

Drifffield Church of England (VC) Infant School



'Learn to let your light shine'

Matthew 5: 14-16

Assessment Policy

(To be read in conjunction with Marking and Feedback Policy)

April 2026

Statement of intent and ethos

Driffield CE Infant School welcomes all God's children and their families and is a place where children of all faiths and none flourish and are inspired by the Christian character and values of our school and learn to love God, one another and themselves (Mark 12:30-31) in order that they can 'Live life in all its fullness' (John 10:10)

It is this ethos underpinned by the words from Matthew 5: 14-16 'Learn to let your light shine' that underpins the way we have developed assessment in school. We believe that in order for children to be the best that they can be, they need to know on a regular basis, where they are succeeding and what their next steps in learning are. Teachers need to know how effective they are in developing their pupils' understanding and skills. Parents have a right to know how well their children are progressing and developing.

Staff in each Key Stage are provided with an assessment timetable at the beginning of each academic year, pertinent to the year group assessment procedures. (Appendix 1 and 2)

Aims

At Driffield CE Infant School, we believe that assessment underpins every aspect of learning. We use assessment to develop children's next steps in learning both in a formative and summative way.

Formative assessment in our school is ongoing and takes place daily in everything we do. Summative assessment takes place termly and forms the basis of pupil progress discussions. We believe this is the most effective way of measuring progress. Effective assessment should be systematic and embedded in learning and teaching to enable all pupils to make excellent progress.

Pupil progress is recorded consistently and systematically and records are used to track pupil progress to identify strengths and areas for development in relation to age expectations. This information informs our planning at all levels. Data is analysed to identify progress of individuals and groups of pupils and to inform areas for improvement.

Assessment Procedures

Teachers, Teaching assistants and pupils are all actively involved in the assessment process and this information is shared regularly with parents, carers and governors.

Our procedures are outlined as follows:

Daily:

- Continuous assessment for learning e.g. questioning, observations, feedback and marking, pupil feedback (self and peer assessment)
- Frequent opportunities for talk for learning and time spent during the day reviewing key learning points and how these link to prior and future learning
- Observation of pupil engagement and involvement in activity
- Key points noted on planning and used to inform future sessions
- When marking, teachers use our 'tickled pink' system (see marking and feedback policy)

Early Years Foundation Stage

Assessment is integral to EYFS practice and staff observe children to identify their needs, interests, progress and next steps. The statutory Reception Baseline Assessment is completed on every child on entry to the EYFS. In addition to this, teachers complete their own in-depth baseline assessment that covers the seven Areas of Learning from the EYFS Framework. This data is recorded on the Arbor Assessment system.

During the EYFS year, three Assessment Windows are used in the Autumn, Spring and Summer terms. At the end of each term, teachers' assessments are recorded onto the Arbor Assessment system, using judgements of 'Below 3-4 years', '3-4 years', 'Reception – Beginning', 'Reception – Developing' and 'Reception – Secure', using EYFS Checkpoints devised by the school's EYFS Leader. At the end of EYFS, children are assessed against the 17 Early Learning Goals (ELGs), and a best fit judgement is made as to whether children are 'emerging' or 'expected' against these for the statutory Early Years Foundation Stage Profile (EYFSP). (See Appendix 1)

Moderation: EYFS teachers and TAs meet weekly at year group meetings to discuss individual children's judgements as part of ongoing good practice. Towards the end of the year, EYFS staff moderate with Y1 teachers to agree on judgements. Throughout the year, opportunities are planned for interschool moderation.

English

In EYFS and KS1, we recognise the value and importance of providing children with immediate verbal feedback in order to make improvements to their English skills and to develop as a communicator. This formative, ongoing assessment feeds into developing short-term planning in speaking and listening, reading and writing. It is used to develop next-steps in these areas.

Phonics

In line with our Phonics and Early Reading Policy, assessment is used to monitor progress and to identify any child needing additional support as soon as they need it.

Assessment for learning is used:

- daily within class to identify children needing Keep-up support
- weekly in the Review lesson to assess gaps, address these immediately and secure fluency of GPCs, words and spellings.

Summative assessment is used:

- every six weeks to assess progress, to identify gaps in learning that need to be addressed, to identify any children needing additional support and to plan the Keep-up support that they need.
- by SLT and scrutinised through the Little Wandle Letters and Sounds Revised assessment tracker, to narrow attainment gaps between different groups of children and so that any additional support for teachers can be put into place.

The Little Wandle Letters and Sounds Revised placement assessment is used with any child new to the school to quickly identify any gaps in their phonic knowledge and plan provide appropriate extra teaching.

Reading

Early Years Foundation Stage – EYFS staff make notes, observations and photographs of the children achieving learning objectives during the whole class, group and independent activities and assess against the EYFS Checkpoints devised the school's EYFS Leader.

Reading is assessed formatively using the Little Wandle reading practise records. In KS1, summative assessment of reading takes place termly, using the school's Reading Assessment framework. These are linked to the National Curriculum and end of Key Stage expectations. Reading books are fully phonically decodable and are directly matched to each child's individual phonic knowledge.

Termly assessments in reading using the Reading Assessment grids are then entered onto the Arbor Assessment system.

Writing

The formative daily assessment of writing is carried out using the school's marking and feedback policy and with reference to our school's bespoke writing progression guidelines. High quality writing is expected in all aspects of writing in school

Early Years Foundation Stage – EYFS staff make notes, observations and photographs of the children achieving learning objectives through whole class, group and independent activities and assess against the EYFS Checkpoints devised the school's EYFS Leader.

In KS1, independent writing is assessed at least half-termly through Planned Assessment Activities, at the end of units of work, using the school's Writing Assessment grids. These are linked to the National Curriculum and end of Key Stage expectations. Writing assessment includes a range of genres. The Planned Assessment Activities are then used by teachers to make a 'best fit' judgement regarding children's learning and is entered onto Writing Assessment grids.

Termly assessments, based on the Writing Assessment grids in writing are entered onto the Arbor Assessment system. (See Appendix 3)

Regular moderation meetings within school and across schools are held to monitor consistency in teaching, learning and assessment in reading and writing.

Mathematics

Early Years Foundation Stage – EYFS staff make notes, observations and photographs of the children achieving the learning objective during the whole class, group and independent activities and assess against the EYFS Checkpoints devised the school's EYFS Leader.

Key Stage 1 – Teachers use the White Rose Maths end-of-unit assessments to formatively assess on a regular basis. Feedback and marking is done with the children during the independent work phase of the lesson.

In KS1, summative assessments take place termly using the White Rose Maths End-of-term assessments.

Termly assessments in Maths are then entered onto the Arbor Assessment system. (See Appendix 4)

Foundation Subjects

At the start of each unit of work, teachers share the appropriate 'Knowledge Map' for the unit, outlining the key knowledge and vocabulary to be learned. Regular formative assessment of Foundation Subjects is carried out using the school's marking and feedback policy. This is used to determine next steps.

At the end of each unit, a Planned Assessment Activity is undertaken to assess pupils' knowledge and understanding in each subject, linked to the Knowledge Map. This is used by teachers to make a 'best fit' judgement regarding children's learning and is entered on an End of Unit Assessment sheet.

At the end of each term, teachers use the End of Unit Assessment sheets to make overall judgements, which are then entered onto the Arbor Assessment system. (see Appendix 5)

Personal, Social and Health Education (PSHE) and Relationships and Health Education (RHE) are assessed through a range of wider formative measures, such as behaviour logs, school rewards, attendance and attitudes to learning. These indicators are monitored by the Headteacher, Designated Safeguarding Lead and SENCo.

Moderation

Year groups hold regular moderation sessions in team meetings to ensure consistency. Y2 meet with cluster schools to moderate judgements. Termly whole school moderation takes place in staff meetings.

Special Educational Needs

Children with SEN will be assessed in line with this policy; however, we are very aware that some pupils need to focus on very small steps that will help them along their learning journey. These small step targets are outlined in the child's individual Passport to Success.

Pupils in the Enhanced Resourced Provision (ERP) are assessed using a combination of methods, dependent on individual needs, including:

- Tapestry, linked to EYFS Framework
- Cherry Garden assessments
- HET Language assessments
- Little Wandle Phonics assessments

Observations of ERP children's learning and progress are recorded using the online learning journal Tapestry. Teachers also take into account observations from parents and/or carers, which are shared on Tapestry.

In addition, the Boxall Profile may be used to support assessments of wellbeing and learning behaviours. This will be decided at pupil progress meetings or more often if deemed necessary by class teacher following discussion with the SENCO.

Pupil Involvement in Learning and Assessment

Learning objectives/success criteria are shared with the children

- Wherever possible work is marked with the children following guidelines in marking and feedback policy

- Pupil discussions about their own progress

Statutory Assessments

In addition to teacher assessment, pupils are also assessed using statutory assessment procedures:

- EYFS: Early Years Foundation Stage Profile in the summer term
- Y1: Phonics Screening Check in the summer term

Record Keeping

Details of pupils' progress and attainment in EYFS, and reading, writing, maths, science and the Foundation Subjects (KS1) are recorded termly on the Arbor Assessment system. This information should be accessible to the curriculum subject leaders, Assistant Head and Headteacher at all times.

Reporting

Reporting to parents will take place termly in the first half of the Autumn and Spring terms in the form of Parents' Evenings. In the Autumn term, the focus will be settling the child in, finding out more about them from home and setting targets. In the Spring term, the focus will be on the previous term's assessments and the child's next steps in learning.,

Each pupil will receive one full written report a year, in the summer term. This will detail their child's progress throughout the core curriculum and foundation subjects as well as their effort and attitudes to learning in Year 1 and 2 with an optional consultation with parents. In EYFS, each pupil will receive a written report detailing their progress in the EYFS profile for each area of learning along with their Characteristics for Effective Learning.

Termly Parent Interviews provide an interim opportunity to review progress and share targets. Parents of children on the SEND register are invited to additional termly meetings with the SENCo and class teacher, to review individual targets and Passports to Success, in line with our SEND Policy.

Consistency in Standards

- Subject leaders and Senior Leadership team monitor assessment records
- Subject leaders/Headteacher may carry out work sampling and pupil interviews
- Class teachers moderate across year groups
- Whole school moderation takes place at least termly in staff meetings
- Class teachers moderate with other schools
- All appropriate assessments are contained in class assessment file

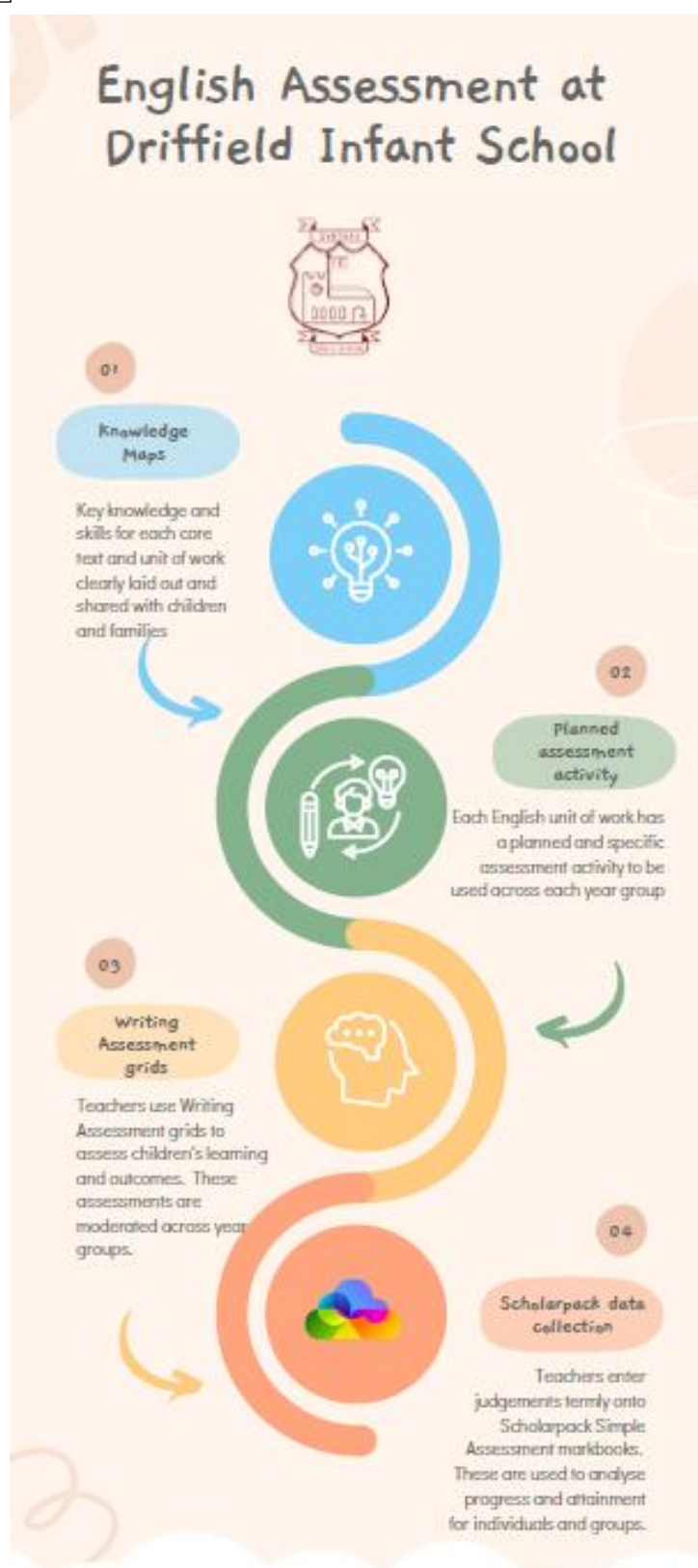
Reviewed April 2026

Next review April 2029

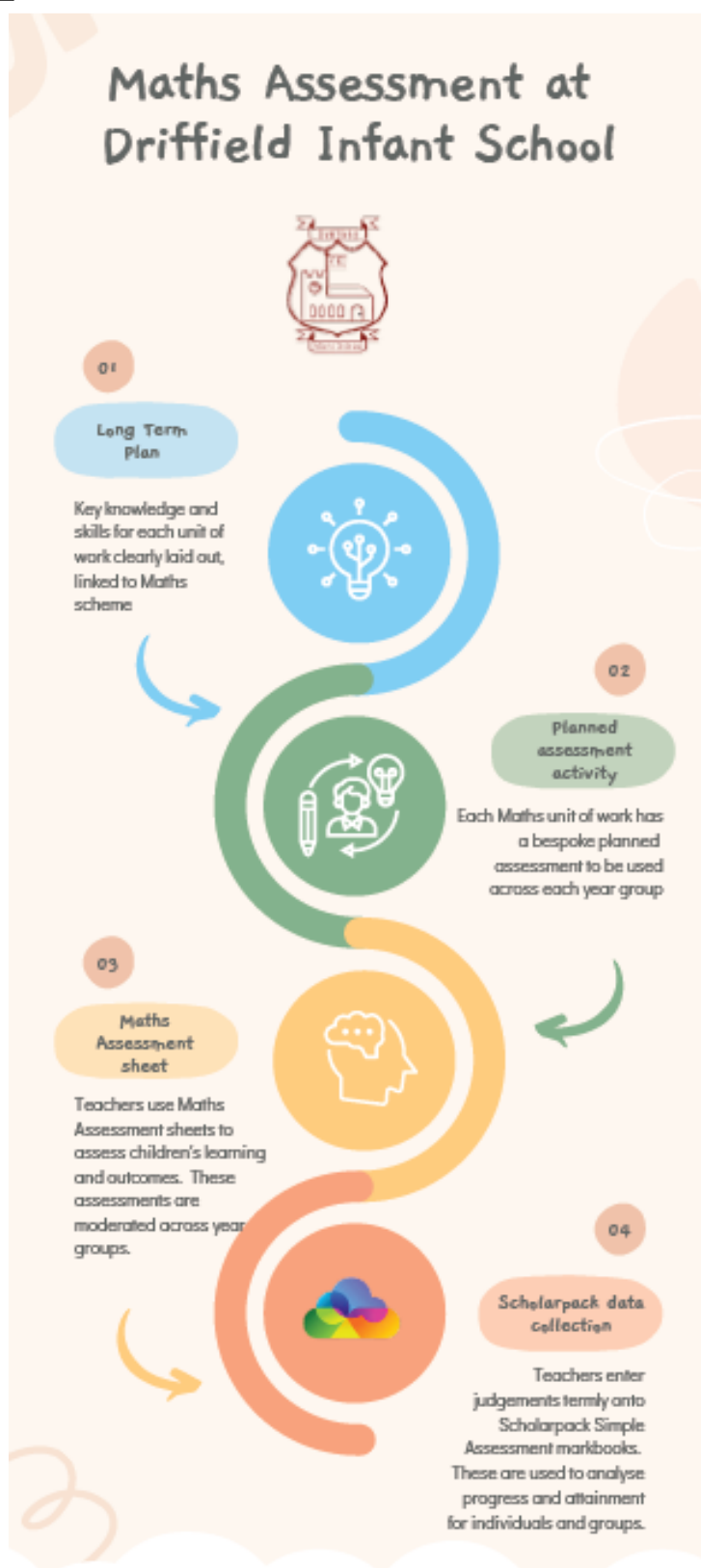
Appendix 1	EYFS Assessment Timeline	
	Assessment Window	Assessment Tasks
September	BASELINE	Reception Baseline Assessment (STATUTORY) Teacher Baseline Observations Teacher Baseline Data entered onto Arbor Assessment system Analysis of Baseline data – SLT RBA data submitted to DfE
October		
November	AUTUMN CHECKPOINT	Teacher assessments based on observations-ongoing Data for Window 1 - Autumn - entered onto Arbor Assessment system Analysis for Window 1 – Autumn - SLT
December		
January	SPRING CHECKPOINT	Teacher assessments based on observations-ongoing Parent Consultations Data for Window 2 - Spring - entered onto Arbor Assessment system Analysis for Window 2 – Spring - SLT March - Initial ELG judgements
February		
March		
April	SUMMER CHECKPOINT	Teacher assessments based on observations - ongoing June - Update ELG judgements – team moderation Data for Window 3 - Summer - entered onto Arbor Assessment system Analysis for Window 3 – Summer – SLT ELG judgements onto Arbor discuss with HT End of June - EYFSP to LA (STATUTORY) July - End of Year Reports to parents Open afternoon/ optional consultation with parents
May		
June		
July		

Appendix 2
KS1 Assessment Timeline

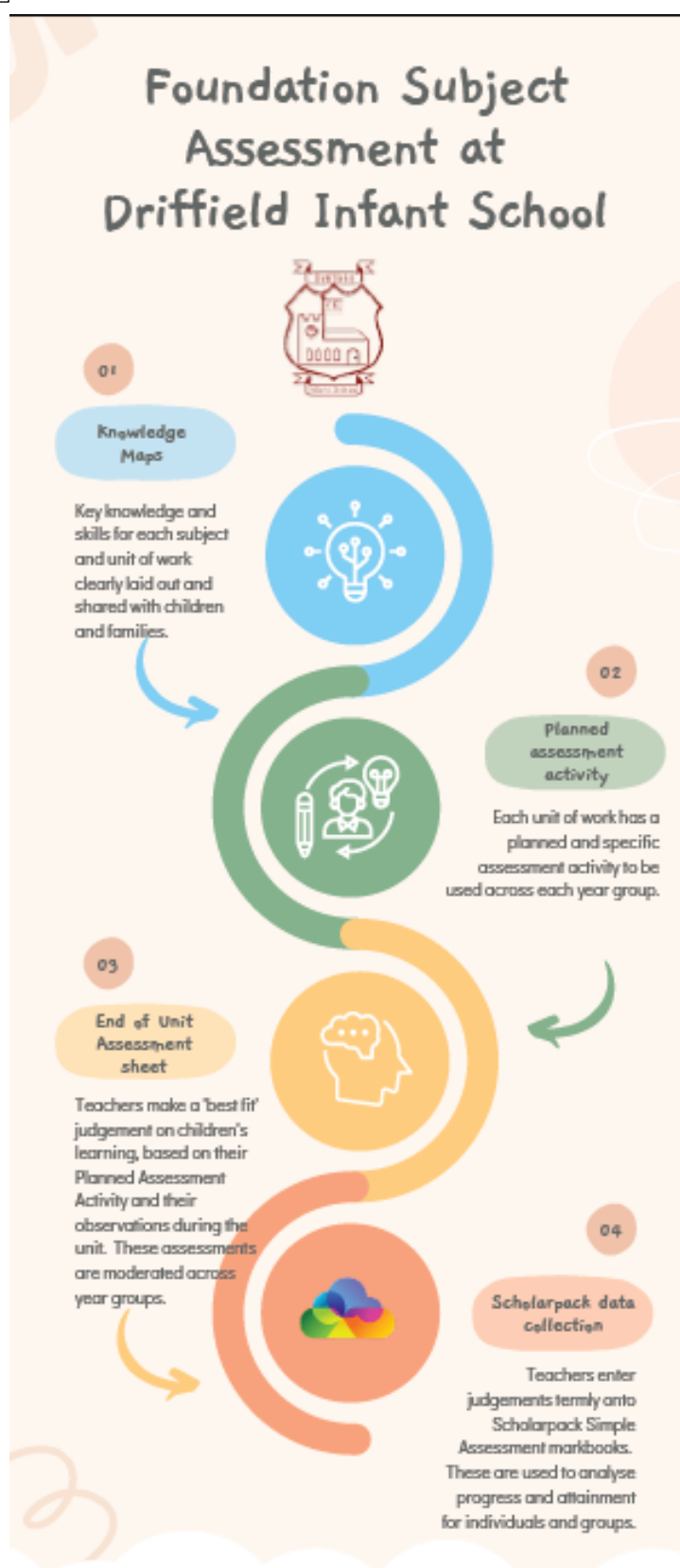
	Assessment Window	Assessment Tasks
September	BASELINE	Y1 Phonics, Reading, Writing and Maths Baseline Assessments Y1 Phonics, Reading, Writing and Maths Baseline Data entered onto Arbor Assessment system Analysis of Y1 Baseline data – SLT
October	AUTUMN CHECKPOINT	Teacher formative assessments - ongoing Data for Window 1 - Autumn - entered onto Arbor Assessment system Analysis for Window 1 – Autumn - SLT
November		
December		
January	SPRING CHECKPOINT	Teacher formative assessments - ongoing Parent Consultations Data for Window 2 - Spring - entered onto Arbor Assessment system Analysis for Window 2 – Spring - SLT
February		
March		
April	SUMMER CHECKPOINT	Teacher formative assessments - ongoing Data for Window 3 - Summer - entered onto Arbor Assessment system Analysis for Window 3 – Summer – SLT June – Y1 Phonics Screening Check (plus Y2 needed to retake) (STATUTORY) June PSC data to LA (STATUTORY) July - End of Year Reports to parents Open afternoon/ optional consultation with parents
May		
June		
July		



Four Steps of Assessment



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