



Blackmoor Park Infant School and Kindergarten

Assessment Policy 2025-26

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We are a rights respecting school. All our policies and procedures are written and reviewed to ensure that children's rights, as detailed in the United Nations Convention on the Rights of the Child, are respected and promoted and this policy ensures:

Article 19: All children should be protected from violence, abuse and neglect, and governments should protect them.

Article 12: All children have a right to be able to give their opinion when adults are making a decision that will affect them, and adults should take it seriously.

Article 29: Education should help children use and develop their talent and abilities. It should also help children learn to live peacefully, protect the environment and respect other people.

For more information on the convention and the rights of each child visit:

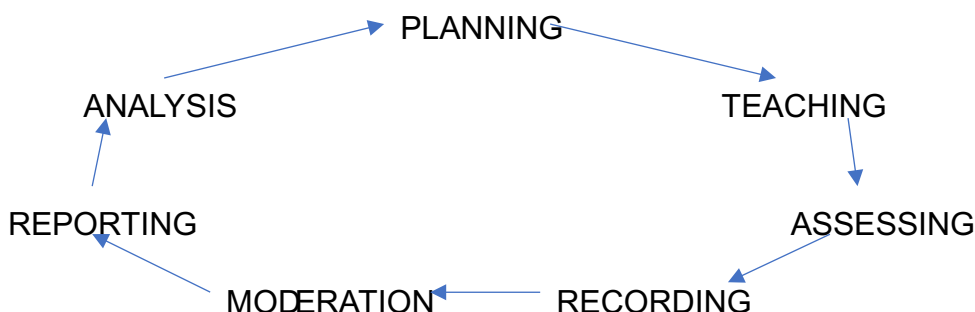
<http://www.unicef.org.uk/>

ASSESSMENT POLICY

POLICY STATEMENT

At Blackmoor Park Infants we want assessment to be the estimation and evaluation of the quality of teaching and learning that is taking place within school. It is a process that involves gathering evidence, making judgments, recording, reporting and reflecting. It is only after this process has taken place that decisions can be made as to the progress made by each child and the steps to be taken in relation to future planning. Our assessments also provide information for others including; parents, outside agencies, SENCO and other teachers.

THE ASSESSMENT CYCLE



AIMS

- Assessment should be formative and summative
- Information provided by assessments should inform planning and should be used to determine appropriate future provision for the individual, group or class
- Teachers should draw upon a wide range of assessment strategies in order to provide appropriate opportunities for pupils to demonstrate achievement
- Recording systems should be effective and manageable
- Statutory requirements for Assessment, Recording and Reporting should be fulfilled
- Assessment judgements will be standardised throughout the school
- Through the Target Setting Process pupils will be involved in their own assessment and have their achievements and successes recognised
- Recording of assessment should focus on Key Learning Objectives and success criteria and track significant progress

TYPES OF ASSESSMENT

1. FORMATIVE ASSESSMENT

At Blackmoor Park Infants all teachers assess their children regularly so they can confirm learning and plan the next stage of each child's progress. The teacher will assess the Learning Objective of the lesson and assess whether children have achieved the success criteria through;

- Observation
- Discussion
- Questioning
- Marking of work

2. ASSESSMENT FOR LEARNING

All teachers and pupils will use AfL techniques and skills as a way to assess learning in a lesson. Pupils will use these techniques to assess themselves and their peers. AfL techniques link closely with Kagan Structures and Mind Friendly Learning techniques which are used across the school in order to assess learning, by both children and teachers.

3. PUPIL SELF ASSESSMENT

Pupils in KS1 will use engage with the assessment of their learning through their responses to the work, various success criteria, discussions with school staff etc.

4. SUMMATIVE ASSESSMENT

Summative assessments are used to help decide what a child can do at a particular time. They can confirm monitoring of progress and impressions formed during ongoing assessment. This is done by;

- Baseline Assessment – Reception Baseline Assessment (RBA)
- A range of tests including NFER, ARC Testing, RWI (Read Write Inc) Termly Tests, PSC (Year 1 Phonics Screening Check) optional SATs.
- Boxall profiles, WELLCOMM and other pastoral assessment tools (as required)

5. DIAGNOSTIC TESTS

These are carried out by teachers to help identify strengths and weaknesses of individual children. They can be linked with support agencies through the SENCO.

ASSESSMENT PROCEDURES

The procedures used for assessment at Blackmoor are tabulated below.

WHAT IS ASSESSED?	HOW?	WHEN?	WHERE IS IT RECORDED?
READING	Guided Reading	Weekly	Child's Reading Record Teacher's Reading File

	Reading Tests (Y1 & Y2) (HodderTests)	Termly (inline with TTSAT Assessment Week)	Arbor Data/Assessment Tracker/School Tracking Chart
	Moderation at TTSAT Reading Meetings	Inline with the TTSAT Monitoring Schedule	Director of English / Trust representation to keep records.
WRITING	Marking of children's work	Daily	Child's English Book
	Writing Assessments – Teacher Led	Termly (inline with TTSAT Assessment Week)	Arbor Data/Assessment Tracker/School Tracking Chart
	Moderation at TTSAT Writing Meetings	Inline with the TTSAT Monitoring Schedule	Director of English / Trust representation to keep records.
HANDWRITING	'In the Moment' Handwriting Assessment	Ongoing	Improved handwriting will be evidenced in books.
SPELLING	Spelling tests / RWI focused sessions	Weekly	Weekly spellings are sent home in Homework Journals.
	National Curriculum Spelling test (Y2)	Termly	Internal Spelling Moderation/Records
MATHEMATICS	Marking of children's books	Daily	Child's Maths Book
	Mathematics Tests/ARC Tests/Optional SATs	Termly (inline with TTSAT Assessment Week)	Arbor Data/Assessment Tracker/School Tracking Chart
	Moderation at TTSAT Maths Meetings/TRG (Teacher Research Groups)	Inline with the TTSAT Monitoring Schedule	Director of Mathematics / Trust representation to keep records.
SCIENCE, ICT, RE & FOUNDATION SUBJECTS	Marking of children's work	Weekly	Children's books
	Assessment against ARE assessment statements for each subject/ each unit/ LUNAR	Termly Annual %/ Data will illustrate this.	Subject Leadership Records Class Teacher Assessments Data

	End of unit assessments in LUNAR curriculum *Pre/Post Learning Tasks*	Termly	Subject Leadership Records Class Teacher Assessments Data
FOUNDATION STAGE	RBA - Baseline assessment	Beginning of EYFS	Arbor and TTSAT GLD Tracker
	Ongoing Assessment during Pupil Progress Meetings	Termly	Arbor and TTSAT GLD Tracker
	RWI Sound Gap Analysis	Half-Termly	RWI Portal and Internal Tracking Documentation
	End of EYFS Profile	End of EYFS	Arbor and TTSAT GLD Tracker

SCHOOL TRACKING CHART

The School Tracking Chart/Mark Sheet (Arbor) monitors the progress of each child throughout the school from Reception to Year 2. Feedback from the Tracking Chart is given to staff and governors on a regular basis to ensure that pupils not making adequate progress are identified and procedures put into place to address issues.

TARGET SETTING

Target Setting allows us to ask key questions about performance; How well are we doing? How well should we be doing? What more should we aim to achieve? What must we do to make this happen? What action should we take and how do we review progress?

Class targets for English and maths are set every September and are based upon the results and the analysis of teacher assessment/ test papers completed at the end of the Summer Term and taking into consideration end of KS1 results.

Individual/Group Target Setting takes place after each assessment period). The children are set maths and English targets (reading, writing and spelling). Pupils also set one target of their own linked to any area of their choice. This helps children learn more effectively by making clear what it is they need to do in order to improve. Children in the Foundation Stage are set targets based upon Development Matters/Early Learning Goals (ELGS) within the Foundation Stage.

Children's targets are in homework books so parents have access to them and can support their child with work and encouragement at home. Targets are also in key books within schools and displayed in the classroom, to ensure ownership from each child.

TARGET SETTING DATA

In our school we use a wide range of information to support target setting processes. Teachers and School Committee are familiar with

- TTSAT – Trust Data Dashboard
- Arbor Markbook – Online
- Read Write Inc Portal
- Foundation Stage Early Learning Goals (EYFSP)

TARGET SETTING ACROSS THE CURRICULUM

In KS1 we set targets in reading, writing and maths for each year. (Targets are established using teacher assessment data and reviewed on a termly basis).

REPORTING

Written Reports

The end of year report provides opportunities for comments by; class teacher, Headteacher and Parents. Reports are summative and informative. They provide information on children's progress and achievements throughout the year. The reports are written in the Summer Term. A child's attendance record is also noted. Opportunities are given for parents to discuss the report with the class teacher and provide a written comment.

Home/school reading records provide a two-way communication about each child's reading progress. Reading records are exchanged on weekly intervals.

Home Learning Challenges are provided across the school to capture learning beyond the school gate. They are sent home every week and must be returned the following. Parents are also given weekly updates via Dojo about events/learning opportunities that have happened in across the school. Parents are free to write comments/share thoughts in writing or on Class Dojo.

Parent's Evening:

Parents Evening are provided across the academic year. All class teachers meet with parents and carers on a termly basis. Parents can also share/request an appointment at any time. Parents can use Class Dojo to share examples of learning at home.

Reporting between staff

This is done:

- During staff meetings
- TTSAT Moderation and INSET/Twilight Meetings

- Transition meetings, both incoming and outgoing.
- SENDCO and FSW (Family Support Worker) discussions
- Pupil Progress Meetings (Termly)

ASSESSMENT TRANSFER

Data will be inputted on a termly basis onto Arbor. This will be done in the following intervals.

- Autumn Term (Baseline)
- End of Autumn Term
- End of Spring Term
- End of Summer Term

The following codes will be used whilst inputting summative statements:

- BELG – Below ELG
- ELG 1 – Emerging EYFSP
- ELG 2 – Exepected EYFSP
- 1WT – Year 1 Working Towards
- 1D – Year 1 Developing
- 1E – Year 1 Expected
- 1GD – Year 1 Greater Depth
- 2WT – Year 2 Working Towards
- 2D – Year 2 Developing
- 2E – Year 2 Expected
- 2GD – Year 2 Greater Depth

The following information is given at the appropriate times;

- Summative assessments
- Formative assessments
- Safeguarding and Welfare Information (Matrix of Vulnerability)
- Information on pupils' strengths, areas for development and interests
- Information on pupils' behaviour
- Information on pupils' attendance
- Details of pupils' SEN/G&T
- Details of pupils for whom English is and additional language
- Annual Report to parents
- End of KS assessments
- Any confidential information

ASSESSMENTS

		AUTUMN NOVEMBER	SPRING MARCH	SUMMER MAY/JUNE
Y1	READING	No formal test Teacher Assessment	Hodder NTSA	Hodder NTSA
	MATHS	ARC Assessment	ARC Assessment	ARC Assessment
	PHONICS	RWI Phonics Screening Check 2024	RWI Phonics Screening Check 2025	RWI Phonics Screening Check 2026
	Y1 COMMON EXCEPTION WORD LIST	Reading & Spelling	Reading & Spelling	Reading & Spelling
Y2	READING	Hodder NTSA	SAT 2025	SAT 2026
	MATHS	Maths Mastery End of unit	SAT 2025	SAT 2026
	PHONICS	RWI Phonics Screening Check 2024 (Y2 who did not pass in Y1)	RWI Phonics Screening Check 2025 (Y2 who did not pass in Y1)	RWI Phonics Screening Check 2026 (Y2 who did not pass in Y1)
	Y2 COMMON EXCEPTION WORD LIST	Reading & Spelling	Reading & Spelling	Reading & Spelling