



Assessment at Emscote Infant School

We have established **robust systems** of assessment, in line with partner schools in our consortium. This enables the opportunity for moderation across the consortium in addition to internal moderation across year groups and across our Federation. We also participate in moderation meetings led by the Local Authority.

Assessment judgements are reached using a combination of regular formal testing and on-going teacher assessment within the classroom, as follows:

On entry to the **Early Years Foundation Stage**, children complete the DFE Reception Baseline Assessment (RBA), this provided teachers with a series of statements, for example “X was able to count to 5.” At Emscote we feel we need further information to accurately plan pupil next steps and we have developed our own Baseline Assessment that sits alongside the RBA. This will assess proficiency in a range of areas, covering reading, writing, maths and physical development such as fine and gross motor skills. Alongside this, teachers assess children against the Leuven Scales, a 5-point scale used to measure emotional well-being and involvement within Early Years settings. Children identified as presenting with a communication and/or language difficulty will be assessed via the WellComm screening toolkit. This provides targeted strategies for parents and staff.

In EYFS at the end of each term teachers assess against the Prime and Specific areas within the DFE document *Development Matters* (non-statutory curriculum guidance for the early years foundation stage). This includes a Maths and Phonics check. They will also assess against the Leuven Scales, to track progress. In June teachers will complete the Early Years Foundation Stage Profile for each pupil, against the 17 Early Learning Goals. Teachers are required to state whether a child is Emerging in an area or Expected and parents are informed within the end of year report. On entry to EYFS teachers will produce an ELG (Early Learning Goal) predictor based on their baseline assessments to indicate which children may not achieve a Good Level of Development (‘Expected’ in Communication and Language, Physical Development, Personal, Social, and Emotional Development, Literacy and Mathematics)

In **Key Stage One** we begin to introduce written assessments.

Maths – Year 1 Teacher Assessment at the end of Autumn and Spring term, Summer term NTS Assessment Paper 1 and Paper 2

Year 2 Teacher Assessment at the end of Autumn and Spring term, Summer term NTS Assessment Paper 1 and Paper 2

Ad-hoc White Rose Maths progress checkers are available for teachers as required.

English – Writing Year 1 Teacher Assessment at the end of each term

Writing Year 2 Teacher Assessment at the end of each term

Reading Year 1 Teacher Assessment at the end of each term

Reading Year 2 Teacher Assessment at the end of Autumn and Spring term and SAT (optional) paper to support teacher assessment in Summer term.

Spelling Punctuation and Grammar Year 2 SAT (optional) paper Summer term

Phonics:

Little Wandle (our agreed systematic, synthetic phonics scheme) assesses phonics progress through regular, ongoing assessments. Teachers check children’s daily phonics participation, carry out half-termly assessments of grapheme–phoneme knowledge, blending and segmenting, and use reading practice sessions to assess decoding, fluency, and comprehension. The results are used to identify gaps quickly and provide targeted keep-up or catch-up support. In Year One Phonics is also assessed in October and February against practice ‘phonics screens’ to further track progress and plan targeted support. This

continues into Year 2 for children who have not passed the Year One phonics screen. This is recorded on SONAR within Test Scores and after the Statutory test, into SONAR. For any pupils who have not passed the Phonics screen in Year 2, this information is passed to Year 3 teachers at their Junior school.

Star Reader is used in Year 2 to provide a reading age.

Younger children often struggle with ‘test technique’ so outcomes are used to inform teacher judgements/assessments.

Attainment outcomes all of the above are entered onto SONAR, our online data system. This system generates a range of reports utilised for analysis of pupil performance.

Pupil progress meetings are held every term; class teachers discuss progress and attainment of individuals and groups of children and intervention groups are identified and adjusted accordingly. The provision map is therefore adjusted each term.

Vocabulary and symbols used:

EYFS

Below	Just At	Securely At
B	JA	AT
EYFS Profile (June) <i>Stat assessment</i>	Emerging (EM 1)	Expected (EX 2)

Key Stage One

Engagement Model	Working Towards Age Related Expectations (ARE)	Expected Working at Age Related Expectations (ARE)	Greater Depth Working at Greater Depth (ARE)
EM	WT	EXS	GDS

The engagement model is the assessment (replacing P scales 1 to 4) for pupils not engaged in subject-specific study. The engagement model has 5 areas of engagement:

- exploration
- realisation
- anticipation
- persistence
- initiation

Those children working below their age-related expectation will be assessed and recorded against the relevant year group using the codes WTS and EXS – eg. RWT, 1EXS etc.

End of Key Stage One:

Children will be recorded on SONAR with the summative tracking for teacher assessment and recorded in the end of Key Stage One data point, using the KS1 teacher assessment guidance.

<https://www.gov.uk/government/publications/key-stage-1-teacher-assessment-guidance/key-stage-1-teacher-assessment-guidance#making-teacher-assessment-judgements>

<https://www.gov.uk/government/publications/teacher-assessment-frameworks-at-the-end-of-key-stage-1/non-statutory-teacher-assessment-frameworks-at-the-end-of-key-stage-1>

Assessment of foundation subjects:

End of unit expectations are identified for each subject – what can the children do; what do they know? These are also recorded on Sonar.

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