



## Filey C E Nursery & Infants Academy

*'Inspiring Confident Learners, Reflecting Christian Values'*

We endeavour to uphold Christian teaching to:

*"Shine as lights in the world and love as Jesus loves us" (Philippians 2:15, John 13.34)*

Our school is a Church of England School rooted in 'Compassion, Community and Friendship'.

### **Assessment Policy**

#### **Rationale**

Filey CE Nursery and Infants Academy follows the Ebor Academy Trust Assessment Calendar with a 13 week Assessment Cycle, 3 times an academic year. Assessments are tracked using Insight. PIXL is used to support staff with delivering targeted interventions and to support individualised learning plans. The Assessment lead, SENCO and Co-Headteachers work closely together to support the teachers and school staff with assessment.

This Policy outlines the purpose, nature and leadership of assessment at Filey C of E Nursery and Infants Academy. 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. High quality assessment is an essential part of teaching and learning. It ensures a whole school approach to the provision of an excellent education for all children and enables teachers to deliver education that best suits the needs of their pupils. Assessment is a continuous process which is integral to teaching and learning, allowing pupils to reach their maximum potential.

#### **Aims**

The aim of the policy is to give a clear outline of all assessments and to ensure that assessment is used as a tool to inform planning, to track pupil progress and to raise standards. We aim to create a school environment in which staff are supported and children have the optimum conditions to learn and develop. Alongside this, we encourage high expectations of all and provide appropriate support to enable this. We want to create a climate that promotes children's social, spiritual, moral, cultural and academic development. Our children are taught to evaluate their own work and the work of their peers. It is the

entitlement of every child at our school to be given an education that builds on their strengths, addresses their individual needs and ensures progression. Assessment is an essential tool in the delivery of this entitlement.

### **Implementation**

Assessment is a daily part of the life of the school. Assessments, through monitoring of children's work, are used, and feedback is used by teachers to inform their teaching and ensure that children know their next step and what they need to do to improve. More formal methods of assessment provide feedback on pupil progress and ensure a rigorous approach to curriculum delivery. The purposes of assessment are:

- to be formative, providing information for the teacher to plan the next steps in the children's learning and support children identifying their own next steps
- to be diagnostic, providing more detailed information about individual children's strengths and weaknesses
- to be summative, providing a snapshot of each child's achievement - these can be reported to parents
- to be evaluative, allowing the school and individual teachers to evaluate how effective their teaching is
- to inform the children to enable them to develop their learning

Assessments are made to avoid any bias and will allow all children the opportunity to be assessed on their strengths and abilities.

### **Forms of Assessment**

Formative assessment is carried out by teachers every day in every lesson. It allows our teachers to understand pupil performance on a continuing basis. This type of assessment is used to assess knowledge, skills and understanding, and is used to identify gaps and misconceptions. It enables our teachers to identify when pupils are struggling, when they have consolidated learning and when they are ready to progress. It also enables our teachers to identify if children are working at greater depth. Teachers are then able to provide appropriate support or extension as necessary.

Summative assessment enables our teachers to evaluate both pupil learning and the impact of their own teaching at the end of a period of time. It provides evidence of achievement against the objectives of the curriculum. It is useful in informing teaching and learning in subsequent lessons. This type of assessment is shared with parents and carers at our parent and carer/teacher meetings and enables them to support their child's learning. Children who have not made expected progress or who have fallen behind are targeted for using interventions. These interventions are provided by PIXL and are linked to the child's specific areas of needs and/or gaps in their learning.

Our children also complete the national Standardised Summative Assessment. In Early Years a baseline assessment is made during the first term. In Year 1, the children take the Phonics Screening Check. This test is administered internally by our teachers and these results are

then reported to the academy trust, local authority and to parents. Children who do not achieve the expected standard in Year 1 will complete the Phonics Screening Check in Year 2.

National Key Stage One tests are no longer a statutory requirement as of September 2023 however our children will be completing an end of year assessment, to support teacher assessment, in line with all schools in Ebor Academy. Our Year 2 children will be given teacher assessment standards in reading, writing, mathematics and science.

## **Marking and Feedback**

Our teachers and assistant teachers 'live mark' their pupils' work during lessons, where possible to ensure that feedback is given in the moment and pupils have the opportunity to address misconceptions/extend their learning as appropriate. Verbal feedback is also given to pupils. Sometimes this cannot be possible, so a next step is given during or after the lesson. Marking and feedback is purposeful so not all work will need marking and/or feedback. In Y2 we encourage children to self-mark/peer mark when possible.

Annual Reports to parents/carers are

- based on the recording of assessments
- clear and understandable
- a comprehensive profile of the pupils which includes all their achievements across the curriculum, their progress, behaviour, special achievements and contribution to school life
- inclusive of results of statutory assessments
- indicate next steps in learning through targets in the core subjects
- include attendance details, including unauthorised absences

Two copies of the report are produced, one for the school and one for the parents.

## **Special Educational Needs and Disability**

Early identification of special educational needs is a result of our continuous teacher assessment as well as information from other agencies and parents. A child may have difficulties in one area of learning (a specific learning difficulty) and have strengths in others. Teachers ensure they are challenged and not limited in the learning tasks they undertake. Our SENCo, with the support of the class teachers, ensures that the children in our school are fully supported and works with the senior leadership team, triangulating a consistent approach. Children working out of year group and children who have a identified need are assessed using the Cherry Garden Branch Maps. We also use Boxall Profile to help teachers to further support children and their additional needs.

## **Roles and Responsibilities**

The overall responsibility for assessment belongs to the Co-Headteachers. However, this responsibility is shared with the Assessment lead. Class teachers are responsible for assessment of the children in their care and curriculum subject leaders are responsible for monitoring assessment within their subject area. Curriculum leaders follow a yearly overview to help them monitor their subject. Class teachers input their assessment data into Insight so that this can be analysed by the Headteachers, Assessment lead and at Trust level.

### **Role of the Assessment Lead**

- to monitor whole school assessment
- to support teachers, in consultation with subject leaders
- to support subject leaders with moderation opportunities
- to provide / arrange training and development in assessment
- to liaise with year groups and subject leaders to ensure that planned assessments are manageable
- to keep informed of statutory requirements and update staff
- to attend courses relating to assessment
- to write a school policy and review it annually in consultation with staff
- to monitor and review assessment procedures with teachers, subject leaders and Head teacher to ensure effectiveness, consistency, manageability and that legal requirements are being met
- to monitor the impact of assessment in raising pupil achievement and progress, alongside the headteacher.
- to ensure that statutory assessments are administered, alongside the headteachers.

### **Role of the Co-Headteachers**

- to be responsible for statutory assessment arrangements
- to ensure that statutory assessments are administered
- to identify which pupils are eligible for statutory assessment
- to ensure that teacher assessment has been undertaken for pupils undergoing statutory assessment
- to be responsible for ensuring that a report is sent to parents/carers at least once a year.
- to arrange two parent/carers appointment evenings
- to read all annual reports and assure their quality

This policy was reviewed and amended in September 2025

To be reviewed September 2028

A Jackson

