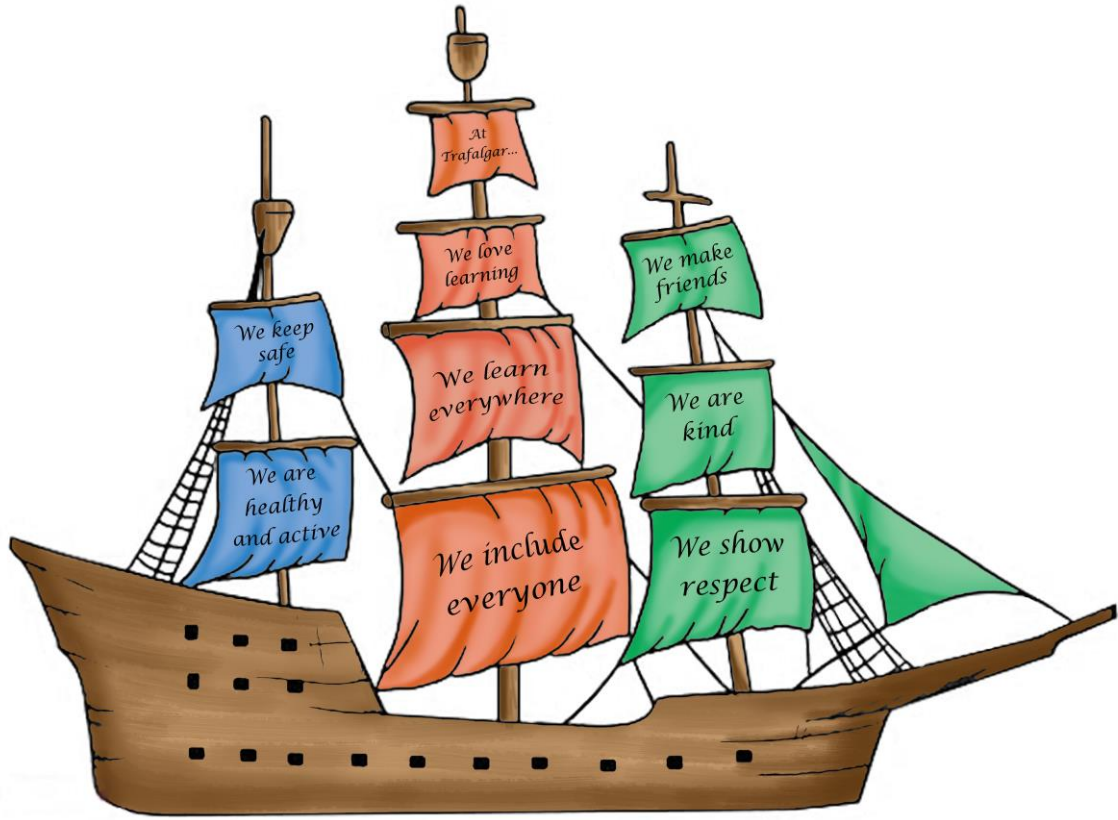


# Trafalgar Community Infant School



## Policy Document

# ASSESSMENT FOR LEARNING POLICY AND EVALUATION FRAMEWORK

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**The objective of this framework and policy is to clarify to all stakeholders, their roles, responsibilities and accountabilities for whole school assessment and self-evaluation.**

## **ASSESSMENT POLICY STATEMENT**

The principles and purposes of assessment:

At Trafalgar we believe that assessment is an integral part of everything we do.

Assessment:

- supports children in understanding the next steps to improve their learning
- identifies what is needed for appropriate teaching and intervention
- monitors whole school performance against benchmark standards

We recognise that assessment is an ongoing process which is essential to our understanding of each child, determining the provision of next steps for his or her learning. This is happening continually in the classroom on a daily basis. As teachers we build up our own detailed picture of each child and have our own class-based systems of recording progress in all aspects of pupil learning. Such records are at the heart of assessment, and are flexible and adaptable. They often result from sitting with the child and reflecting on the pupil's learning at that moment. There are more structured forms of assessment through which information is gathered and monitored to compare pupils' attainment and progress and school performance in line with year group expectations. As a school, we encourage a growth mindset and avoid ideas of fixed ability and emphasize the opportunity for all pupils to succeed with effective teaching and learning.

## **FORMATIVE ASSESSMENT**

Formative assessment is a fundamental part of assessment at Trafalgar. It is the assessment formed during the educational journey and is ongoing. It is used to assess knowledge, skills and understanding and to identify gaps and misconceptions. It is dynamic, in that misconceptions identified by assessment can be addressed in that moment. Through protocols and procedures formative assessment is embedded in classroom practice:

- to inform teachers' and learning assistants' detailed knowledge of pupil progress
- to inform children's understanding of next steps to improve their learning through feedback
- to inform the planning and adaptation of strategies and activities to promote effective learning

### **Principles of Formative Assessment**

- Be based on observation, questioning, classroom dialogue and responsive teaching
- Have pupil voice at the heart of the process
- Engage parents
- Be flexible, informal and regular in a range of contexts and environments
- Be diagnostic rather than evaluative
- Be quick to use: strategies should fit seamlessly into the teaching and learning process
- Be low stakes- assessment information gathered should not be scored or graded
- Be recorded in a variety of ways, or may not be recorded at all

*From: West Sussex Formative Assessment Guidance*

Teachers will assess knowledge and skills through talking to their children, getting to know them (including gathering parent views), reviewing their written work and drawings and using inclusive questioning techniques (where all children can answer).

### **Examples of Low Stakes Formative Assessment Techniques**

- Mini whiteboards – used to answer whole class questions, check understanding
- Mind maps
- Think-pair-share
- Low stake quizzes to recall learning from last week, last month, last year

- Diagnostic questioning, using multiple choice questions to reveal misconceptions
- 'Odd one out' or 'always, sometimes, never' to classify, sort and justify reasoning
- Metacognitive prompts, using sentence starters to elucidate learning. E.g. 'I understand...but I still don't understand...'; 'today I learnt...'

## SUMMATIVE ASSESSMENT

Summative assessment is a summary of a child's learning at a point in time, or for groups of children or subjects. The Assessment Responsibilities and Timings Framework (Appendix A) sets out the range of assessments carried out and recorded to monitor the progress and attainment of individual pupils, identified groups, cohorts and the whole school. This enables teachers to evaluate both pupil learning at the end of an instructional period and the impact of their own teaching.

Summative Assessment is used to:

- inform parents/carers at regular points throughout their child's time at school
- for school improvement:
  - ensure children are making good progress against all subjects
  - ensure teaching across classes and subjects is consistent in supporting progress
  - identify any groups at risk of falling behind (e.g. boys, EAL, SEND, summer born)
  - identify the impact of initiatives and programmes on children's learning

### End of Unit Assessments

At the end of a unit of work Teachers will collect evidence to assess each child's knowledge of the key objectives for that unit as identified in the subject's long term plans. This ensures:

- Subject leads know what has been taught and understood to enable them to provide targeted support for classes or year groups if needed, or to adapt long term plans and progression
- Class teachers know which key objectives to revisit over the course of the year to consolidate and revise learning
- Teachers in future year groups can review and revisit key learning.

Assessments will be recorded by class teachers, following curriculum subject 'Assessment Guides'. These detail how and when assessments are made in each subject.

Tasks to inform these end of unit assessments should be away from the point of teaching, with open ended opportunities for children to show how much they have remembered. They must be linked to the key knowledge the unit has taught. Activities will vary depending on the age and stage of each child, any communication needs and also the specific subject. Examples of open-ended, end of unit tasks include:

- Creating a mind map of all the things you can remember
- Creating a dance using the key movements you have learnt
- A group discussion to evaluate an experiment or construction and recording via video or scribe
- Completing a 'fill in the gaps' knowledge organiser
- Multiple choice quiz
- Completing a stem sentence e.g. 'Three things I know about the Fire of London are...'

### Statutory Assessments

Summative assessments include the following statutory assessments:

- Reception Baseline Assessment (RBA), this is completed in the first 6 weeks a child starts school. The data is shared with the DfE. No numerical score is shared and the data is only used at the end of year 6 to form the school-level progress measure
- Early Years Foundation Stage Profile (EYFSP), completed at the end of the Reception year. The data is submitted to the Local Authority and shared with parents in reports and year 1 teachers at handover.
- Phonic Screening Test, completed at the end of Year 1.

Results are shared with parents. Data from the phonics screening check is collected and used by the DfE to publish statistics at national and local authority level. Pupils who do not achieve the expected standard in year 1 will receive additional support in school and retake the check in year 2.

Statutory assessments are compared against school, local and national data. They are shared with the Governing Body and inform the School Improvement Plans.

### **End of Year Reports**

All parents receive an annual school report for their child. This summarises their attainment and progress throughout the year and identifies next steps. We hope it reflects a picture of the child: what interests them, their strengths and personal achievements, their effort and attendance, and how they can continue to make progress as they move forwards in their learning journey.

### **End of KS1 Assessments**

As an Infant School it is important for us to ensure end of key stage assessments are accurate and easy to understand to ensure children's learning is not interrupted as they move into Junior school. At Trafalgar we do not use the optional formal KS1 SATs to base these assessments on as these do not give a holistic picture. However, we will use sample papers and questions as part of class teaching to ensure our judgements are benchmarked against national expectations. We also work closely within the locality and use West Sussex criteria to assess and moderate maths and English. All summative judgements for the end of KS1 are shared with receiving Junior Schools and they are invited to moderation activities. In addition, class teachers meet to ensure informal assessments and knowledge is passed on.

## **PLANNING & ASSESSMENT**

*"Assessment and pedagogy are inextricably connected." John McIntosh*

Assessment informs and improves our teaching. It informs our planning from a whole school improvement level, to subject leadership planning, weekly plans and planning for individuals. All our plans include clear assessment opportunities.



### **Assessment as part of Quality First Teaching:**

For assessment to be meaningful it must have an impact on learning. Assessment informs the targets and next steps planned for all our children. Addressing misconceptions and giving verbal feedback is part of our daily practice. This is part of what Quality First Teaching (QfT) looks like at Trafalgar; with all adults checking understanding and giving clear and meaningful feedback. This is evident as you move around our school and is monitored as part of lesson observations and drop-ins. Every day adults encourage children to recap, recall and reflect on their prior learning (see techniques for formative assessment above). As part of our marking policy (Appendix B) children have clear direction to improve their learning and skills for the next piece of work. Most next steps will be given verbally but will also be evident for individual pupils in their recorded work.

Curriculum targets and next steps are shared with parents/carers at parent teacher consultations and in annual reports. They are also clearly identified in learning plans for those children with SEND, which are also informed by child and parent voice and outside professionals.

### **Pupil Progress Meetings**

Pupil progress meetings happen at least twice a year. They provide an invaluable opportunity for the class teacher to meet with the Senior Leadership Team to discuss their cohort. At these meetings we will focus on those children, or groups of children, not making expected progress, and ensure that the strategies being implemented are narrowing gaps in attainment and any additional support or access to external services is identified.

## **RECORD KEEPING**

At Trafalgar, we strive to minimise record keeping that does not support children's learning and attainment. We value teacher knowledge and expertise and recognise that many assessments will not be written down. However, by collecting a range of evidence we can build up a picture of a child and groups of children, ensuring that progress is made by all and that any gaps in learning are narrowed.

The purpose of recording assessment is to:

- use the information and records from the previous teacher to help future planning and teaching
- plan with assessment in mind
- make judgements based on evidence
- establish a clear pattern of reviews
- provide opportunities for pupils to reflect, review and record in the classroom
- contribute evidence of pupil attainment, with judgements, to support moderation to promote common standards and expectations across the school and locality.

### **Evidence of assessment at Trafalgar includes:**

- Teacher professional judgements/knowledge
- Learning Journeys/core and foundation subject books.
- Insight data collection for all year groups
- Regular Little Wandle phonics assessments
- Reading records
- Child initiated work, including those recorded on Evidence Me (online learning journal)
- Children's voice (including photos and quotes)
- Annotated planning
- Teacher check lists
- Classroom displays
- Peer and self-assessment
- Parent/carer voice (e.g. following parent consultations)
- Records of intervention groups
- Learning Plans for those children on Level 3,4 or 5 of the graduated response plan
- Highlighted 'I can' statements/ YrR Learning Objectives
- NELI Screening for YrR
- Statutory Assessments: RBA, EYFSP, Phonic Screening
- Pupil Progress meetings
- Annual reports to parents/carers

Further subject specific examples can be found in our 'Subject Assessment Guides'

## **ASSESSMENT IN THE EARLY YEARS FOUNDATION STAGE**

Before children start in Reception we use their pre-school records, discussion with pre-school practitioners, settling in visits and discussion with parents to gain a picture of the child. During the first six weeks of the Autumn term the Reception Baseline Assessment (RBA) is used alongside our own observations to give a snapshot assessment of a child's starting point on entry to school. Records are kept throughout the year both electronically (using 'Seesaw') and in each child's Learning Journey books. Each child's achievements and progress is tracked and reviewed throughout the year. A

summative assessment is made each term to assess if the child is working at the expected level across the areas of learning.

The Early Years Foundation Stage Profile is completed by the class teacher, with support from all the adults that know the child (such as Learning Assistants, PPA and specialist teachers). The judgements are moderated across the year group and with other local schools. The results are shared with parents and Year 1 teachers. The DfE deems that a child has reached a 'Good Level of Development' if they attain the Early Learning Goals in the prime areas and English and Maths. Children assessed as not having met a 'Good Level of Development' by the start of Year 1 will continue to access the Early Years curriculum, alongside the introduction of Year 1 learning objectives.

**ROLES AND RESPONSIBILITIES**

The Assessment Responsibilities and Timings framework (Appendix A) sets out roles, responsibilities and the timings of assessment activities. Identified staff liaise with the Assessment Co-ordinator who maintains an overview of assessment and evaluation across the school and ensures the Governing Body is updated termly. The monitoring process will evaluate the efficacy and relevance of assessment procedures and ensure the inclusion of any changes and developments to assessment requirements that may impact on whole school practices.

Moderation in year groups, in whole school staff meetings and locality groups, ensures consistency and accuracy of assessed judgements and allows for benchmarking against standardised exemplification materials. Teachers are kept up to date with developments in assessment practice and will be able to develop and improve their practice through INSET, staff meetings, CPD, and moderation meetings.

**APPENDIX A**  
**Assessment Responsibilities & Timings**

<b>Assessment Activity</b>	<b>Frequency</b>	<b>Role Responsible</b>
Review of DfE School Performance Data	Annual	HT, Governors, Assessment Co.
Reception Baseline Assessment	Annually (in first 6 weeks)	Rec CTs (overseen by Year Group Lead)
Phonic Screening Check	Annually (June)	Y1 CTs (overseen by Year Group Lead)
End of Year Group, Key Stage Assessments (Year 1 & 2)	Annually (June/July)	KS1 CTs (overseen by Year Group Leads)
Early Years Foundation Stage Profile	Annually (June)	Rec CTs (overseen by Year Group Lead)
Foundation Subject Overviews	Annually	Subject Co's
End of Year Reports	Annually (July)	CTs & SLT
Parent Consultations	Twice yearly	CTs (overseen by SLT)
Locality Moderation, including moderation with local Junior School	Twice Yearly minimum	CTs (overseen by HT/Assessment Co)
Governor Assessment Update	Termly	Assessment Co
Data Drops on Insight & Pupil Progress Meetings	Termly	SLT & CTs
Identified Groups Tracking By class SEND EAL PP/PP+ Additional Group Targets (e.g. Summer born, Young Carers)	Termly	SENDCo/Assessment Co
Phonics & Maths fluency Tracking Overviews	Termly	English Co. Maths Co.
End of unit subject assessments	In line with Subject Assessment guides	Subject Co's
Individual Pupil Assessment including marking & feedback across all subjects	Ongoing	CTs

### **Insight**

Trafalgar use the online system 'Insight' to centralise assessments and report writing; reducing workload and ensuring secure, clear information sharing and consistency.

It is class teachers' responsibility to ensure the assessments inputted to Insight are accurate and up to date. It is the assessment coordinator's responsibility to ensure Insight is set up appropriately and that the data gathered meets the school's needs.



- At Trafalgar we believe talking to the children about their learning and giving verbal feedback during their learning is the most effective way to support them to make progress.
- Learning objectives are always shared with the children during each lesson. This is done in a way that is meaningful to them e.g. verbally in adult led groups, displayed on the whiteboard, discussed with children as part of whole class learning.

### Marking in books

- All focus work **must** be dated and have a “Can I...” success criteria that the adult and/or child can mark against.
- Adults will use the following codes on the stickers to support their formative assessment.
  - ✓ + indicates the success criteria has been met and is well understood and extended
  - ✓ indicates the success criteria has been met
  - indicates the success criteria has not been met (needs revision/revisiting)

The following letter codes will be circled next to the success criteria to indicate the level of support/activity type  
S = Support given by an adult, and initials of adult who assisted

I = Independent

SI = Self-Initiated (the child has chosen to complete the activity without being directed to)

AL= Adult Led (an adult has directed the child to the task and worked with the group the child is in). Add initials of adult.

SC = Self corrected

*[If an adult supports the child for the initial part of the work, write ‘S’ next to that part, then ‘I’ next to the part that the child then tackles independently]*

- All marking on the piece of work (corrections, comments, next steps and pupil voice) should be written in **green** pen. In KS1, children will use a **purple** pen to self-correct, improve or edit any written work.
- ● next to a child’s answer indicates an error. The adult will place a box or line next to this if they would like the child to self-correct.
- Children (and adults) are encouraged not to use rubbers apart from when presenting/publishing work (child puts a line through or adult uses a ● to indicate error).
- Assessment Tasks (away from point of teaching) will be completed at least termly in Maths and English. These will be recorded on **blue** paper (or with a blue sticker). For other subjects please refer to subject assessment guides.
- Feedback and discussion with pupils about their learning is completed as part of live marking on a daily basis. In addition more formal **Pupil conferencing** will be used at least termly (for at least 1 subject). This may often be following on from an end of unit assessment task. This is an opportunity for children to reflect on a piece of work (or unit of work) with their class teacher. They will be given the opportunity to reflect on strengths and areas they would like to improve. Notes from these discussions will be recorded in children’s books with **blue** pen. The children will be given time to implement their ideas of how to improve.
- Following written comments, children should have clear direction on how to improve. An example could be a spelling or letter formation to practice. Teachers and support staff *must* allow time for children to read and respond.

- Self-assessment – children will have lots of informal opportunities to talk about their learning with both adults and peers and to think about how they can improve or extend their learning when reviewing and reflecting on tasks. For some pieces of work children will also have opportunities to write comments, have their comments scribed, or draw (e.g. smiley faces) to show how confident they feel meeting the success criteria.