

PALFREY INFANT SCHOOL  
ASSESSMENT AND DATA POLICY  
Developed in consultation with leadership team and teaching staff



Palfrey Infant  
School

Reviewed and amended: July 2024  
Governing Body: 9 October 2024

Note: Palfrey Infant School may amend their procedures in line with new DfE guidance.

*As a Rights Respecting School we believe:*

*Every child has to learn and have an education. Article 28 & 29*

*Every child has a right to be safe from harm and abuse. Article 19*

*Every child has a right of freedom of expression. Article 13*

*Every child has a right to be part of a community and practise his or her own religion and use his or her own language. Article 30*

*Every child has a right to rest and leisure. Article 31*

*Every child has a right to keep healthy. Article 24*

*We believe we fulfil these rights at Palfrey Infant School*

**Aims**

At Palfrey Infants, we believe that the key aim of assessment is to support pupil achievement and progress. Through our assessment and reporting practice, we aim to:

- Enable children to understand what they have to do to achieve the Learning Objective statement for each lesson
- Allow teachers to determine what a child can/cannot do and to help them plan future support to fill any gaps in knowledge and understanding and provide appropriate challenge to move learning on
- Help set targets and involve children in their own learning and achieve end of year and end of key stage expectations
- Give parents a clear idea of what their child can do and what they need to do to progress
- Provide information that can be used to evaluate teaching and learning practice
- Give children effective feedback so they know what they have done well and what they need to improve
- Enable all children, including children with Special Educational Needs and Disabilities (SEND), to make good progress
- Agree common working practices and principles, where appropriate, and to share good practice, with Palfrey Junior School, The Broadway Cluster, Walsall Schools and nationally

**Principles**

The principles that underpin assessment at Palfrey Infants are:

- Every child can achieve. Our key focus on resilience is developed throughout our curriculum & ethos.
- The Early Years Framework/ Primary National Curriculum Programmes of Study are used as the expectations for all children.
- Where children are not making sufficient progress within the curriculum for their current year group, we will assess them against the matching curriculum from previous years. This allows us to evidence the progress they are making.
- We use the Engagement Model and the EYSEN Toolkit for small step progress for pupils requiring additional small steps in learning - See SEN Policy for further details on SEN assessment and expectations.
- Assessment of children's attainment and progress is directly linked to the curriculum and evaluates children's knowledge and understanding of subject requirements.
- Assessment is used to ensure that all children make appropriate progress and most achieve aggregated expectations.
- All children need to understand the learning objective in each of their lessons and what they need to do to achieve it.
- The learning objective is taken from the EYFS Framework/ National Curriculum and is shared with the children and their work is assessed against these criteria.
- Formative assessment opportunities are taken to ensure that children have a secure understanding of key ideas and concepts before moving onto the next phase of learning.
- All assessments and feedback are carefully planned to ensure they have a positive impact on teacher work load. Palfrey Infants strives to reduce and minimise teacher work load and promote only that which is essential and necessary to the development of the children.

**Procedures – Formative Assessment and Assessment for learning**

**We consider how to embed our learning from Short Term Memory into the Long-Term Memory  
We assess to ensure pupils know more and can do more.**

This type of assessment is embedded across all lessons. Teachers assess children's understanding of individual learning objectives and identify where there are gaps. This tells the teacher what to focus on in future lessons or inform interventions, and prompts them to adapt their teaching approach to improve children's understanding.

***Teachers should complete the Insight Objective database at least weekly to indicate understanding for CORE SUBJECTS and at the end of a Unit for FOUNDATION SUBJECTS.***

Formative assessment and assessment for learning strategies used will include:

- Use of rich question and answer sessions to evaluate children's understanding and identify gaps or misconceptions.
- Use of whiteboards, flip charts and concrete apparatus to get instant feedback of understanding.
- Retrieval practice, quizzes or recall of facts. (Knowledge organisers)
- Procedural/ Episodic / Semantic Knowledge is considered to assess if pupils have turned information into deep knowledge. Making links between learning (Schema)
- In mathematics lessons, teachers follow a clear lesson structure designed for Mastery. This structure provides children with a range of questions that are set out in different ways and that challenge their thinking and deepen their understanding.
- Observational assessment.
- Scanning work for children's attainment and progress in lessons to allow for immediate intervention. Marking in the moment where possible and giving immediate verbal feedback.
- 1:1 or group discussions with children.
- Subject Lead Teachers assess pupils' retention of key learning through planned pupil voice discussions.

**Procedures – Summative Assessment**

We complete a range of summative assessments in school to keep track of key learning, using the Insight tracking database.

Summative assessments include:

- Phonic Assessments (at the end of each half term)
- HFW/Common exception words reading (every half term)
- Book band tracking (every half Term – for those beyond the phonics scheme)
- Common exception words spelling (every term)
- Maths Challenge tracking (every half term)
- Teacher judgements across all EYFS areas and in KS1 Reading, Writing, Maths (every term)
- Teacher judgements across all foundation units (at the end of every unit of work)
- Y2 completing SATs style assessments at the end of the Spring and Summer

**Pupil Progress Meetings**

The class teacher and members of the Senior Leadership Team, including the SENCo, meet to analyse inhouse evidence, to discuss the teacher's assessments and to plan appropriate targets, next steps and support. Assessment information is used to plan teaching and learning strategies,

including how to support children who are not 'on track', or who need additional support. These strategies enable children to make good progress and achieve well. All assessment information is entered once, centrally and is then used effectively for different purposes while minimising teacher workload. When analysing assessment information, the SLT are able to use the information to track the progress and attainment of individual children, groups of children and cohorts within the school. (Vulnerable Groups) This information is also used to help put strategies into place that support any group identified as not making sufficient progress.

### **Moderation**

Each term, Palfrey Infants carries out internal moderation across year groups and across school and then further external moderation with our cluster schools and local authority moderators to secure judgements. KS1 Writing and Maths moderation is completed in the Spring and Summer Terms.

### **Procedures - Nationally Standardised Summative Assessment**

Nationally standardised summative assessments provide information on how children are performing in comparison to children nationally:

Reception:

- Children in reception will take part in the Reception Baseline Assessments which assess English and maths. These take place during the first 6 weeks of the school year or from arrival in school.
- At the end of the year children are assessed against the Early Learning Goals which determine whether they have achieved a 'good level of development' (GLD)

Year 1:

- Year 1 children take the phonic screening assessment (June)

Year 2:

- Year 2 retakes of Phonic Tests (June)

Assessment data is shared with parents informally at Parents Meetings and through an end of year report in July. School performance data is shared at group level on the school's website.

### **Monitoring and Review**

The implementation of this policy will be monitored by the Headteacher.

This policy will be updated in line with the Schools Improvement Planning cycle, or with regard to any new initiatives or streamlining of school processes.

APPENDICES

**PALFREY INFANT SCHOOL  
DATA ANALYSIS & ASSESSMENT  
INSIGHT TRACKING OVERVIEW FOR STAFF**



**OUR ASSESSMENT ALLOWS US TO TRACK & ASSESS**

- What the children could do
- Identify Gaps in learning
- Attainment
- Progress
- Vulnerable Groups

**INSIGHT ASSESSMENT**

**MAIN ASSESSMENT**

Main Assessment teacher judgements are made at four key points in the year.

	Input	Moderation weeks	Deadline
ENTRY (BASELINE)	Baseline date N/R Transition Y1/Y2	Within 6 weeks	18.10.24
AUTUMN TERM	By week 12 of teaching cycle	1 <sup>st</sup> week of December	6.12.24
SPRING TERM	By week 24 of teaching cycle	2 <sup>nd</sup> week of March	14.3.25
SUMMER TERM (STATUTORY ASSESSMENTS)	By week 34 of teaching cycle (YR)	3 <sup>rd</sup> week of June	20.6.25 tbc
SUMMER TERM	By week 36 of teaching cycle (N/Y1/Y2)	1 <sup>st</sup> week of July	4.7.25

Teacher Judgements	
Below	Working within previous years objectives
Just Below	Pupils working at lower end of the current year group targets
On Track	Pupils expected to reach on track by end of the year
Greater Depth	Pupil expected to reach Greater Depth by end of the year, exceeding year group expectation

**OBJECTIVES**

- Staff input against pupils' names, to show achievement an objectives (weekly)
- Ongoing analysis & termly print outs of the objectives are used to identify gaps in learning which informs the planning (Foundation Stage & National Curriculum KS1)
- Year group analysis identifies under achieving pupils and those at risk (pupil progress)

Objectives	
0	Taught but not yet understood
1	Some understanding - not yet secure
2	Objective Secure
3	Objective Secure & working within Greater Depth

- Class teachers are responsible for identifying children working below or making slow progress using their formative assessments
- Interventions should be identified and a timetable of regular interventions arranged; delivered by TAs

- Vulnerable groups are analysed by subject leaders & SLT
- Pupil Progress Meetings are held each term to discuss specific needs and identify target groups/pupils
- Book trawls and moderation triangulate the teacher judgements and ensure consistency

**OTHER SCHOOL ASSESSMENTS**

	Assessment
Number Skills Challenge	Current challenge the pupil is working towards
Common Exception Words Y1	/45 Reading & Spelling
Common Exception Words Y2	/64 Reading & Spelling
Phonics Test	/40 (Year 1/2 pupils)
Phonics/Reading Group	Current phonic/reading group

**PHONICS AND READING GROUPS PROGRESS CHECK**

EXPECTED PROGRESS AT END OF	RECEPTION	YEAR 1	YEAR 2
Autumn 1	Group B	Purple Group	Blue Group
Autumn 2	Group C	Pink Group	Blue/Grey Group
Spring 1	Ditty Group	Pink/Orange Group	Grey Group
Spring 2	Red Group	Orange/Yellow Group	Grey/Gold Book Band
Summer 1	Green Group	Yellow Group	Gold Book Band
Summer 2	Green/Purple Group	Yellow/Blue Group	Gold/White Book Band

See ***Phonics and Reading: Groups and Assessment Guidance for more details*** (T:\Staff Information\CURRICULUM EXTRAS\PHONICS AREA)

COMMON EXCEPTION WORDS READING

Expected Attainment CEW Reading	Year 1 CEW Reading /45	Year 2 CEW Reading /64
<b>Baseline/ Entry</b>		
Well Below	0-10	0-10
Below	11-20	11-20
On track	21-30	21-40
Above	31-45	40-64
<b>End of Autumn</b>		
Well Below	0-10	0-10
Below	11-20	11-20
On track	21-30	21-40
Above	31-45	40-64
<b>End of Spring</b>		
Well Below	0-15	0-20
Below	16-25	21- 40
On track	26-40	41--50
Above	41-45	51-64
<b>End of Summer</b>		
Well Below	0-20	0-30
Below	21-30	31-45
On track	31-40	46-59
Above	41-45	60-64

COMMON EXCEPTION WORDS WRITING

Expected Attainment CEW Spelling	Year 1 CEW	Year 2 CEW
<b>Baseline/ Entry</b>		
Well Below	0-5	0-10
Below	6-15	11-20
On track	16-30	21-40
Above	31-45	40-64
<b>End of Autumn 2</b>		
Well Below	0-5	0-10
Below	6-15	11-20
On track	16-30	21-40
Above	31-45	40-64
<b>End of Spring 2</b>		
Well Below	0-10	0-15
Below	11-15	16-30
On track	16-30	31-50
Above	31-45	51-64
<b>End of Summer 2</b>		
Well Below	0-15	0-20
Below	16-30	21-45
On track	30-40	46-59
Above	41-45	60-64



Number Skills Challenge Overview

Colours	Number Skills	On track Reception	On track Y1	Ontrack Y2			
Pink	1. Subitise to 5 (write)	School's own number challenge created and introduced in Reception 22/23. This gives children exposure to the number challenge pre-Y1. Children may not have completed all of these challenges by the end of EYFS but this should not hold them back from starting Red in Y1.	These challenges are available to be used by those children in Y1/Y2 with SEN/EAL needs that prevent them accessing the higher challenges. It is not necessary to complete all these challenges before moving on to Red 1 when developmentally appropriate.				
	2. Subitise to 5 (circle)						
	3. mixed						
Lilac	1. 1 more to 5						
	2. 1 less to 5						
	3. mixed						
Turquoise	1. Subitise to 10 (write)						
	2. Subitise to 10 (circle)						
	3. mixed						
Lime	1. 1 more to 10						
	2. 1 less to 10						
	3. mixed						
Purple	1. make 5						
	2. subtract from 5						
	3. mixed						
Red	1. 1-5 Addition.					Entry/ Aut1/ Aut2	
	2. 1-5 Subtraction					Entry/ Aut 1/2/3/Spr 1	
	3 1-5 Mixed					Spr1/ Spr 2	
Orange	1. 1-10 Addition.					Spr 2/Sum 1	
	2. 1-10 Subtraction.		Spr2/ Sum 1				
	3. 1-10 Mixed		Spr 2/Sum1/ Sum 2				
Bronze	1. Multiply by 10		Sum 1 / 2	Entry Y2/ Aut 1			
	2. Multiply by 2		Sum 2	Entry Y2/ Aut 1			
	3. Mixed		Sum 2	Entry Y2/ Aut 1/ Aut 2			
Yellow	1. 1-20 Addition			Aut 1/ Aut 2			
	2. 1-20 Subtraction			Aut 1/ Aut 2			
	3. 1-20 Mixed			Aut 2/ Spr 2			
Green	1. Multiply by 5			Spr1/ Spr2			
	2. Multiply by 3			Spr1/ Spr2			
	3. Mixed			Spr1/ Spr2/ Sum 1			
Silver	1. Divide by 10			Spr2/ Sum 1			
	2. Divide by 2			Spr2/ Sum 1/ Sum 2			
	3. Mixed			Sum 1/ Sum 2			
Blue	1. 1-50 Addition			Sum 2			
	2. 1-50 Subtraction			Sum 2			
	3. 1-50 Mixed			Sum2			
Indigo	1. Divide by 5			Sum 2			
	2. Divide by 3			Sum 2			
	3. Mixed			Sum2			
Gold	1. Multiply by 2,3,5,10			Sum 2			
	2. Divide by 2,3,5 and 10			Sum 2			
	3. Mixed			Sum2			

**EAL Competency**

Using the information below we report on children's proficiency in English at the four key assessment points in the year.

<b>Proficiency in English</b>	
<b>New to English</b>	
<b>A</b>	May use first language for learning and other purposes. May remain completely silent in the classroom. May be copying/repeating some words or phrases. May understand some everyday expressions in English but may have minimal or no literacy in English. Needs a considerable amount of EAL support.
<b>Early Acquisition</b>	
<b>B</b>	May follow day to day social communication in English and participate in learning activities with support. Beginning to use spoken English for social purposes. May understand simple instructions and can follow narrative/accounts with visual support. May have developed some skills in reading and writing. May have become familiar with some subject specific vocabulary. Still needs a significant amount of EAL support to access the curriculum.
<b>Developing competence</b>	
<b>C</b>	May participate in learning activities with increasing independence. Able to express self orally in English, but structural inaccuracies are still apparent. Literacy will require ongoing support, particularly for understanding text and writing. May be able to follow abstract concepts and more complex written English. Requires ongoing EAL support to access the curriculum fully.
<b>Competent</b>	
<b>D</b>	Oral English will be developing well, enabling successful engagement in activities across the curriculum. Can read and understand a wide variety of texts. Written English may lack complexity and contain occasional evidence of errors in structure. Needs some support to access subtle nuances of meaning, to refine English usage, and to develop abstract vocabulary. Needs some/occasional EAL support to access complex curriculum material and tasks
<b>Fluent</b>	
<b>E</b>	Can operate across the curriculum to a level of competence equivalent to that of a pupil who uses English as his/her first language. Operates without EAL support across the curriculum.

## INSIGHT CHECKLIST: NURSERY

ACTION	ENTRY	AUTUMN 2	SPRING 2	END OF YEAR
Objectives updated for all 7 areas of EYFS curriculum (this should be ongoing/weekly)				
Main assessment for all 7 areas of EYFS curriculum				
School assessments – Target C&L, Literacy, Maths, PSED and PD				
EYSEND objectives updated for identified children				
School assessments – EYSEND levels updated				
School assessments – WellComm			*	
School assessments – EAL Competence				
School assessments – Phonics and Reading Groups**				
Provisions updated: exit data and effectiveness assessed, new provisions entered				

Please remember **DO NOT** copy assessments between “Main assessment” and “Target”.

If you haven't already, you must familiarise yourself with the **Assessment & Data Policy 2024** in T:\Staff Information\POLICIES\CURRICULUM & TEACHING POLICIES

You will find useful charts in the appendix that show what our expectations are in terms of levels we expect the children on track to achieve. There is also details of the EAL competency levels.

\*WellComm assessments to take place at the end of Spring 1

\*\*Phonics assessments take place at the end of each half term and are completed by the Phonics Lead and the Key Stage Lead. Phonics Lead will typically update Insight with the new levels.

## INSIGHT CHECKLIST: RECEPTION

ACTION	ENTRY	AUTUMN 2	SPRING 2	END OF YEAR
Statutory EYFS profile completed				
Objectives updated for all 7 areas of EYFS curriculum (this should be ongoing/weekly)				
Main assessment for all 7 areas of EYFS curriculum				
School assessments – Target C&L, Literacy, Maths, PSED, PD, GLD				
EYSEND objectives updated (for identified children)				
School assessments – EYSEND levels updated (for identified children)				
School assessments – EAL Competence				
School assessments – WellComm (for identified children)				
School assessments – Phonics and Reading Groups**				
School assessments – Number skills challenge				
Provisions updated: exit data and effectiveness assessed, new provisions entered				

Please remember **DO NOT** copy assessments between “Main assessment” and “Target”.

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## INSIGHT CHECKLIST: YEAR 1

ACTION	ENTRY	AUTUMN 2	SPRING 2	END OF YEAR
Objectives updated for ALL subjects - this should be ongoing/weekly (PE completed on iMoves Assessment tracker)				
Objectives from previous year group updated for SEND children/those not making progress in current year group (this should be ongoing/weekly)				
Main assessment for ALL subjects *				
School assessments – Target Reading, Writing, Maths, Phonics Target				
EYSEND objectives updated (for identified children)				
School assessments – EYSEND levels updated (for identified children)				
School assessments – EAL Competence				
School assessments – Phonics and Reading Groups**				
School assessments – Number skills challenge				
School assessments – CEWs Reading				
School assessments – CEWs Spelling				
Provisions updated: exit data and effectiveness assessed, new provisions entered				

Please remember **DO NOT** copy assessments between “Main assessment” and “Target”.

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You will find useful charts in the appendix that show what our expectations are in terms of levels we expect the children on track to achieve. There is also details of the EAL competency levels.

\* Main assessment judgements for RE and all foundation subjects should be made at the end of each unit of work.

\*\*Phonics assessments take place at the end of each half term and are completed by the Phonics Lead and the Key Stage Lead. Phonics Lead will typically update Insight with the new levels. Any children no longer on Phonics levels must be updated by the class teacher.

## INSIGHT CHECKLIST: YEAR 2

ACTION	ENTRY	AUTUMN 2	SPRING 2	END OF YEAR
Objectives updated for ALL subjects - this should be ongoing/weekly (PE completed on iMoves Assessment tracker)				
Objectives from previous year group updated for SEND children/those not making progress in current year group (this should be ongoing/weekly)				
Main assessment for ALL subjects *				
School assessments – Target Reading, Writing, Maths, Phonics Target				
EYSEND objectives updated (for identified children)				
School assessments – EYSEND levels updated (for identified children)				
School assessments – EAL Competence				
School assessments – Phonics and Reading Groups**				
School assessments – Number skills challenge				
School assessments – CEWs Reading				
School assessments – CEWs Spelling				
Provisions updated: exit data and effectiveness assessed, new provisions entered				

Please remember **DO NOT** copy assessments between “Main assessment” and “Target”.

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You will find useful charts in the appendix that show what our expectations are in terms of levels we expect the children on track to achieve. There is also details of the EAL competency levels.

\* Main assessment judgements for RE and all foundation subjects should be made at the end of each unit of work.

\*\*Phonics assessments take place at the end of each half term and are completed by the Phonics Lead and the Key Stage Lead. Phonics Lead will typically update Insight with the new levels. Any children no longer on Phonics levels must be updated by the class teacher.