DOGSTHORPE INFANT SCHOOL

Assessment Policy

Ratified by: Local Governing Board
Date: 27th January 2026
Minute: 10
Review Date: Every 2 years

Welcome to our school family where children are...

⭐ **inspired to dream and develop the building blocks to be independent, confident and inquisitive life-long learners.**

⭐ **nurtured, valued and individual differences are respected in an exciting, learning community where everyone belongs.**

⭐ **little stars who deserve to shine.**

Policy Overview.

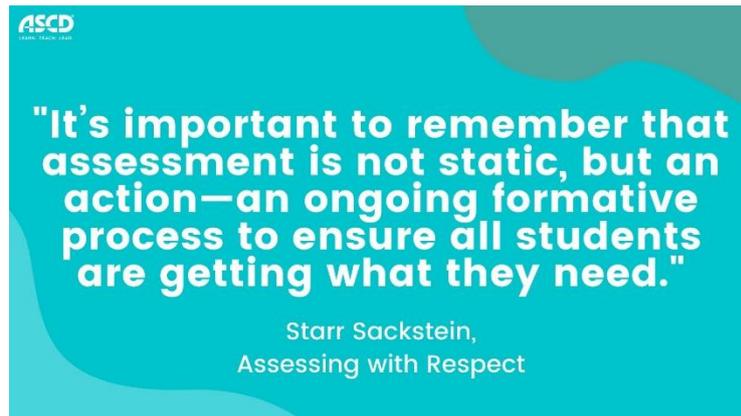|	
What is the policy for?	The policy is for all staff and parents/carers of children attending Dogsthorpe Infant School. The policy outlines the school's systems and procedures for: - Assessment, Recording and Reporting - Marking and Feedback
Who has devised and contributed to this policy?	The policy has been developed by a working party of SLT, teaching staff and support staff.
How will this policy be communicated?	The policy is available on the school's website and a copy is available from the school office.
How will this policy be monitored?	The policy will be monitored by the SLT and the LGB.
Which other policies are linked to this policy?	All Safeguarding Policies Curriculum Policy Learning Outside of the Classroom and Educational Visits Collective Worship More Able Learners SEND This policy meets the requirements of the Statutory framework for the Early Years Foundation Stage Setting (2014)

CONTENTS.

SECTION 1: Assessment at Dogsthorpe Infant School.

"It's important to remember that assessment is not static, but an action—an ongoing formative process to ensure all students are getting what they need."

Starr Sackstein,
Assessing with Respect

At Dogsthorpe Infant School we believe that assessment is an integral part of teaching and learning. In order to achieve this, we use Assessment for Learning (AfL) strategies.

Assessment is an ongoing process that should be happening throughout every lesson so that teachers can pick up on issues, redirect learning, and adapt their planning at the point of need
- provides opportunities for ongoing dialogue between the teacher, other adults and children about their learning, successes and next steps.
- informs planning so that outcomes (WALTs) are well focused and learning is fully inclusive.
- works most effectively when outcomes identify clearly how the children will demonstrate their learning.
- periodically provides a summary of attainment and progress to date.

The Aims of Assessment.

Assessment is today's means of modifying tomorrow's instruction.

Carol Ann Tomlinson
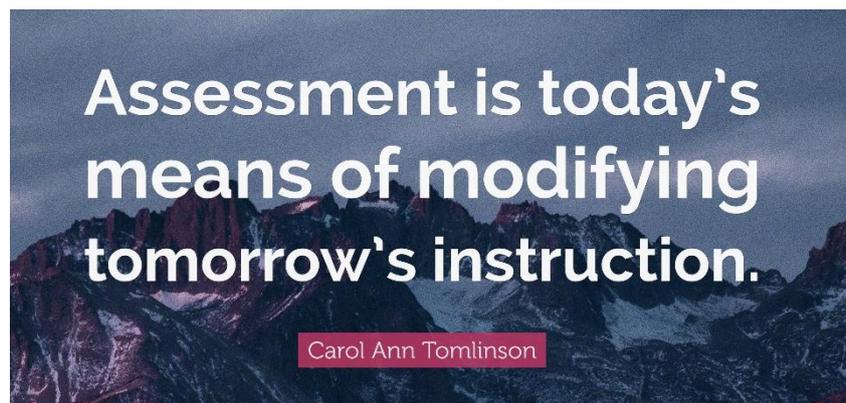
The purpose of assessment is to:
- raise the expectations of pupils, teachers and parents in an effort to achieve the highest possible standards for each child.
- recognise and celebrate pupils' achievements within and beyond the Foundation Stage Curriculum and National Curriculum.
- contribute to the evaluation of the effectiveness of teaching and learning.

- provide pupils with the opportunity to review their work, to self-assess and to set next steps.
- identify pupils' strengths and areas for improvement.
- ensure continuity and progression.
- ensure that there is differentiation in planning and teaching.
- indicate why a child may not be progressing as well as expected.
- identify pupils with special educational needs and more able pupils.
- provide feedback to parents and children on performance and achievement.
- inform staff, governors, the Trust and the Local Authority.
- meet statutory requirements.

The Types of Assessment.

FORMATIVE – this is Assessment FOR learning: on-going assessments carried out on a daily/weekly basis within the normal classroom context. This information gained from such assessments is then fed into planning.

SUMMATIVE – this is Assessment OF learning: end of term/unit assessments providing a 'snapshot' of where the child is at a particular stage. A summative assessment usually produces a level of achievement that can be recorded in a systematic way.

EVALUATIVE – this enables the teacher to assess how successful the teaching and learning has been within a programme of work. This assessment should direct future planning.

DIAGNOSTIC – a means by which learning difficulties are recognised and classified so that appropriate support and guidance can be provided.

Assessment Tools.

➢ **EYFS**
- To assess the children, staff use the 'Development Matters' and the 'Early Learning Goal' descriptors and compare their judgements to the government exemplifications.
- We use an online learning journal (SeeSaw) to gather evidence to support assessment.
- Teachers update 'Steps to Success' trackers regularly using the children's work as evidence for achievement of the objectives.
- Data captures are taken every half-term (using Sonar) and used to inform planning and next steps.

Phonics – half-termly assessments are carried out to inform planning and interventions.

➢ **Key Stage One**
- Teachers update 'Steps to Success' trackers regularly using the children's work in books, folders and on SeeSaw as evidence for achievement of the objectives.

- Phonics – half-termly PSCs are completed with all Y1 children and for Y2 pupils who did not pass the screening check in Year 1. We also use Monster Phonics assessments and our own assessments to regularly assess progress.
- Data captures are taken every half-term (using Sonar) and used to inform planning and next steps.

Assessing pupils with SEND
Children who are not able to access subject-specific learning and progress will be assessed and monitored through 'The Engagement Model'. Levels of attainment may be quantified using tools such as 'Birth to Five Matters' or the SEND Developmental Journal as recommended by LA Educational Psychologist. Once children can engage in subject-specific learning, they will be assessed against the National Curriculum.

Methods of Assessment.
SHORT-TERM:
➢ Observations – incidental and planned observations of how children approach and engage in an activity are undertaken.
➢ Marking – achievement assessed through targeted marking according to the learning objective (see Marking section)
➢ Planning – core subject planning grids allow for clear differentiation and teachers annotate planning as they see fit to inform future lessons.
➢ Reading Records – all children have guided reading records. Some children will have an individual reading record book.

MEDIUM TERM:
➢ In EYFS, a writing assessment is carried out each half-term. This assessment informs the half-termly data capture.
➢ In Key Stage One, children complete a 'Hot Task' (unaided piece of writing) at the end of each English unit of work which is assessed and this informs the data capture.
➢ Maths assessments (e.g. White Rose) are used after each unit in KS1.
➢ Every KS1 child creates a double-page spread and projects each half-term to showcase their learning. Teachers use these to complete 'Topic Marksheets' to evidence progress within foundation subjects.
➢ Half-termly phonics assessments are carried out with each child.

LONG-TERM:
➢ Phonics Screening Check – Y1 children (and any Y2 children who did not pass in Y1 or did not complete the check) complete this assessment in the Summer Term.

Staff Responsibilities.

The Assessment Manager is **Mrs Waters.**

The **Assessment Manager's** role is to:
- set dates for end of half-term data captures and ensure all teachers input data onto the school's tracking system by this date.
- create termly class and year group summaries of attainment and progress.
- distribute data to each class, year group and core subject leaders.
- initiate data analysis through Pupil Progress Meetings and RAP Meetings.
- create half-termly summaries to share with SLT and Governors including tracking progress towards achieving end of year targets.
- set and review end of year targets with the SLT, Governors and the Trust.
- formally report on pupil progress to the Governing Body.

The **Learning and Teaching Manager's** role is to:
- plan opportunities to assess children every half-term/end of units.
- analyse year group data and meet with their team to discuss pupil progress and targets.
- ensure teachers maintain assessment documents.
- provide opportunities for team discussions on assessment including moderation.
- plan and monitor year group intervention groups.
- support new teachers with assessment to ensure accuracy of judgements.

The **English and Maths Subject Leader's** role is to:
- monitor assessments in planning and work scrutinies.
- participate in Pupil Progress Meetings when appropriate.
- analyse year group data (including key groups e.g. Pupil Premium pupils) and set termly targets at RAP meetings.
- produce a termly impact report summarising attainment and quality of teaching.
- ensure teachers maintain assessment documents.
- support moderation sessions every half-term.
- support year group intervention groups as appropriate.
- support new teachers with assessment to ensure accuracy of judgements.
- update colleagues on assessment and curriculum developments and ensure school documents and policies reflect current practice.

The **Class Teacher's** role is to:
- keep meaningful, manageable formative assessment records (observations, grids etc) in line with school systems.
- evaluate learning and use this to inform the next day's planning.
- prepare for and attend Pupil Progress Meetings and Team RAP meetings.
- frequently review class groupings to reflect data.
- plan and evaluate in-class interventions in addition to quality first teaching.
- maintain school assessment documents and update the school's assessment system for half-termly data captures.
- update 'One Page Profiles' (OPPs) every term as advised by SENDCO.
- adapt team planning in order to meet the specific needs of the class.

SECTION 2: Recording at Dogsthorpe Infant School.

Record keeping is an integral part of the National Curriculum statutory procedures. It is an essential adjunct and pre-requisite for good teaching. Its primary purpose is formative – to ensure continuity and progression in children's learning. It is the selection and retention of significant and relevant information of the individual pupil's experience and achievement, which indicates what the pupil knows, understands and can do. It also provides the basis for reports and discussions with parents.

Record-keeping will provide a clear picture of each child's attainments in all subjects which form the school's curriculum. However, to obtain that picture it is not necessary to record everything a child does. ***Recording must not be so detailed that it gets in the way of high-quality teaching and learning***.

Assessment Records.

KS1
Year 1: Phonics Screening results
Year 2: Phonics Screening results (if necessary) & EOY assessment results

Whole School
Online journals – SeeSaw
Sonar reports/summaries
Termly attainment and progress summaries
Writing assessments
Children's books/maths files
Short term planning
One Page Profiles (SEND)
Observations including video clips and photographs where appropriate
Records of team/school moderation
Phonics assessments

SECTION 3: Reporting at Dogsthorpe Infant School

Reporting to Parents.
It is our aim to involve parents in every aspect of their child's education.
Opportunities to do this are as follows:
- Parent Consultation evenings in the Autumn and Spring Terms outlining current levels, next steps and targets.
- Written Annual reports containing:
  o Information on progress and achievement in core and foundation subjects
  o Attendance record
  o Year 1 Phonics Screening results
  o End of KS1 results in Year 2 and Phonics Screening re-takes results if appropriate.
- Parent 'Meet and Greet' sessions at the end of the Summer Term in readiness for new academic year.
- Regular 'open sessions' where parents can observe teaching and learning and support their child in the classroom.
- Shine Times – special events, end of year 'showcases' etc.
- School brochure, whole school newsletters, half-termly year group topic newsletters and 'Topic Tasters', Class Dojo, school website and Social Media platforms.
- Parent workshops and coffee mornings throughout year.
- Individual meetings when appropriate.

Reporting to Governors.
- It is the duty and responsibility of the Headteacher to update the Governing Body of the progress and achievements of the school. This is done via the Headteacher Report to LGB.
- The Headteacher also presents information about data and assessment to the Standards Committee every term.
- Subject Leaders and Learning and Teaching Managers are invited to present assessment and data information to Governors as appropriate at LGB meetings, Standards Committee meetings and Governor Days.
- Link Governors meet with staff regularly to discuss current progress within their subject/focus SDP area.

Reporting to the Local Authority.
- In accordance with LA requirements, the end of Foundation Stage and Phonics Screening scores is recorded and reported to the LA by the given date.

SECTION 4: Marking and Feedback at Dogsthorpe Infant School.

Marking and Feedback should:
- be completed 'live' as much as possible, with children being given verbal feedback to make improvements to their work during the lesson.
- clearly link to the outcomes of the lesson (WALTs).
- be in child-friendly language.
- recognise what children are doing well and identify next steps as appropriate.
- be qualified e.g. *that was a good answer because…..*
- be given by all adults in class.

See Appendices for Marking and Feedback Guidance.

APPENDIX 1: English Marking and Feedback

Children need **high quality feedback, marking** and **response time** to make **GOOD** progress.

- Teachers should mark using PINK pens ONLY.
- All other staff should mark using **BLACK** pens ONLY **and write initials.**
- **AfL** marking should recognise **up to 3 positives** measured against <u>tightly focused WALT</u>. Tick <u>ABOVE</u> these elements (e.g. tick above the capital letter, a full stop or an adjective in child's writing) with appropriate colour pen to confirm progress towards the learning outcome.
- As appropriate, teacher/HLTA to make **up to two** corrections e.g. spelling, punctuation, improvement etc using their coloured marking pen. The corrections will be underlined.
- If children have achieved the WALT, link corrections to their writing target (on post-it note). You may need to change their writing target if they a making a particular error consistently.
- Children will be given verbal feedback during the lesson as much as possible including modelling of letter formation. If appropriate, use a yellow highlighter for the child to practice formation.
- Children will respond to feedback or edit work in PURPLE polish pens.
- If they are correcting a capital letter, they will do this over the top of the lower case letter. Any other corrections should be done at the bottom of the page (e.g. practise spelling a CEW or forming a particular letter). Teachers/TAs can use the 'comments' box for modelling as needed.
- There is a 'Comments/Next Steps' section on the WALT strip so adults can write any comments about the child's learning and any scaffolds provided.
- **KS1 ONLY** - any VF prompts used in live marking will be ticked on the WALT strip.
- **HOT TASKS** – these will not be marked in the same way as day-to-day writing tasks. They are the end of unit assessment pieces and will be used to inform targets and planning.

EYFS WALT strip

WALT:	Date:
Adult to tick: Phonics mat Environmental print Independent GPCs Independent segmentation	**Without an adult** **With a teacher** **With a TA**
Comments/Next Steps:	

KS1 WALT strip

WALT:	Date:
Verbal Feedback (VF) Prompts: I think it's really good how you have…Did you know you could also…? Tell me what's on your page and let's talk about it. Then you can read your page to me. Sometimes, when I write, I make sure that I… Did you know you can…? Remember what we learned in…? You can use…	**Without an adult** **With a teacher** **With a TA**
Comments/Next Steps:	

ALL – HOT TASK WALT STRIP

HOT TASK WALT:	Date:
Teacher Assessment	**Comments**

APPENDIX 2: Maths Marking and Feedback

Children need **high quality feedback, marking** and **response time** to make **GOOD** progress.

- Teachers should mark using PINK pens ONLY.
- All other staff should mark using **BLACK** pens ONLY **and write initials.**
- To confirm progress towards the learning outcome, adults **tick** correct calculations and **dot** errors/areas of misunderstanding.
- As appropriate, teacher/HLTA to make **up to two** corrections using their coloured marking pen.
- Children will be given verbal feedback during the lesson as much as possible including modelling of number formation. If appropriate, use a yellow highlighter for the child to practice formation.
- Children will respond to feedback or edit work in PURPLE polish pens.
- There is a 'Comments/Next Steps' section on the WALT strip so adults can write any comments about the child's learning and any scaffolds provided.
- The comments box can also be used to note down children's responses/explanations.
- **KS1 ONLY** - any VF prompts used in live marking will be ticked on the WALT strip.

WALT:	Date:
Verbal Feedback (VF) Prompts: I think it's really good how you have…Did you know you could also…? Remember what we learned in…? You can use… Have you tried a different strategy? Can you explain how you have worked this out… What could you do differently? I can see you've changed your answer, why?	**Without an adult** **With a teacher** **With a TA**
Comments/Next Steps: 	

APPENDIX 3: Topic Book Marking and Feedback

- Teachers should mark using PINK pens ONLY.
- All other staff should mark using BLACK pens ONLY and write initials.
- AfL marking should recognise up to 3 positives measured against tightly focused WALT. Tick these elements with appropriate colour pen to confirm progress towards the learning outcome.
- Double-page spreads must be marked.
- In line with the child's English target, adult to make up to two corrections e.g. spelling, punctuation, improvement etc using their coloured marking pen.
- If they are correcting a capital letter, they will do this over the top of the lower case letter. Any other corrections should be done at the bottom of the page (e.g. practise spelling a CEW or forming a particular letter). Teachers/TAs can use the 'comments' box for modelling as needed.
- Children will be given verbal feedback during the lesson as much as possible including modelling of letter formation. If appropriate, use a yellow highlighter for the child to practice formation.
- Children will respond to feedback or edit work in PURPLE polish pens.
- If the child has written an incorrect fact, this should be addressed through verbal feedback and a note added to the comments box. We do not expect children to correct this.
- There is a 'Comments/Next Steps' section on the WALT strip so adults can write any comments about the child's learning and any scaffolds provided.
- KS1 ONLY - any VF prompts used in live marking will be ticked on the WALT strip.

WALT:	Date:
Verbal Feedback (VF) Prompts: I think it's really good how you have…Did you know you could also…? Tell me what's on your page and let's talk about it. Then you can read your page to me. Did you know you can…? Remember what we learned in…? You can use… This bit is interesting…why did you decide to…	**Without an adult** **With a teacher** **With a TA**
Comments/Next Steps: 	

APPENDIX 4: Seesaw Marking and Feedback

- All pieces of work completed in teaching sessions and uploaded onto Seesaw **MUST** have a WALT.
- All work completed in English, Maths and Topic lessons will be marked.
- **TOPIC PROJECTS** – it should be very clear that the uploaded piece is the final project. The WALTs and contextual information should be copied and pasted from the planning.
- Work should be **ticked** as well as individual WALTs achieved.
- Work uploaded from register activities, P2L etc does not need a WALT and does not need to be marked – 'Approving' the post is validation of success.
- When necessary, instead of ticking, set a 'next step' using code NS in the comments box.
- **BEFORE** taking a photo of work on a whiteboard or written on the tables, adults should:
  - o Mark the work as per guidance above, including use of VF.
  - o Add initials and a smiley face emoji (or create a smile using punctuation marks!)
- If children are working independently and photos are uploaded before marking, the work should be marked using the Seesaw tools to tick.
- Children will be given verbal feedback during the lesson, as much as possible.

SUMMARY OF EXPECTATIONS.

- Over the course of a child's learning journey in a unit of work, there should be evidence of regular verbal feedback being given.
- Our aim is for every child to have live verbal feedback at least once a week. Targeted children will have more live feedback.
- Children should be responding to feedback to improve their work.
- As a result of high quality and specific verbal feedback being given, we should see an impact on the child's progress.