summer term and summarises/describes children's attainment at the end of the EYFS. The EYFS Profile gives the child's attainment in relation to the 17 early learning goal descriptors.

Assessments are primarily based on observing a child's daily activities and events. In particular, the learning that a child demonstrates spontaneously, independently and consistently in a range of contexts.

Accurate assessment in the EYFS considers a range of perspectives, including those of the child, parents and other adults who have significant interactions with the child.

The profile helps year 1 teachers plan an effective, responsive and appropriate curriculum that will meet the needs of all children. The EYFS profile is also used to inform parents about their child's development and gives schools a comparison of data against other schools nationally.

- The year 1 phonics screening check

Which aims to confirm whether or not all the children have learned phonic decoding to an age-appropriate standard. Children who have not reached this level will receive extra support to ensure they can improve their decoding skills, and will then have the opportunity to retake the phonics screening check.

The purpose/nature of each form of Assessment

(i) Formative assessment

Commonly referred to as assessment for learning, formative assessment is continually used throughout our lessons and provides invaluable feedback to both the teacher on how well the children understand the learning, and to the children themselves. Effective teacher marking and feedback remains an essential part of the process of educating children at Carrington Infant School. At its heart, lies an interaction between teacher and pupil: a way of acknowledging pupils' work, checking the outcomes and making decisions about what teachers and pupils need to do next, with the primary aim of driving pupil progress.

We believe that effective feedback can be achieved without extensive written dialogue or comments and it is not required of teachers to mark every child's work after every lesson. The school marking and feedback policy provides more information about the nature, aims and purposes of marking at Carrington. In key stage 1 mini-assessments in maths are used to assess learning at the start of the next lesson; it is suggested that this presents a more accurate measure of whether or not the children have acquired and retained the learning from the previous day as it is not immediately preceded by teaching and relies upon the children's recall of what was taught the day before. At Carrington, we encourage the children to be reflective learners and they are required to reflect upon the learning objective at the end of each lesson and to indicate whether or not they feel secure in their learning, uncertain about it or whether they simply did not understand the lesson/learning at all. This, together with mini-assessments and in the moment marking informs the teacher how well the class, or particular individuals within the class, performed against the learning objective and how confident the children are in their learning.

Due to its unobtrusive nature and given the age of the pupils, Formative Assessment is the main means of assessing in Reception (EYFS - Early Years Foundation Stage). Throughout their time in Reception, the teaching staff will watch, listen to and interact with the children as they take part not just in formal learning, but also as they play and go about their daily activities like getting ready for home or eating their lunch. Some observations will be planned, for instance, the teacher might spend an unbroken period of time with a particular child on a set activity, but others will be child led. When evidence of a child meeting a particular goal is witnessed, a record of it will be made; this could be by making a brief note, taking a photo or just making a mental note. Over time, therefore, a bank of evidence is gathered to show whether or not a given child is consistently and independently showing evidence of progress towards their goals.

(ii) In-school summative assessment

At Carrington, we use summative assessment to evaluate pupils learning and progress at the end of a period of teaching, normally meaning at the end of term or on completion of a unit of work. It therefore provides valuable information as to how a given child or group of children have acquired and developed their knowledge and skills over time or across a whole topic as opposed to an individual learning objective. That said, further detailed analysis of performance in summative tests can provide a measure of achievement against particular learning objectives for the purpose of gap analysis. This allows teachers to modify plans for individuals and groups of children and ensure they are meeting their needs.

(iii) End of term teacher assessment

At Carrington Infant School, the children are assessed in core and foundation stage subjects as:

The children are assessed according to the following scale:

- Below
- Risk
- At
- Above
- Significantly Above

The teachers make a professional judgement on where a child is at on the basis of a triangulation of information gained from formative assessment records, evidence in the children's books and any tests they have completed. All children are assessed for core subjects; however, foundation subjects are assessed using a focus group.

Key to informing such judgements made in reading lies the use of NFER tests whereby raw scores are translated to provide both standardised and age standardised scores.

NFER's on-line analysis tool enables teachers to undertake a question level analysis report which gives a more granular breakdown of results by question on a child-by child basis and therefore facilitates gap analysis and responsive teaching and intervention.

Using this analysis, planning is adapted and intervention groups are set-up and delivered;

Assessments are recorded on the Target Tracker pupil tracking system which is used to track, compare and report pupil progress and attainment. This information is shared with parents during parents' evenings. Termly pupil progress meetings review performance and helps ensure that all pupils, groups and year groups are supported to achieve sufficient progress and expected attainment.

Moderation of teacher assessments

Each term teachers meet in-house to moderate their teacher judgements across all core subjects and three foundation subjects rotated across the academic year.

Each Spring term, teachers meet from across the local liaison group to quality assure our moderation judgements.

5. Inclusion

The principles of this assessment policy apply to all pupils, including those with special educational needs or disabilities.

At Carrington Infant School we recognise that age-related expectations are not appropriate for all of our children, especially those working below the expected National Curriculum

standard. Therefore, we have recently moved over to a new and exciting way of assessing some pupil's progress using Evidence for Learning (EFL).

Evidence for Learning (EFL) enables us to evidence, assess, review and plan for the unique needs of our children.

Using Evidence for Learning we are able to track the progress of our children from their individual starting points by capturing evidence inside and outside of the classroom and assigning this to their curriculum framework.

The annual review of the Educational Health Care Plan(EHCP) is always at the heart of our assessment, teaching and learning. Evidence for learning allows us to monitor the progress of our pupils' personalised learning goals as outlined in their EHCP.

The SENDCO is responsible for monitoring their data. The class teacher and relevant support staff are responsible for the upkeep of individual SEND children's records of progress and data. The SENDCO will meet regularly with support staff and teachers to monitor record keeping and target setting for these children. As part of the termly assess and review process, all teachers and support staff will meet with the SENDCO to discuss the progress of children with SEND and identify further actions for individuals e.g. involvement of external agencies and classroom strategies. These actions are then reviewed and discussed in the leadership tracking meetings.

6. Training

- Training is specific to individual teachers' needs and happens at moderation meetings between local schools and in house.
- Target tracker provide training as required.

All forms of assessment should be used to improve teaching and learning:

- Simple to use and understand.
- Testing should be rigorous and reliable
- Underpinned by a knowledge of the curriculum.
- Informs planning and delivery of the curriculum
- Helps a child to recognise the next steps in their learning.
- No unnecessary paperwork that does not contribute to teaching and learning
- Provides reliable information to parents about how their child is doing
- Ensures that CIS is keeping up with external best practice
- All teachers attend relevant County assessment training where appropriate
- Outside consultants from the Local Authority and Target Tracker consultants may be used for support teachers
- Using National and Local Authority exemplification materials to assist with assessment.

7. Reporting to Parents

The education of the pupils in the school is a partnership between pupils, teachers and parents or carers. To support this, regular opportunities, both formal and informal, are provided for the reviewing of the child's progress and attainment with parents/carers. We have an open-door policy to ensure that parents can always consult if they are concerned.

Our formal reporting takes the following forms:

- Two consultations evenings where all parents/ carers are offered a time for personal discussion with their child's teacher. These are held in the Autumn and Spring terms.
- Specially set times for parents with children with SEND to discuss their progress twice a year.
- On line access for EYFS to access Tapestry and Key Stage One, Class Dojo.
- Copies of Target Tracker steps and targets shared twice a year at parent evening.
- An annual written report that provides narrative comments giving clear information, personal to the child, about the pupil's progress. The report comments on general progress, behaviour and attitudes, and progress in all subjects and activities of the curriculum. It outlines the child's strengths and the areas they need to develop. Where levels or grades are used, there are clear explanations of what they mean. Parents and carers can also ask to meet their child's teacher to talk about the report.
- Reports meet statutory requirements.

At the beginning of the Foundation Stage

- All parents must be informed of Reception Baseline Assessment.

At the end of the Foundation Stage

- Parents must be offered a reasonable opportunity to discuss the outcomes of the Foundation Stage Profile with their child's teacher
- The meeting should be within the term in which the FSP has been completed
- Parents are given a copy of their child's Foundation Stage Profile.

At the end of Year 1 and 2

- The child's phonics result.
- The child's teacher assessment result
- At consultation sessions and/or in annual reports, targets are set which are realistic, monitored and reviewed.

For all children

- Brief particulars of achievements in each subject and activity studied as part of the school curriculum. These should highlight strengths and development needs.
- Learning characteristics
- General progress
- Arrangements for parents to discuss the report
- A summary of the child's attendance record – number of possible attendances and % of authorised and unauthorised absences alongside a grade showing how this relates to average attendance

8. Roles and Responsibilities

Monitoring

This policy will be reviewed every year by the Head Teacher and Assistant Head Assessment and Curriculum. At every review, the policy will be shared with the governing board.

All teaching staff are expected to read and follow this policy. The Head Teacher and Assistant Head are responsible for ensuring that the policy is followed.

Governors

Governors are responsible for:

- Being familiar with statutory assessment systems as well as how the school's own system of non-statutory assessment captures the attainment and progress of all pupils
- Holding school leaders to account for improving pupil and staff performance by rigorously analysing assessment data

The Head Teacher is responsible for:

- Pupil progress meetings that are held termly to assist in the moderation process to ensure that discussions are held between teachers to decide what constitutes evidence of attainment.
- All teachers attend relevant County assessment training where appropriate
- Outside consultants from the Local Authority and Target Tracker consultants may be used for support.
- We use National and Local Authority exemplification materials to assist with this process.
- Overseeing standards of teaching/learning and assessment across the school

The Assistant Head for Curriculum & Assessment is responsible for:

- Reviewing the school's assessment policy on a yearly basis.
- Analysing the results of assessment procedures to guide future strategic decisions in teaching and learning.
- Coordinating and overseeing whole school assessment and review cycles, including statutory testing.
- Reporting the results of statutory national tests to the school, parents and governors.
- Reviewing assessment procedures and moving assessment forward
- Implementing changes decided upon by the leadership team or in consultation with staff
- Training staff on any changes to assessment
- Working with coordinators to develop specific assessments for their curriculum areas.

The Assistant Head for Inclusion is responsible for:

- Collecting data for all SEND children
- Monitoring the progress of SEND children.
- Evaluating the impact of any interventions to ensure they are effective.

Teachers are responsible for:

- Carrying out individual assessments (both summative and formative) and recording on Target Tracker or PE Assessment Wheel.
- Informing the member of leadership of any children they are concerned about and giving a detailed summary during termly pupil progress meetings.
- Reporting the results of summative tests
- Reporting their children's progress to parents
- All teachers attend relevant County assessment training where appropriate
- Outside consultants from the Local Authority and Target Tracker consultants may be used for support teachers
- Using National and Local Authority exemplification materials to assist with assessment.
- English & maths leads analyse NFER results and report to SLT

The designated office staff are responsible for:

- Inputting relevant data in the school's SIMS system
- Supporting the assessment manager with data inputting of statutory assessment reports

9. Links with other policies

This assessment policy is linked to:

- Curriculum policies
- Early Years Foundation Stage policy and procedures
- Marking and Feedback policy
- SEND policy