



*Nurtured we thrive*

## Assessment Policy

*Compassion, Responsibility, Justice, Forgiveness*

Member of Staff Responsible	Mr T Pring
Position	Headteacher
Dated	September 2025
Date of next review	September 2027

## Equal Opportunities

Thurnham Church of England Infant School is committed to promoting the principles and practices of equality and inclusion. A whole school approach is used to ensure all children receive equality of opportunity - not only so that every child is included and not disadvantaged, but also so that each child may learn from the earliest age to value diversity in others and grow up making a positive contribution to society. We acknowledge and respond to the differing needs of all children, whatever their cultural or ethnic background and experiences and whatever their physical and educational needs. We understand the importance of providing a challenging and enjoyable programme of learning and development and we make reasonable adjustments to enable all pupils to participate and feel valued and supported.

Thurnham Church of England Infant School is fully committed to avoiding all forms of discrimination as set out in the Equality Act 2010 (including the February 2013 update). This applies to all pupils, parents and staff members and includes inappropriate discrimination on grounds of age, disability, gender (including gender reassignment), marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex, and sexual orientation.

Our Christian vision and school values underpin our approach to everything we do. At Thurnham Church of England Infant School we draw inspiration from the parable of the mustard seed; a tiny seed that grows into a mighty tree, illustrating the potential within us all to thrive. We believe that by nurturing this power we can create a caring Christian community. By acting with compassion and forgiveness, we empower each of us to set a positive example to others. We value everyone's voice and their responsibility to use it for positive change and social justice.

Our school values are:

Compassion - *love in action*

Responsibility - *doing the things we are supposed to do*

Justice - *fairness*

Forgiveness - *letting go of negative feelings e.g. anger or blame.*

## 1) The Principles and Aims of Assessment

At Thurnham Church of England Infant School we believe assessment is fundamental to being able to extend and challenge children's learning so that all pupils can fulfil their potential.

We believe assessment should be incorporated systematically into teaching strategies in order to assess progress and diagnose any necessary teaching, whether on an individual, group, class or whole school basis.

We believe assessment is only effective if there is a regular review, communicated and acted upon at all levels. Our assessment procedures are free from bias, stereotyping and generalisation in respect of gender, class, race, disability and special educational needs. However, we do analyse the progress of different groups of pupils in order to ensure the quality of education meets all pupils' needs.

### **Our Aims of Assessment**

- To identify and monitor children's progress.
- To provide teachers with useful information which they can use to plan further targets for each child.
- To highlight strengths and weaknesses so that teaching can be targeted to individual needs.
- To celebrate children's achievements in a broad range of curriculum areas.
- To provide continuity and progression of learning between classes and year groups, and between infant and junior schools.
- To identify difficulties shared by children, including pupils who have SEN needs, so that help and support can be focused and effective.
- To provide parents with information about their child's progress at school.
- To comply with statutory requirements.
- To track a child's development throughout their time at Thurnham Church of England Infant School.

## **Assessment is at the heart of teaching and learning at our school**

- Assessment provides evidence to guide teaching and learning.
- Assessment provides the opportunity for children to demonstrate and review their progress.

## **Assessment is fair**

- Assessment is inclusive of all abilities.
- Assessment is free from bias towards factors that are not relevant to what the assessment intends to address.

## **Assessment is honest**

- Assessment outcomes are used in ways that will not cause unnecessary pressure for the pupils.
- Assessment outcomes are conveyed in an open, honest and transparent way to assist children with their learning.

## **Assessment is consistent**

- Judgements are formed according to common principles.
- The results are readily understandable by third parties.

The school's results are compared with other schools, locally and nationally.

## **Assessment is ambitious**

- Assessment places achievement in context against nationally standardised criteria and expected standards.
- Assessment embodies, through objective criteria, a pathway of progress and development for every child.
- Assessment objectives set high expectations for learners.

## **Assessment is appropriate**

- The purpose of any assessment process is clearly stated.
- Conclusions regarding children's achievement are valid when the assessment method is appropriate (to age, to the task and to the desired feedback information).
- Assessments consistently draw on a wide range of evidence to provide a complete picture of each child's achievement.
- Assessment demands no more procedures or records than are practically required.

## 2) Arrangements for the governance, management and evaluation of assessment at Thurnham Church of England Infant School

- It is the responsibility of the Senior Leadership Team to ensure that the assessment policy is maintained and followed by all members of the school staff.
- The Headteacher and Deputy Headteacher will monitor regularly the effectiveness of our assessment practices throughout the school. This will take place through lesson observations, work and planning scrutiny and Pupil Progress Meetings. Year group Leaders are responsible for ensuring that their team members are following school procedures and supporting them with this as necessary. They too will undertake work scrutiny, lesson observations, planning scrutiny and data tracking activities.
- The effectiveness of this policy and practices will be judged by the ease and confidence with which staff are able to assess the children within their classes; how they are able to use these assessments to develop appropriate outcomes for all children and how well they are able to monitor and track the progress of all the children. Staff should have the confidence to be able to talk about the children within their classes and an understanding of their barriers to learning and of the next steps children need to take.
- The members of the Senior Leadership Team take into consideration data from Fisher Family Trust data and Pupil Progress Meetings.

### **Governance**

- The Curriculum and Learning Committee meets four times a year and considers our termly progress and outcomes.
- Presentations and training are delivered by members of the teaching staff to ensure that governors' knowledge and understanding is kept up to date.
- Governors visit the school during the working day to see how assessment looks in practice.
- All governors are informed as to how the school compares locally and nationally.
- Governors have access to our Inspection Data Summary Report (IDSR) so they are aware of any areas of concern or weakness.

## 2) How Assessment Outcomes are Collected and Used

- At Thurnham Church of England Infant school we use the following terms when we are assessing and reporting on the children's current progress within

Key Stage 1:

**Working Towards**

**Emerging**

**Expected**

**Greater Depth**

These terms are relative to each of the year groups and relate to a child's progress within that particular cohort.

- When we discuss the children with their parents and report at the end of the year we use the terms Working Towards, Emerging, Expected and Greater Depth against the National Standards set for that year group.
- At the end of Year 2 the terminology that is reported is slightly different:
  - Engagement Model (the replacement for P Scales) for non-subject-specific study steps**
  - Pre-Key Stage Standards 1 - 4**
  - Working Towards the Expected Standard**
  - Working at the Expected Standard**
  - Working at a Greater Depth Within the Expected Standard**
- For tracking purposes in KS1, we use FFT and teachers assess throughout the year using the programmes of study for English and mathematics.
- As a school we have embraced the concept of not levelling children. We feel that our children should be offered a far wider and deeper understanding and curriculum. We seek to consolidate their understanding. We also found that parents and staff became very concerned about moving to the next level. Therefore, we have adopted the tracking statements as recommended by Kent County Council. These statements are used by schools when moderating together (in Years 1 and 2) and act as a common language.
- It is the aim of all the staff within our school to get all our children to Expected. Many of our children go on to greater levels of mastery.
- Reading: In all Year Groups, teachers use termly Little Wandle assessments to direct their teaching. Formative assessments are also made during each guided reading session. In Year 2, SATS papers in Reading, towards the end of the year, to inform judgments.

- Mathematics: In addition to daily formative assessment and responsive teaching, Year 1 and 2 teachers also use the end of unit White Rose assessments.
- Writing: We assess and moderate our children's writing informally on a weekly basis. This gives our teachers a chance to see how well the children are progressing and whether any additional support or changes need to be made. This information is then used to see whether there are any noticeable gaps in children's attainment. We consider all our vulnerable groups including boys and girls and summer born children.
- Reading, writing and mathematics are benchmarked during our Term 1 'Touching Base' meetings and then assessed throughout the year using FFT.
- Science and the foundation subjects are assessed termly and at the end of the year and a judgement made as to whether pupils are WTS, EXP, GDS.
- Parents are informed as to how well their children are progressing towards the Expected Standard at parent meetings (3x year). Targets are set with the children and parents to help the children understand their next steps.
- To help inform their decisions, teachers assess the FFT statements secured in mathematics, reading and writing throughout the year. These help when looking to see what gaps there are in the children's understanding and whether they have met or Exceeded the national expectations.
- Assessments are also made in Religious Education and shared with the RE Subject Leader.
- Sticky Knowledge quizzes are used for each unit in the foundation subjects.

## **Moderation**

- Moderation takes place across the school in reading, writing and mathematics, three times a year.
- Year groups continually monitor and moderate pupil outcomes to adapt their teaching. These moderation sessions help ensure there is consistency and accuracy in our judgements.
- External moderation takes place with local schools.
- Subject leaders look at work during their visits to other schools.
- We also moderate with junior schools in the consortium so that they can see how our judgements are arrived at.

## **4) Arrangements for Competent and Confident Judgements**

- Staff will be involved in any changes to the way we assess, or the methods which we use to gain information and how judgements are made. Through staff meetings and PPA sessions (Planning, Preparation and Assessment) staff will be able to discuss and be made aware of any changes to the school's procedures.
- As a school we work well together in year group teams and as a whole school staff. We have very strong middle leaders who keep themselves informed of what is happening, not just in our school, but in schools in the local area. All our middle leaders are responsible for a core curriculum area. Through research, networking and meetings, they are made aware of the national agenda in their specific subjects. They then inform their team and wider staff of these changes.
- The Senior Leadership Team meet fortnightly: assessment and monitoring is always on the agenda.
- As a staff we always share good practice we have seen from other schools.
- The Headteacher and the Deputy Headteacher keep informed of the local and national scene and share this with the wider leadership team, staff and governors.
- Pupil Progress Meetings are held four times a year. The Term 1 meeting is designed to discuss the children who staff feel may not meet the Expected standard at the end of year. Discussions are also held as to ways to support the children who will exceed the Expected Standard. The remaining meetings are to track the progress of all children and discuss those who are not for various reasons making the progress they should.

Interventions and support are discussed. All vulnerable groups are considered and the teaching staff are supported with any needs that have arisen within their classes.

## 5) Different forms of Assessment used at Thurnham Church of England Infant School

### Formative assessment

*At Thurnham Church of England Infant School we understand that assessment of children's achievement leads to our teachers asking: What do the children need to learn now in order to make improvements and progress? How can I extend / enrich them further?*

- Assessment for Learning is pivotal and underpins Thurnham Church of England Infant School's approach to Teaching. Staff use Learning Objectives, Success Criteria, effective marking and peer and self-assessment to engage pupils in their own learning journey and to inform them of their next steps.
- Assessment opportunities are identified in our planning. Marking identifies successes and areas for improvement.
- We use mixed ability grouping to help support and extend all the children.
- In all lessons there are enrichment or support tasks, specifically matched to the prior knowledge of the children.
- We assess/deep mark the children who are in our guided groups for that session. We extend and support 'live' at the time of learning. **Green** marking shows what has been successful and **pink** is an aspect the child needs to develop or revisit. There is then a response from the child at the time. The information gained during these sessions is used to plan the next steps in learning.
- We randomly select pupils to answer questions in lessons. This provides opportunity for all and ensures all children remain engaged.
- Talk partners are widely used and all staff use open-ended and higher-order questions when evaluating and probing children's understanding.
- Teaching Assistants (and other staff) will often scribe or make observation notes during 'carpet' sessions. This gives teachers invaluable insights into children's knowledge and thinking.

- Seesaw is used to capture and share the children's work with their families. Photographs are used to capture learning, where practical.
- Mini plenaries are used by the teachers to check understanding. Often a lesson will be paused to check in on the children's understanding and to provide feedback to the teacher to gauge how well the lesson has been pitched.
- All children are aware of the success criteria before they begin each lesson. Where appropriate, these are negotiated with the children.
- Children use peer assessment and discussion to give feedback.
- Children who did not grasp the activity are supported either by the class teacher or teaching assistant with a boost or recap session so they are ready for the next lesson.
- Once an activity has been completed the children respond to adult questions as to how well it went. Adults highlight the Learning Objective in pink for not reached, Green for reached, Yellow for Greater Depth.
- The Little Wandle Phonics programme provides a range of Keep Up, Catch Up and SEND programmes for pupils who need additional support.

## **SEN(D)**

Our pupils who are identified as having SENs/EHCP or SEND are also involved in the assessments process in the same way as their peers. Assessments made on these pupils will be based on the curriculum they are following. If a pupil ended the academic year at 'working towards' teaching and learning will continue from that starting point the following academic year. For example, a pupil who ended Year 1 as Working Towards the Year 1 curriculum, will begin Year 2 still working to achieve the Year 1 curriculum. They will still be covering aspects of Year 2 but assessments will be made against the previous year until their teacher is confident they have grasped it.

**Children who are working on the Engagement Model (below the National Curriculum) will have their own record books to show individual progress. These will be shared at all Pupil Progress meetings and at the end of the year as part of the moderation process.**

The process and support for children with Special Educational Needs is detailed in the school's *Special Educational Needs Policy and SEN Information Report* which can be found on our website.

## Summative Assessment

### Standardised Tests/Assessments

During Key Stage 1, all children who are deemed to be on track for Greater Depth Reading, Writing and Maths teachers will use the Kent Tracking Statements.

- Summative assessment at Thurnham Church of England Infant School is used to inform parents of their child's development and progress. This is shared not only during Parents' Evenings but at any other time they wish to talk to the teacher about their child.
- We use Seesaw as the method of communication with our families.
- Homework goes home on a weekly basis, via Seesaw, and this helps parents to see how well their children are progressing e.g. how independently children are able to complete a task set.
- The children in Reception have weekly challenges, set on Seesaw. Learning Journeys also go home and parents are encouraged to celebrate significant achievements within them. These give our parents a chance to discuss the learning from school and to add their own photos and events.
- Children in Years 1 and 2 have reading, weekly spellings and mathematics homework challenges.
- Writing moderation.
- Little Wandle assessments, termly.
- Children who are working at closing a gap (from the previous year) will have individual or adapted success criteria so they too feel that they are able to achieve.

## Nationally Standardised Summative Assessment

At Thurnham Church of England Infant school we strive to achieve the very best for all our children. To do this we keep abreast of current initiatives. We invest in our teachers attending training and networking sessions. These sessions ensure staff are confident that all statutory assessments are undertaken correctly, that they are aware of the content of these assessments and that all children are well prepared when they encounter them.

National assessments include:

### **Reception Year:**

- Reception Baseline Assessment
- End of Foundation Stage assessments against the Early Years Foundation Stage Statutory Framework (EYFSP)

### **Year 1:**

- Phonics Screening Check

### **Year 2:**

- End of Key Stage 1 teacher assessments in Reading, Writing, Spelling Punctuation and Grammar, Mathematics and Science
- End of Key Stage 1 (optional) National Standardised Assessment Tests in Reading, Spelling Punctuation and Grammar, Mathematics.

At the end of Year 2, the terminology that is reported is listed below:

Pre-Key Stage 1-4

Working Towards the Expected Standard

Working at the Expected Standard

Working at a Greater Depth within the Expected Standard.