



Farnborough Road Infant School

Assessment, Learning and Recording Policy 2025

'Learning, Caring and Achieving Together'

Rationale

To implement assessment for learning practices to improve learning and raise standards.

Aims

To ensure that assessments are

- Effective in raising standards and promote learning
- Used to foster motivation, raise self-esteem and celebrate the full range of achievements of all learners
- Made against clear learning goals and success criteria
- Communicated to parents as part of their child's learning journey and progress.

Organisation and Planning

Daily/weekly/ongoing assessments

Much of what teachers and learners do daily in classrooms can be described as assessment for learning e.g. **questioning** which prompts learners to demonstrate their knowledge, understanding and skills.

Teachers might sometimes record observations in a child's book or Learning Journey

In both the Early Years Foundation Stage and Key Stage One evidence of children's achievements are recorded on Arbor.

Children's progress is closely monitored by the class teacher and in Pupil Progress Reviews with the Headteacher and Key Stage Leaders.

Marking of work

All teachers will mark work consistently by employing the school's 'Marking and Feedback Policy'. Work will be marked with the learners present to ensure feedback (Verbal Conferencing VC) is given. This is an opportunity to solve any misconceptions and give children opportunities to correct work or 'fix-it'. Feedback should always have a positive impact on learners' attitudes, motivation and self-esteem. It enables learners to understand their achievements.

Assessing learning at the start of a topic

To help recognise the range of abilities and level of understanding within a class pupils' prior learning is assessed. This highlights pupils' misconceptions as well as indicates their level of understanding and knowledge. This is used to inform planning and teaching.

Planned Assessments-Whole School, Year Group, Individual Class Teachers.

These are timetabled assessments, which are used to assess how a child/group/class is/are progressing with a particular learning objective(s) or skill(s). This **formative** evidence can then be used to inform teaching and will impact upon planning and resourcing. Planned assessments will also be used to gain summative evidence of achievement.

Making the learning clear- Knowing *what* they are learning

It is vital that children know explicitly **what** they are learning and it is clear how they can achieve success. Learners will have learning objectives statements/ stickers as a visual reminder.

End of Year Expectations

In KS1 end of year expectations are found in the front of books and are written in child friendly language. Targets are ticked when they are achieved and dated.

Children with Special Educational Needs have a SEND Support Plan formulated, which identifies achievable targets to promote their learning and progress. Children with additional needs may also have their progress mapped using B-Squared Assessments, the Graduated Approach and Speech and Language Toolkit.

Self-assessment, peer assessment

Teachers will provide learners with opportunities to reflect and talk about their learning with their peers. Children need to develop their ability to be self-critical. This is particularly important if children are to develop skills which involve *evaluating, modifying, revising and redrafting*. Learners are encouraged to make suggestions about how their work can be improved.

Self-assessment is one facet of the KS1 Report to parents in the summer term.

Sharing work with the class is also encouraged and learners are asked to sensitively respond to each other's work.

Assessment of learning

Assessments will be used to inform the teacher of whether progress is being made, e.g. on common exception words to help increase sight vocabulary, on number fact fluency, progress in phonics etc.

Early Years Foundation Stage

Ongoing teacher assessments using the EYFS Profile are used to assess whether each child is predicted to achieve the Early Learning Goals in the prime and specific areas and achieve the Good Level of Development (achievement of the first 12 aspects of the Early Learning Goals) by the end of their Reception year. Teacher Assessments and predictions are shared with parents during parents' meetings and on reports.

Schools are required to carry out the Reception Baseline Assessment (RBA) within the first 6 weeks of pupils starting reception. This is an activity-based assessment of pupils' starting points in:

- language, communication and literacy
- mathematics

No numerical score is shared and the data is only to be used at the end of Key Stage Two to form the school-level progress measure. This will be used for the first time in 2028 showing the progress pupils make from reception to the end of key stage 2 (KS2).

From the RBA teachers do receive a series of short, narrative statements that tell them how their pupils performed in the assessment. These can be used to inform teaching within the first term.

Year 1

Towards the end of Year 1, all children take the 'Phonic Screening Check', plus any children in Year 2, who did **not** achieve the required pass mark or did not take the test in Year 1. It assesses phonic knowledge. Results are reported to parents and the Local Authority.

Year 2

Teacher assessments for all curriculum subjects including Reading, Writing and Mathematics are made at the end of Key Stage One. Results of all subjects are reported to parents and shared **with** Farnborough Road Junior School.

Reporting

Formal reporting/ Going for Green reports are written for parents/carers in October (KS1), February (Nursery, Reception and KS1) and July (Whole School).

Informal meetings take place throughout the year as the school operates an 'Open Door' policy. Formal meetings can be arranged at any time and may be instigated by school, home or an

outside agency. Parents Meetings take place in October, February and are offered in July following the end of year report.

Moderation

In order to maintain consistency of standards and to increase confidence of all staff when making judgements and marking work, moderation of children's work takes place regularly. This takes place within and between year groups and with other schools in Southport.

Equal Opportunities

We use a variety of techniques and resources to ensure that all children are valued and included in all aspects of assessment. Adjustments and modifications are made to enable access to activities and resources. Staff pride themselves in being sensitive to the needs of individuals, ensuring that every child has access to all curricular and extra-curricular activities in compliance with the Equality Act 2010.

Assessment for Learning Leaders- Jenny Price- Early Years, Katie Sykes – Key Stage One and Katie Touhey – Inclusion Lead/SENCo

This policy will be reviewed regularly.
Updated February 2025

Signed _____ **Date** _____ **Headteacher**

Signed _____ **Date** _____ **Chair of Governors**