

# Speen Church of England School



## Assessment Policy

**Issued: February 2026**

**Next Review: February 2028**

THEN CHRIST WILL MAKE HIS HOME IN YOUR HEARTS  
AS YOU TRUST IN HIM. YOUR ROOTS WILL GROW  
DOWN INTO GOD'S LOVE AND KEEP YOU STRONG.

-EPHESIANS 3:17 (NLT)

## **1. Introduction**

At Speen Infant & Preschool, assessment is integral to high-quality teaching and learning. It enables staff to understand what children know, can do, and need next, ensuring that teaching is responsive, inclusive, and ambitious for all learners. Our approach aligns with current statutory requirements, supports early identification of need, and values children's achievements while remaining proportionate and manageable for staff.

This policy reflects current Department for Education (DfE) and Early Years Foundation Stage (EYFS) statutory guidance and is reviewed annually.

## **2. Aims of Assessment**

- Track attainment and progress across all subjects, enabling early identification of support and challenge.
- Inform high-quality teaching, curriculum design, and targeted provision, including for pupils with SEND and those in receipt of additional funding
- Ensure every child's development is recognised, valued, and shared with parents and carers.
- Provide reliable information for leaders and governors to support school improvement.

## **3. Principles of Assessment**

Our assessment practice is underpinned by the following principles:

- Assessment is valid, reliable, and fair, supporting professional judgement rather than replacing it.
- It reflects the full breadth and ambition of the school's curriculum, including core and foundation subjects.
- Assessment outcomes are used purposefully to inform next steps, adapt teaching, and evaluate curriculum impact.
- Approaches are proportionate, purposeful, and designed to minimise unnecessary workload in line with DfE workload reduction guidance.

## **4. Assessment in the Early Years (Preschool and Reception)**

Assessment in the Early Years is aligned with the Statutory Framework for the Early Years Foundation Stage (EYFS).

- Assessment is primarily observation-based and embedded in daily practice.
- Ongoing formative assessment informs planning and next steps, recognising children's unique developmental pathways.
- The school follows curricular goals developed by Julian Grenier, which provide clear, progressive milestones supporting practitioner judgement.
- These goals are used to identify development, strengths, and areas for further support.
- Insight Tracking is used in Reception to record attainment and progress against these goals.

- Two-Year Progress Checks are completed in line with statutory requirements. These checks focus on the prime areas of learning and are recorded and shared with parents via Tapestry, supporting partnership working and early identification of need.
- Where appropriate, information from the two-year check is shared with relevant professionals to support continuity of care and early intervention.
- The statutory Reception Baseline Assessment (RBA) is completed within the first six weeks of Reception, in line with government requirements. RBA outcomes are not shared with parents or used to label children.
- At the end of Reception, practitioners complete the EYFS Profile, making a statutory judgement against the Early Learning Goals (ELGs), which is shared with parents and the receiving Year 1 teacher.
- Phonics: Reception children are assessed at least half-termly using the *Little Wandle Letters and Sounds Revised* assessment tracker to ensure timely support and progression.

## **5. Assessment in Key Stage 1 (Year 1 and Year 2)**

- Insight Tracking is used to record and monitor progress in both core subjects (reading, writing, maths) and foundation subjects.
- Maths: White Rose Maths assessments (end-of-unit and termly) inform judgements.
- Reading: Ongoing assessment is carried out through Big Cat Running Records alongside teacher observation.
- Phonics – Reception children are assessed at the end of every half-term using the Little Wandle Letters and Sounds Revised assessment tracker.
- Children in Year 1 complete the statutory Phonics Screening Check in the summer term.
- Writing: Judgements are made based on a range of independent writing across the curriculum.
- Foundation Subjects: Knowledge and skills progression is tracked through Insight to ensure coverage and progression across the curriculum.
- In line with current statutory arrangements, the school uses teacher assessment to make end-of-Key Stage 1 judgements. These outcomes are internally moderated and reported to the local authority as required.

## **6. Inclusion and SEND**

- Assessment supports early identification of additional needs and informs provision for pupils with SEND.
- Where appropriate, assessment outcomes contribute to SEND support plans, interventions, and reviews.
- Reasonable adjustments are made to ensure all children can demonstrate their learning fairly.

## **7. Reporting**

- Parents receive information about their child's progress through consultation meetings and an annual written report.

- Statutory outcomes (EYFS Profile, Phonics Screening Check results, and end-of-Key Stage 1 teacher assessment) are shared with parents in line with national guidance.
- Governors receive regular, anonymised summaries of attainment and progress to support strategic oversight and accountability.

#### **8. Use of Assessment Information**

- Teachers adapt planning and provision based on assessment outcomes.
- Leaders analyse data to monitor attainment, progress, and curriculum impact across all subjects.
- Governors use information to hold the school to account and celebrate successes.

#### **9. Moderation**

- Termly internal moderation ensures consistency of teacher judgements across year groups.
- External moderation is accessed through local authority and school partnerships where appropriate.

#### **10. Staff Wellbeing**

- Systems, including Insight Tracking, are designed to reduce duplication and streamline assessment.
- Assessment expectations are clear, purposeful, and sustainable.