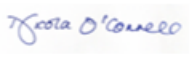
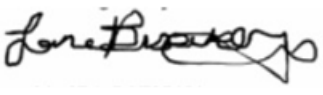
Holtsmere End Infant and Nursery School

Assessment Policy

Date: December 2025

Signed:

Nicola O'Connell – Headteacher 

Jane Bisseker – Chair of Governors 

Aims

At Holtsmere End Infant & Nursery school we believe that assessment **for** and **of** learning is central to all children's development. It enables both children and adults to build on prior learning and to make the best progress they are capable of.

The system of assessment relates to what the children are expected to know, understand and do. It links to the school curriculum. Assessment is carried out through both internal and external standardisation and moderation between year groups and end of key stages.

Day to day assessment includes:

- Sharing learning intentions and success criteria.
- Verbal feedback given as the children carryout their activities; celebrating success and helping children to know how to improve
- Children being involved in self-assessment.
- Assessment is closely linked to regular feedback given by teachers, as described in our Marking and Feedback Policy.
- Teachers complete a 'feedback' sheet at the end of each lesson detailing which children require further support to understand key facts and concepts. These are then 'plugged' before the next lesson during a short intervention and repetitive
- Effective questioning is used to extend the learning for all children.

Assessment in our school

1. Assessment is used by teachers to:
    - plan future lessons
    - adapt teaching to reinforce knowledge and understanding.
    - deepen knowledge and understanding of the most able.

2. Assess information, including test results, are used by leaders and governors to improve teaching and the curriculum for all children.

EYFS

In the EYFS we make daily assessments of the children's learning and achievement through the use of the Learning Journal. We take photographs and write up observations using the "Tapestry" app. These are recorded on an iPad and are accessed electronically. Parents and carers have the option of accessing them online too to provide a concise and a continually updated record of their child's learning in school. This

information is gathered overtime and informs knowledge of the children's achievement and development and what their next steps might be.
We use SONAR Tracker progress and assessment tool to enter and track end of term data and baseline data progress.

This generates the data and allows it to be analysed to reflect progress and attainment of the children. This data can also be filtered to show the achievement and progress of the different vulnerable groups PPG, EAL, BME, FSM, SEN, boys/girls and other groups.

A speech and language screening check is carried out in the EYFS. The school uses Speech and Language Link to assess speech and language development of all children in EYFS and provides activities to develop any communication or listening difficulties. Children are identified that may need support and appropriate interventions are then planned for them.

Key Stage 1

We have adopted the SONAR Tracking assessment progress and tracking.
The key principles of the system is a 'light-touch' approach to summative assessment, allowing teachers more time to focus on the formative aspects of assessment, flexibility regarding the timing and number of assessment data points (maximum of 3 assessment points per year), clear easy-to-use reports on attainment and progress.

At any of the summative assessment points, teachers assess children using 4 possible 'categories'. At the end of an academic year, these categories are:

- Working at Pre-Curriculum Expectations (of that year group)
- Working Towards the Curriculum Expectations (of that year group)
- Working at the Expected Standard (of that year group)
- Working at Greater Depth

At interim checkpoints during the year, judgements are made on the basis of what has been taught so far at that point in time. The judgements are about being 'on track to' achieve, i.e.:

- On track to be Working at Pre-Curriculum Expectations (of that year group)
- On track to be Working Towards the Curriculum Expectation (of that year group)
- On track to be Working at the Expected Standard (of that year group)

• On track to be Working at Greater Depth

A child who is demonstrating secure understanding of all the curriculum content that has been taught up to a certain point in time is 'On track towards the Expected Standard'. If they continue to make good progress to the end of the year, they would end the year 'Working at the Expected Standard'.
Teachers make judgments with regard to the curriculum that the child has been learning, appropriate to their age group.

The following assessments are carried out at Holtsmere End Infant & Nursery School:

Nursery

- Baseline assessment completed in all seven areas of learning within 3 weeks after entry in September.
- Teacher informed termly data input on SONAR Tracker
- Independent writing activities
- All children are set targets across the year to support them in making measurable progress and increase the depth of their knowledge and understanding.

Reception

- Baseline assessment completed in all seven areas of learning within 3 weeks after entry in September.
- Statutory Reception Baseline assessment
- Teacher informed termly data input on SONAR Tracker
- Independent writing activities each half term
- Little Wandle half termly assessments for phonics and data inputted onto the online tracker system
- End of year EYFS Profile assessments against the early learning goals.
- Speech and Language Link language and communication toolkit.

Year 1

- Baseline assessment for reading, writing and Maths.
- Independent writing activities each half term
- Teacher informed termly data Termly data input of reading, writing, and Maths into SONAR Tracker
- Termly data input of foundation subjects.

- Little Wandle half termly assessments for phonics and data inputted onto the online tracker system
- End of year phonics screening check (Standards Testing Agency)

Year 2

- Baseline assessment for reading, writing and Maths
- Independent writing activities each half term
- Termly data input of foundation subjects.
- Teacher informed termly data Termly data input of reading, writing, and Maths into SONAR Tracker
- Little Wandle half termly assessments for phonics and data inputted onto the online tracker system.
- Retesting, where required, of phonics screening check (Standards Testing Agency)

Little Wandle Letters and Sounds Phonic programme Assessment

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 for Reception and Year 1 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.

Fluency assessments measure children's accuracy and reading speed in short one-minute assessments. They are used:

- in Year 1, when children are reading the Phase 5 set 3, 4 and 5 books
- with children following the Rapid Catch-up programme in Year 2, when they are reading the Phase 5 set 3, 4 and 5 books

- to assess when children are ready to exit their programme. For Year 1 children, this is when they read the final fluency assessment at 60–70+ words per minute. Older children can exit the Rapid Catch-up programme when they read the final fluency assessment at 90+ words per minute. At these levels, children should have sufficient fluency to tackle any book at age-related expectations. After exiting their programme, children do not need to ready any more fully decodable books.

A **placement assessment** is used:

- with any child new to the school in Reception and Year 1 to quickly identify any gaps in their phonic knowledge and plan and provide appropriate extra teaching.

The **Rapid Catch-up assessment** is used

- with any child new to the school in Year 2 and above to quickly identify any gaps in their phonic knowledge and plan and provide appropriate extra teaching.

Ongoing assessment for Rapid Catch-up in Years 2

Children in Year 2 are assessed through:

- the Rapid Catch-up initial assessment to quickly identify any gaps in their phonic knowledge and plan appropriate teaching
- the Rapid Catch-up summative assessments to assess progress and inform teaching
- the Rapid Catch-up fluency assessments when children are reading the Phase 5 set 3, 4 and 5 books for age 7+.

The fluency assessments measure children's accuracy and reading speed in short one-minute assessments. They also assess when children are ready to exit the Rapid Catch-up programme, which is when they read the final fluency assessment at 90+ words per minute.

Pupil Tracking and Pupil Progress Meetings

At the end of each term teachers use SONAR tracker to calculate the percentage of their class that are working below, above and at age related expectation. These are completed for each subject. These assessments are also passed on to the relevant subject leaders for their data collection and analysis. Each child in year 1 and 2 are assessed on the Hertfordshire system in English, Maths, Science and all other Foundation subjects

At the end of each half term pupil progress meetings are held with a member of the SLT. (Senior Leadership Team) Teachers prepare and calculate the percentage of children making expected progress and percentage working at age related and on track to make age related by the end of the year. At these meetings teachers discuss the progress of the children in their class. Teachers also identify up to six children who are currently WTS and will discuss their barriers and the interventions in place to support them. They identify any other children who are not making progress and if there are any causes for concern. Next steps are identified for those children and their progress will be revisited at the next pupil progress meeting.

Information for Parents

Parents are given information on their child's progress and attainment through day-to-day communication with class teachers as well as through parent consultations across the year. Parents receive their child's annual report at the end of each academic year. In addition to this, parents receive:

- EYFSP scores at the end of Reception
- Termly updates on current attainment of their child.
- Year 1 phonics screening score and retest score if retaken in Year 2.
- KS1 teacher assessment judgements at the end of year 2

Nursery and Reception parents are able to access their child's learning journal via tapestry and are able to share this with their child at home.

Information submitted to Hertfordshire County Council

The following assessment data is submitted to Hertfordshire on an annual basis:

- EYFSP scores at the end of Reception
- Year 1 Phonics screening test scores and Year 2 re-test scores

SEND Assessments

Where appropriate children with Special Educational Needs may be assessed using the following:

- Individual assessments of early learning and development (IAELD EYFS)
- Observations of child in class by SENCO
- SpLD Base assessment in rhyme phonics and spellings
- Basic number

- Strengths and Difficulties questionnaire
- Speech and Language Link Communication assessments

A child may be referred to a number of outside agencies for more specialist assessments.

Governors

Governors monitor the assessment process and challenge data produced and the outcomes.

Transition

Records are shared at points of transfer (with the common transfer file between schools), and between the Infant and Junior schools.