



WOODTHORPE INFANT SCHOOL
Assessment Policy

Updated September 2025

Signed: E Bowler (Assessment Lead)

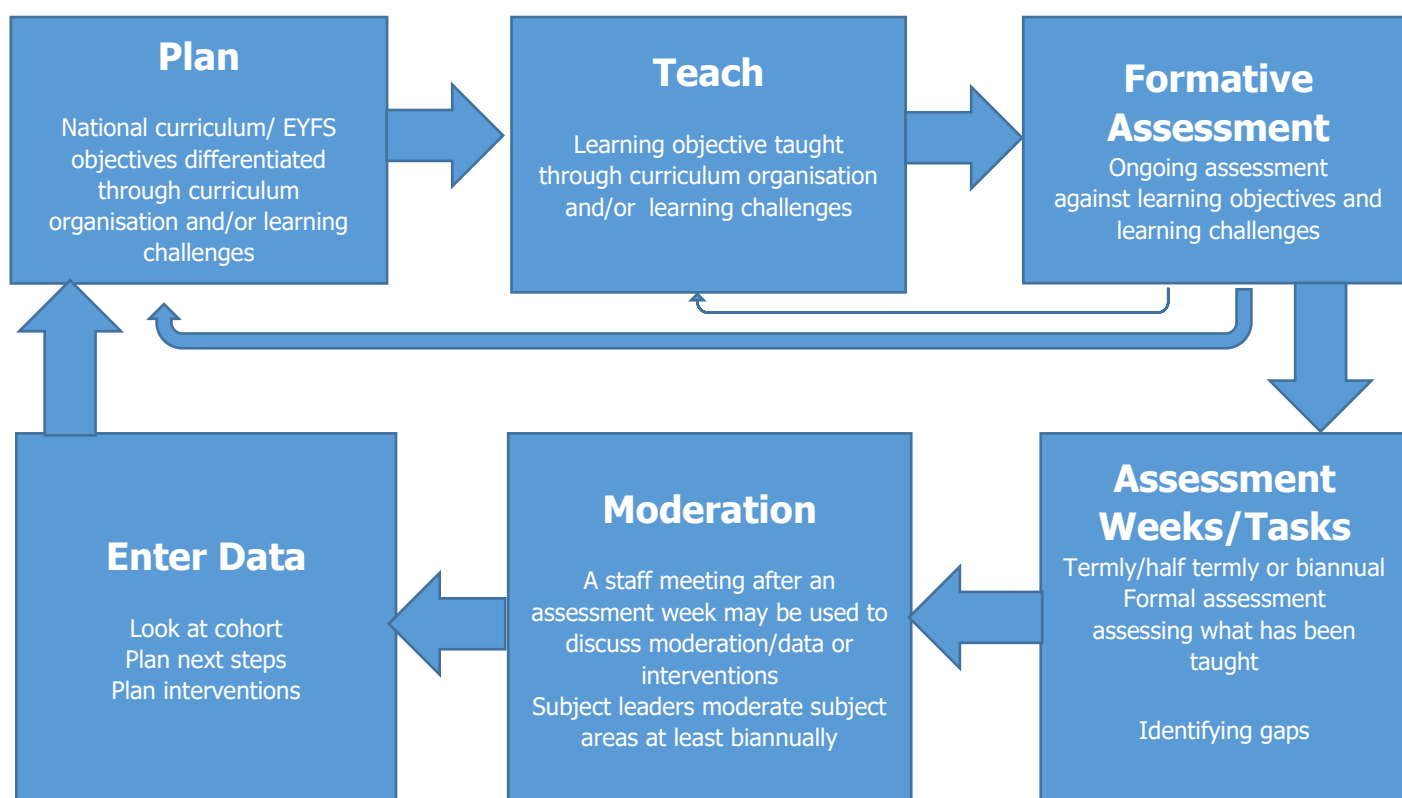
Signed: L Kay (Chair of C & P Committee)

WIS Teaching, Learning and Assessment Cycle

Ongoing formative assessment forms the basis of all WIS assessment. Swift immediate action based on formative assessment is the key to children keeping up and teachers do not wait for formal assessment periods before they take action.

We will use the teaching, learning and assessment cycle to:

- enhance the quality of teaching and learning
- inform future planning
- ensure accurate, consistent and comprehensive judgements
- comply with statutory requirements



Formative Assessment Key Principles

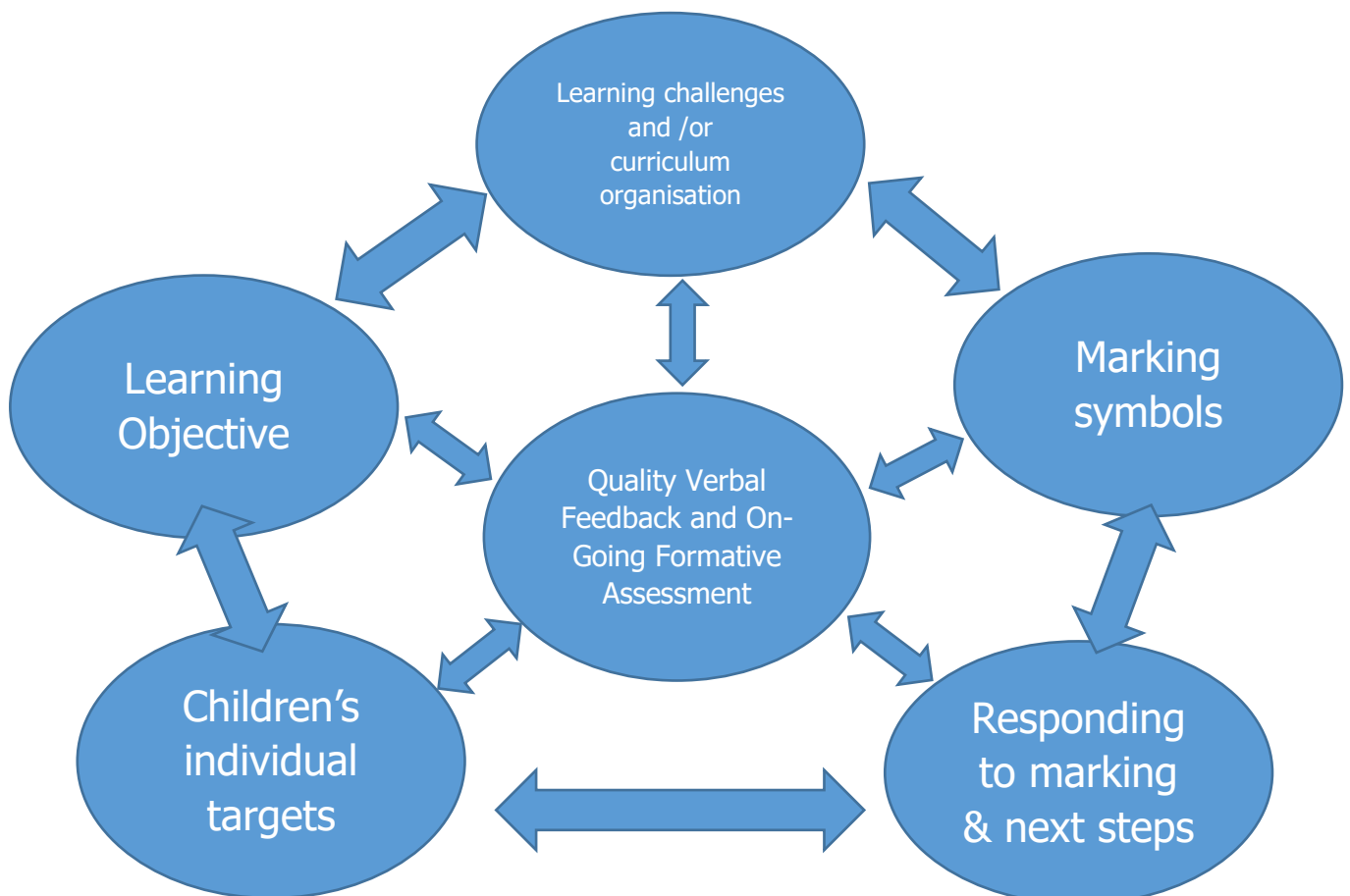
Marking and Feedback Policy

The marking and feedback policy is an essential part of our assessment policy. On-going formative assessment informs our assessment of each child's progress and attainment. In F2 and KS1 the emphasis is on immediate, quality verbal feedback and this forms the foundation of the marking and feedback policy. Marking symbols are also used in English to assess work in a child-friendly, pictorial way.

Learning Challenges

Maths and English learning objectives are broken down into learning challenges for each lesson. The class teacher and the children assess progress during each lesson against the learning challenges.

Each child's progress and attainment are achieved through:



F2

Ongoing formative assessment forms the basis of all WIS assessment and inform future planning. Phonics is assessed every 6 weeks using the Little Wandle assessments and tracking tool. All 7 areas of EYFS are formally assessed at the end of each term and recorded on Insight.

KS1

Ongoing formative assessment forms the basis of all WIS assessment and inform future planning. Our interleaving approach promotes the continual formative assessment of children's knowledge and understanding in all subjects. This ensures that gaps in their knowledge are immediately and repeatedly addressed through the WIS quiz at the start of each session and through the longitudinal learning that takes place throughout the school day.

Phonics is assessed every 6 weeks using the Little Wandle assessments and tracking tool. All subjects are formally assessed at the end of each term and recorded on Insight. At regular points, teachers will also use the WIS quiz and the knowledge progressions documents to assess children's subject knowledge. Attainment is moderated by subject leaders.

KS1 Science and Foundation Subjects Assessment Grid

Subject	When to check	WIS Quiz	K&S Doc	Evidence	Judgements Recorded
Science	Half Termly	✓	✓	Pupil voice, floor book and curriculum books	Dec, Mar & July
History	Termly	✓	✓	Pupil voice, floor book and curriculum books	Dec, Mar & July
Geography	Termly	✓	✓	Pupil voice, floor book and curriculum books	Dec, Mar & July
RE	Termly	✓	✓	Pupil voice, floor book and curriculum books	Dec, Mar & July
Computing	Termly	✓	✓	Pupil voice	Dec, Mar & July
DT	Termly	✓	✓	Pupil voice, floor book and curriculum books	Dec, Mar & July
Art	Termly	✓	✓	Art book and pupil voice	Dec, Mar & July
Music	Termly	✓	✓	Pupil voice	Dec, Mar & July
PE	End of unit	✓	✓	Pupil voice	Dec, Mar & July

RHE	Ongoing	✓	✓	Pupil voice	Dec, Mar & July
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Assessment Records

- English and maths books are the main source of evidence for each child's progress and attainment in these subjects.
- F2 and KS1 data is recorded on Insight.
- LW phonics analysis website
- Reading fluency and/or running Record assessments
- WIS quizzes and/or knowledge and skills progression documents
- Pupil Progress Records
- Intervention notes

Tracking

The children's progress and attainment are tracked throughout their time in school and data is used to plan and support pupils. The class teacher enters data onto Insight at the end of each term. Different school groupings are tracked and compared to ensure that all pupils are challenged to make optimum progress and maximise attainment. These groups are primarily gender, pupil premium, SEND, EAL, Non-White British (to be reviewed following government advice), any children not reaching a 'good level of development' by the end of F2. Any differences between the attainment and achievement of groups are identified and interventions put in place as appropriate.

Foundation Stage

WIS baseline assessments take place within the first 6 weeks of autumn 1. Formal phonics assessments take place every six weeks. These assessments take place alongside the collection of evidence through observations and tasks. Children not on track for ELG are highlighted on the school's projection grids and strategies/interventions are put in place to support these children. Interventions and strategies may be led by the class teacher or teaching assistant. A formal pupil progress meeting between the class teacher, DHT and head teacher takes place at key points throughout the year to discuss those children not on track and strategies to improve their progress.

Year 1

Ongoing formative assessment forms the basis of all WIS assessments. Formal phonics assessments take place every six weeks. Children not on track to make expected attainment in reading, writing and maths are highlighted on the school's pupil progress records and strategies/interventions are put in place to support these children. Interventions and strategies may be led by the class teacher or teaching assistant. A formal pupil progress meeting between the class teacher, DHT and head teacher takes place at key points throughout the year to discuss those children not on track and strategies to improve their progress

Year 2

Ongoing formative assessment forms the basis of all WIS assessment in writing and maths. Formal phonics assessments take place every six weeks. Children not on track to make expected attainment in reading, writing and maths are highlighted on the school's pupil progress records and strategies/interventions are put in place to support these children. Interventions and strategies may be led by the class teacher or teaching assistant. A formal pupil progress meeting between the class teacher, DHT and head teacher takes place at key points throughout the year to discuss those children not on track and strategies to improve their progress.

Transition Between the F2 and Key Stage 1 Curricula

At WIS we ensure that the Foundation 2 (F2) and Key Stage 1 curricula underpin teaching and learning. When the children move from F2 into year 1, we teach the Key Stage 1 curriculum using a foundation approach which gradually transitions to whole class teaching over the course of the first term. Assessments are recorded using the following terminology:

- GD Greater Depth (KS1 only)
- ARE Age Related Expectations
- WT Working Towards
- BLW Below

Assessment for Children with Special Educational Needs and Disability

Children who are unable to access the F2 and/or Key Stage 1 curricula will have their academic progress tracked on Individual Education Plans (IEPs), with detail being evidenced on either 'B Squared' (C&L), AET (C&I) and/or 'Boxall' (SEMH).

Reporting Arrangements

The children's achievements, attainment and progress are reported to their parents in different ways:

- Informal discussion between parent/carer and teacher
- Autumn/spring Parent Consultation Evenings
- Annual written report in the summer term
- Phonics Screening Check results for Y1 children (Y2 children as required)
- Reading Diary comments
- Informal communication with home
- Termly review meetings for SEND children
- Other review meetings for children identified as a concern/vulnerable

Transfer of information

Within school, information is transferred through:

- Formal and informal discussion
- Insight data

- LW assessment website
- Reading diaries
- Children's books/work
- Annual Reports to parents
- Special Needs Information
- CPOMS

Information is transferred to other schools through:

- School to School (S2S) transfer of official data
- Formal discussion/Telephone conference
- Written summary of child's progress or annual report to parents (photocopies)
- Children's books/work
- National age-related expectations/end of key stage assessments
- Special Needs information
- Children in need records/child protection plans
- CPOMS