



Assessment

Intent

The intent for our assessment is to create a supportive learning environment that promotes continuous growth and development for all children. At Woodthorpe Infant School we aim to:

- **Identify and Support Individual Needs:** Use assessment data to pinpoint each child's strengths and areas for improvement, ensuring personalised learning pathways.
- **Foster a Growth Mindset:** Encourage children to view assessment as a positive tool for learning, promoting resilience and a willingness to embrace challenges.
- **Inform Teaching Practices:** Enable teachers to adjust their instructional strategies based on assessment insights, ensuring that teaching is dynamic and responsive to children's needs.
- **Engage Parents and Carers:** Provide clear, timely, and constructive feedback to parents and carers, involving them in their child's learning journey.

Implementation

To achieve our assessment intent, we will:

- **Utilise Formative Assessments:** Implement regular formative assessments, to monitor children's progress and inform day to day teaching. Children's attainment is agreed using the National Curriculum objectives (KS1) or the Development Matters statements (F2) alongside a range of formative assessment tools including WIS quizzes, observations, questioning, recorded evidence and the school's knowledge progression documents.
- **Conduct Summative Assessments:** Use Foundation Stage Profile, Phonics Screening Check and optional Key Stage 1 assessments to evaluate learning against national benchmarks.

- **Analyse Data Effectively:** Staff analyse assessment data to inform planning and interventions, using Insight and Little Wandle Assessment, as well as SEND assessment trackers.
- **Teacher Collaboration:** Hold regular staff meetings and professional development sessions to discuss assessment strategies and share best practices. Participate in both internal and external moderation.
- **Self-Assessment:** Encourage children to engage in self-assessment and reflection, fostering a sense of ownership over their learning.

To assess if a child is working at "greater depth" and exceeding age-related expectations in KS1, we look for evidence that they:

- **Understand Deeply and Apply Flexibly:** They solve complex problems, make connections across subjects, and apply knowledge in new contexts.
- **Work Independently and Seek Challenge:** They take initiative, show curiosity, and tackle difficult tasks without immediate help.
- **Think Critically and Justify Ideas:** They analyse, evaluate, and provide logical justifications for their thinking.
- **Consistently Perform at High Levels:** Their work exceeds expectations consistently, both in formal assessments and daily tasks.
- **Engage in Reflection:** They are self-aware learners, capable of reflecting on their progress and setting goals.

Impact

The impact of our assessment approach will be:

- **Enhanced Pupil Outcomes:** Improved attainment and progress for all children, as evidenced by ongoing formative assessments and standardised National assessments.

- **Effective Instructional Practices:** Teachers will be equipped with the knowledge to deliver high-quality adaptations and personalised provision that meets the diverse needs of our children.
- **Increased Pupil Engagement:** Children will be more engaged and motivated in their learning, viewing assessments as a constructive part of their educational journey.
- **Strengthened Home-School Partnerships:** Parents and carers will have a clearer understanding of their child's progress and how to support learning at home.

Assessment and SEND

For pupils with SEND, specific assessment approaches will be used. Individual Education Plans and Behaviour Management Plans are developed to track children's individual targets. We ensure that pupils with SEND are appropriately assessed using one or more of the following:

- B Squared
- Autism Education Trust Framework
- Boxall