Assessment Policy

Date Agreed:	Sept 2026
Review Date:	Sept 2027
Type of Policy:	School level policy

Revision Number	Date Issued	Prepared by	Approved	Personalised by school	Comments
4	04/09/25	SLT	SLT	N/A	
5	18/09/26	SLT	SLT	N/A	Policy reflects the change of Trust and online assessment system

Type of Policy	*Tick* ✓
DCAT Statutory Policy	
DCAT Non-statutory Policy	
DCAT Model Optional Policy	
Academy Policy	✓
Local Authority Policy	

1. Introduction

At Dudley Infant Academy all individuals are respected, valued and developed. We believe that effective assessment provides essential information to enhance teaching and learning; its' key purpose is to move children on in their learning. This policy outlines the purpose and management of assessment in our academy

Assessment information should be accurate, reliable and appropriate for its purpose. When used effectively, assessment helps pupils to embed knowledge and use it fluently, and assist teachers in producing clear next steps for pupils:

a. Formative: on-going assessments related to the processes of teaching and learning.
b. Summative: assessments that take place after the teaching and learning.
c. Diagnostic: assessments to help identify strengths and weaknesses of individual children.

2. Aims and Objectives

The aims and objectives of assessment in our academy are:

- **to use assessment to raise attainment standards in English (Reading, Writing, Grammar, Spelling and Punctuation), Mathematics and the Wider Curriculum subjects;**
- **to enable our children to demonstrate what they know, understand and can do in their work;**
- **to help our children understand what they need to do next to improve their work;**
- **to allow teachers to plan work that accurately reflects the needs of individual learners;**
- **to celebrate; help plan next steps in learning and support analysis of trends, leading to school**
- **improvement;**
- **to inform discussion and dialogue with pupils, parents/carers, colleagues, school leaders, Local Board and moderators and assessors;**
- **to support transition between year groups, key stages and schools**
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3. Effective Assessment

- **Celebrates individual achievement**
- **Helps staff to understand what pupils know and remember**
- **Considers children's prior knowledge**
- **Encourages self-esteem in learners**
- **Identifies next steps in learning for individual pupils through a range of assessment for learning strategies**
- **Highlights areas of success and areas of improvement through feedback**
- **Encourages children to view mistakes as learning opportunities**
- **Encourages interaction and dialogue around learning**
- **Provides consistency in tracking pupils' attainment and progress towards end of year and key stage expectations:**
- **Ensures assessment is accurate, accessible and is based on a shared understanding of how knowledge is measured**
- **Captures learning in a wide variety of forms, including use of iPads, dialogue with pupils, online platforms, pupils' workbooks, observations and whole class floor books**

- **Provides systematic feedback and gives time for children to respond to feedback**
- **Includes regular and honest moderation within school and across the locality**
- **Enables reporting in pupil progress meetings providing a forum for professional discussions about the whole child**
- **Includes regular in school staff training to maintain teachers' confidence and accuracy in assessing pupils' achievements**
- **Uses tracking systems, which allows the analysis of outcomes**
- **Reports pupils' progress and achievements to key stakeholders and parents/carers**
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4. Planning for Assessment

4.1 At Dudley Infant Academy, we adhere to the Diocese of Chichester Academy Trust's Curriculum, Assessment, Teaching & Learning Guiding Principles. This includes adherence to the assessment timetable provided by Trust leaders.

4.2 We use our academy's curriculum overview to guide our teaching and to give details of what is to be taught to each year group. In using our academy curriculum map to make short- and medium-term plans, we identify opportunities for assessment within each subject. We also plan a comprehensive strategy for the teaching and assessment of Phonics across the academy, in line with Little Wandle, Revised Letters and Sounds phonics programme and assessment expectations. Our programme of assessments is reviewed and updated accordingly at the beginning of each academic year, in line with the Diocese of Chichester Academy Trust expectations.

4.3 We use the ambitious National Curriculum (2014) to inform the teaching of English (Reading & Writing) and Mathematics. Our teaching is closely related to gaps in learning identified through our use of assessing pupils against age related statements in English, and Maths. In EYFS, the Early Learning Goals (ELGs) are used to help assess children. In Year 2 we use the non-statutory teacher assessment frameworks and moderated work to help us identify each child's attainment. In Writing, 'Cold' written tasks will be given to pupils before the teaching of a unit in English, to identify and plan for areas pupils need to be taught. At the end of the unit this will be repeated as a 'Hot' task to show what pupils have learnt and the progress made as a result of precision teaching. In EYFS, the 'Cold' and 'Hot' tasks are initially undertaken as an oral exercise.

4.4 We plan our lessons with clear learning objectives. We base these upon the teacher's detailed knowledge of their class and the needs of the children. We strive to ensure that all tasks set are appropriate to each child's year group expectations and provide support and further challenge to cover a variety of learning styles and to deepen children's knowledge and skills. Assessment is ongoing in the classroom and should give an interpretation of what is being learnt and what the next steps in learning are. The academy utilises the following forms of assessment:

- Sharing of Learning Objectives
- Previous learning checks at the beginning of lessons
- Live Marking & Feedback
- Marking & Feedback Policy
- Targeted Questioning
- Observations of children during lessons
- Teacher circulating (helicoptering)

- Quizzing
- Mini Whiteboards
- Do Now
- Turn Talk
- Think, Pair Share
- Mini Plenaries
- Children responding to feedback
- Floor Books

- Statutory Assessments (Phonics/NFER Baseline)
- Non-statutory tests (SATs)
- Online assessments (Star Reader)
- PM Benchmarking (Reading)

5. Summative Assessment and Recording

EYFS

- Baseline Assessments are recorded to inform initial assessments on our tracking system. Children are assessed against 'Development Matters' age bands and descriptors and a summative judgement is made against the steps.
- Judgements are recorded on our tracking system.
- During the summer term, the final teacher assessments are reported using the EYFS Profile and Characteristics of Learning. Parents receive a written report of their child's outcomes.
- Phonics is assessed at the end of each term, using the Little Wandle Revised Letters and Sounds assessment programme.
- We utilise our assessment system, Insight, to inform the data capture expectations of the Diocese of Chichester Academy Trust (3 times per year).

Key Stage 1

- Summative assessment occurs in Maths, Reading and Writing and are recorded in these subjects on our tracking system.
- Phonics is assessed termly using the Little Wandle, Letters and Sounds Revised assessment programme.
- In the wider curriculum subjects, teachers assess termly against the taught curriculum (in line with National Curriculum statements). Assessments are recorded on an Excel document and statements are RAG rated to inform next steps planning.
- The academy engages with the expectations Year 2 Non-Statutory Assessment Tests and Teacher Assessment Framework and uses the outcomes of these to help inform end of year teacher judgments.

6. Tracking and the Effective Use of Data to Plan Learning

6.1 KS1 (Year 1 & 2) teachers will record their assessments on our tracking system in line with academy expectations. The tracking system information then helps teachers to then make an accurate judgment of attainment levels and progress from starting points for pupils. Children's attainment is assessed against the taught curriculum and they are also monitored in relation to being 'On Track' for Age Related Expectations ARE).

6.2 Following a period of assessment, the Principal, SLT and Inclusion Lead will meet with class teachers in Pupil Progress Meetings. The Progress and Attainment of the pupils is discussed and children or groups within the class may be identified for interventions.

7. Reporting to Parents/Carers

Autumn Term	**Spring Term**	**Summer Term**
Parent Consultation/Meet the Teacher SEND Reviews (Academy Inclusion Lead)	Parent Consultation Open Afternoon SEND Reviews (Academy Inclusion Lead)	Parent Consultation Written Report Open Afternoon Meet new Teacher/visit new classroom (Transition) SEND Reviews (Academy Inclusion Lead)

7.1 End of Year Reports to parents and carers:

For EYFS:
Reports are produced by using the Statutory Framework for the Early Years Foundation Stage to assist in assessing each child. The report summarises a child's attainment in all areas of learning against curriculum milestones. Class teachers review progress against these milestones at key points throughout the academic year for each child. This in turn helps them to make accurate judgements against the seventeen Early Learning Goals (ELG's) that children are assessed against in EYFS at the end of the year. These Early Learning Goals include the knowledge, skills and understanding children should have at the end of the academic year in the foundation stage. Children are assessed as either Emerging or Expected against these Early Learning Goals (ELG's).

For Year 1:
Teachers use ongoing summative and formative assessment to help them develop progress and attainment profiles for each child. They utilise the academy's assessment system to make judgements throughout the year for each pupil in relation to our taught curriculum. The end of year Learning and Achievement report contains information from the class teacher regarding a child's progress and achievements. It also includes an effort and attainment chart for Reading, Writing and Mathematics based upon teacher assessments. It is

a statutory requirement for children in Year 1 to undertake a phonics screen test and outcomes of this are included within the report.

For Year 2:
Teachers use ongoing summative and formative assessment to help them develop progress and attainment profiles for each child. They utilise our academy's assessment system to make judgments throughout the year for the pupils in relation to our taught curriculum. In addition, the children in Year 2 undertake the non-statutory Standard Assessment Tests (SATs) and the results of these are used to inform teacher assessments. The end of year report communicates where your child is working within year group expectations in Reading, Writing and Maths. Pupil reports include the following: information from the class teacher regarding your child's progress and achievements. A document that details teacher assessment information and SATs outcomes.

8. Feedback and Marking

Feedback enables children to understand the strengths and areas for development demonstrated in their work. Next steps can then be identified. Giving feedback involves talking to children, encouraging them to be reflective about the learning objectives and their work and marking. See Dudley Infant Academy's Marking and Feedback Policy for specific details.

9. Confidentiality

The academy is controlled by the Data Protection Act, which affects the scope and nature of material concerning individuals, which is held electronically.

- Assessment information held about any individual will remain confidential to staff directly concerned with the education of that individual.
- Parents will have access to any assessment information about their own child/ren upon request.
- Collective or summative assessment information only will be available to wider groups or individuals.

10. Roles and Responsibilities

Local Governing Body – monitor attainment and progress data with support from Principal

The Principal –moderate assessments, provide data analysis reports to staff and Local Board. Ensure targets are set and rigorously compared with national data. Hold teachers to account in pupil progress meetings and in performance management

Subject Leaders - Subject Leaders will moderate assessments in staff meetings and when scrutinizing work books. They will and provide support and guidance to other staff

Teachers – Regularly assess pupils to ensure that children develop detailed knowledge and skills and achieve well. Teachers provide feedback and adapt planning in line with assessments to ensure good

progress for all. Provide assessment information for pupils, parents and the academy Senior Leadership Team. Update Target Tracker and discuss assessment information during pupil progress meetings.

Teaching Assistants - Provide feedback to teachers on progress and attainment of pupils they support.

Parents/Carers - Support children at home with their learning and with homework (in line with academy Homework Policy).

Equality Impact Assessment

Under the Equality Act 2010 we have a duty not to discriminate against people on the basis of their age, disability, gender, gender identity, pregnancy or maternity, race, religion or belief and sexual orientation. This policy has been equality impact assessed and we believe that it is in line with the Equality Act 2010 as it is fair, it does not prioritise or disadvantage any pupil and it helps to promote equality at this school.

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