

John T. Rice Infant and Nursery School

Assessment Policy



Aim high and shine

Introduction

This Policy outlines the purpose, nature and management of assessment at John T. Rice Infant and Nursery School. Assessment complements and assists teaching and learning; it plays an integral part in each teacher's planning and enables the evaluation of current practice as well as pupil achievement. It ensures a whole school approach to the provision of an excellent education for all children at John T. Rice.

Aims

- To indicate where a pupil is in his/her learning in order to plan for future development and ensure progression. A **formative** function.
- To identify strengths and difficulties in order to provide appropriate support and development. A **diagnostic** function.
- To record a pupil's overall attainment in order to give information to parents/carers, colleagues and to other schools on transfer. A **summative** function.
- To provide pupils with the opportunity to show what they know, understand and can do.
- To inform the development of the curriculum with clear targets, objectives and learning outcomes. It provides information about a pupil's experience and attainment which guides the direction of future learning. Therefore, a major aim is to **improve the quality of teaching and learning**.

Specific learning intentions and assessment opportunities are identified in our medium term plans. The focused assessments identified in our short-term plans use these learning intentions as assessment criteria. All assessment outcomes, including standardised test results, are used to evaluate current practice and to inform future planning.

Marking

Whilst marking work, teachers and teaching assistants are assessing children's achievements, noting areas of difficulty and moving learning forward. Our Feedback and Marking Policy ensures a consistent approach to marking throughout the school. (**See school Feedback and Marking Policy**)

Assessment for Learning

Assessment for learning is the process of seeking and interpreting evidence for use by learners and their teachers to decide where the learners are in their learning, where they need to go and how best to get there.

Assessment for learning is a key part of our approach to teaching and learning at John T. Rice. Assessment for Learning opportunities are identified in planning. Marking should be

against the learning objective and should identify successes and areas for improvement. Effective questioning is also used to inform assessments.

KS1 Assessment

Target Setting

At the beginning of the academic year targets in Reading, Writing and Maths are set for children in Key Stage One based partly on previous attainment as well as aiming for pupils to have met age related expectations by the end of the year. Pupil progress across the school is tracked using ScholarPack. Staff are expected to analyse the results in consultation with the Senior Leadership Team through termly pupil progress reviews.

Arbor

Assessment data is inputted into a computerised system called 'Arbor' for all subjects. In Key Stage 1, assessment statements are all linked to the Primary Curriculum. Reading, Writing, Maths and Foundation Subjects data is inputted at the end of each term. Information from these assessments is then used to inform planning, set targets/interventions and for subject leaders to analyse.

B Squared

Children who are on the SEND register are assessed using B Squared. This is a computerised system that breaks key learning objectives down into small steps to make it easier to see progress. The SENCO will then analyse this information.

Phonics Screening Test

At the end of Year 1, in June, the children undertake the Phonics Screening Test. This is a national test that all children in Year 1 take at the same time. The test looks at the children's ability to read a range of real and nonsense words using phonic ability. Any children who do not pass the test in Year 1 will have to re-sit the test in Year 2.

Phonics and Reading Assessments

At the end of every half term, the children in KS1 are assessed on "Phonics Tracker". Class teachers use this assessment tool to test the children's sounds and blending on the phase which they have been working on. This is then analysed by the Phonics Leaders to determine future learning needs and then a plan is created using the Supersonic Phonics Scheme. The DHT also uses "Phonics Tracker" to assess children on the phonics screening test. This is done once a half term. This data then informs future plans for phonics teaching.

Class teachers also use comprehension tests to check if a child is at the expected standard at the end of each half term.

Writing Assessments

At the end of each unit of work in English, the children undertake an “Extended write” which the Teachers use to assess against the TAFS. Teachers then moderate in Year groups to ensure consistency.

Maths Assessments

End of unit “Quick Quizzes” are undertaken by the children in Maths at the end of each unit of work. Class Teachers use these to aid their planning for whole class, groups and individuals to close the gaps in learning. They also use them to assess against the TAFS. Teachers then moderate in Year groups to ensure consistency.

Foundation Subjects in KS1

At the beginning of each unit of work in Science, History, Geography, Computing and RE, pupils undertake a “Low Stakes Quiz” based on the necessary knowledge they have learnt in the previous unit of work. Class teachers use these quizzes to help them form their assessments as to whether a child is EXS or WTS.

EYFS Assessment

Development Matters has been used to create a progression document for F1 and F2. This document is used to track children’s progress throughout the Foundation Stage. During the first 6 weeks of starting F2, the reception baseline assessment is carried out.

Each term assessments are done using the progression documents and this information is recorded on Arbor. At the end of the year this information is passed from F1 to the F2 class and from F2 to Year One. The teachers also meet to discuss the children’s progress.

Assessment using the progression document is begun on entry to F1, added to each term, and completed by the end of the reception year where the children are assessed against the Early Learning Goals through the Early Years Foundation Stage Profile (EYFSP). Evidence is collated using Tapestry and linked to Arbor.

Consistency of judgements

The consistency of teachers' judgements about standards is important if our decisions are to be given credence. Teachers will often share opinions informally with subject co-ordinators and other colleagues to clarify 'best fit' judgements for statutory teacher assessments. Staff meetings give opportunities for teachers to compare judgements and agree standards. There is a regular programme of agreement trials and moderation including working with other schools in the collaboration. Staff also use a reading assessment grid (which was produced together as a whole school) that includes reading stage, phonics stage and Arbor level to ensure consistency.

Monitoring

In accordance with the Ongoing Monitoring and Evaluation Cycle, the Headteacher and Deputy Head will monitor class assessments.

The Head, Deputy/Curriculum co-ordinator will monitor children's work samples on a termly basis. This will include monitoring of assessment through termly Pupil Progress Reviews with staff to look at progress of individuals and groups of children and ways to support and accelerate progress.

Equal Opportunities

As outlined above, assessment plays an integral part in identifying the individual needs of all children. It enables children with special educational needs, Gifted and Talented children and children for whom English is an additional language to be given a differentiated curriculum which meets their needs. In addition, the assessment policy at John T. Rice ensures that identification of these children is systematic and effective.

John. T. Rice Infants is committed to ensuring equality of opportunity in line with the Equality Act 2010. We aim to reduce disadvantages, discrimination and inequalities of opportunity, and promote diversity in terms of our pupils, our workforce and the community in which we work.

We will assist our pupils in achieving to their very best potential. Where pupils experience barriers to their success, we will work with them to address these in a sensitive and sympathetic way. We will teach our pupils the importance of equality and what forms discrimination can take and the impact discrimination can have.

We will not discriminate on any of the grounds listed below (known as the Protected Characteristics) save where such discrimination is permitted by law. The Protected Characteristics that apply to schools are:

- Age (in relation to staff only);
- Disability;

- Gender re-assignment;
- Marriage and civil partnership (in relation to staff only);
- Pregnancy and Maternity;
- Race;
- Religion Faith or Belief;
- Sex; and
- Sexual orientation.

Special Educational needs

When assessment indicates a child may have special educational needs the SEN co-ordinator is informed and the child's progress is carefully monitored. Further assessment then takes place, as outlined in the SEN policy. For all children at the School Support stage of the Code of Practice, or above, a Pupil Support Plan will be implemented.

Reporting to parents

Parents are invited to Parent/Teacher Interviews in the first half of both the Autumn and Spring Terms to discuss their child's progress and attainment.

Parents receive a written report at the end of each academic year. In F2 these comments are based on the child's progress in English and Maths as well as their characteristics of learning.

In KS1 these comments are based on the child's academic progress in reading, writing, maths and science. In Year 1 and Year 2 teachers also comment on whether the children have met the end of year expectations. The results of the Phonic Screening Test are also included in the report.

Parents of children in the reception classes receive a report based on the Early Years Foundation Stage and includes their achievement against the Early Learning Goals.

The reports include a comment slip for parents.

In addition, parents are offered the opportunity to discuss their child's report with the class teacher. Parent/teacher consultation evenings take place twice a year, in the Autumn and Spring terms.

Staff are always prepared to make themselves available at the beginning or end of the school day to discuss parents' concerns. If it is not possible to speak to a parent immediately a prompt appointment will be made. If a member of staff has concerns over a child, they will contact the parents. Parents of children with SEN will be given an additional opportunity to meet with staff.

This policy was agreed by staff in and governors in February 2026 and will be reviewed by staff and the governing body in February 2029.