



Assessment Policy

1. Statement of intent

- a. West Earlham Infant and Nursery School believes that, in order to maximise the impact of teaching on learning, a clear assessment strategy is essential. This policy lays out key principles and practices, some that are generic across the school and some that are distinct to Key Stage 1. As the EYFS is a distinctive phase there is additional detail setting out approaches that are specific to this phase. This is at the end of the document and can be used separately for the EYFS.
- b. We are committed to:
 - Ensuring assessment is tied to its intended purpose and school staff and families know the different types and purposes of assessment.
 - Assessment being fully inclusive where all can achieve depth in learning.
 - That assessment is an integral part of the teaching and learning process and not an additional burden.
 - Only collecting data where necessary for a clear purpose.
 - Ensuring early and accurate identification of individual needs or barriers using range of criteria.
 - Involving all staff, children and families in the process.
 - Ensuring children have individual targets and know their next steps and how to achieve them.
 - Regularly monitoring and evaluating progress of children through formative assessment.
 - Monitoring the progress of groups of learners and individuals to ensure any gaps in performance are robustly addressed.
 - Acknowledging achievement however big or small.
 - Using a growth mindset approach for all.
 - Working with other agencies as needed, to enable learners to make progress.

2. Principles

- a. Using the principles and processes of assessment, our aim is to:
 - Have a relevant curriculum by which children will be assessed
 - Use assessment to monitor progress and to support learning.
 - Celebrate the achievements of children and identify areas for development.
 - Inform children of their progress and give feedback on how to improve.
 - Guide planning, teaching, additional support, curriculum development and the creation of resources.
 - Communicate with families and the wider community about children's achievement.

- Provide information to ensure continuity when a child changes year group or leaves the school.
- Comply with statutory requirements.

3. Rationale

- The process of assessment is key to helping children to progress and fulfil their potential. It is also necessary to provide a framework to ensure that learning objectives can be set and used to inform lesson planning, resources, and support.
- Schemes of assessment also inform whole school objectives and training. Assessment should be integrated methodically into teaching strategies, so that progress can be monitored and barriers to learning can be identified at child, group, class or whole school level.
- The assessment process can only be successful if regular reviews take place and plans are communicated and actioned at all levels.
- Our chosen assessment systems are free from bias, stereotyping and generalisation in relation to gender, class and race.
- Our assessment procedures are compliant with the Special Educational Needs and Disabilities (SEND) code of practice; however, we do analyse the progress of different cohorts of children, to ensure that we meet the needs of individuals and specific groups.

4. Key roles and responsibilities

- The governing body has overall responsibility for the implementation of the Assessment Policy and procedures of WEINS.
- The governing body has overall responsibility for ensuring that the Assessment Policy, as written, does not discriminate on any grounds, including but not limited to ethnicity/national origin, culture, religion, gender, disability or sexual orientation.
- The headteacher has responsibility for handling complaints regarding this policy as outlined in the school's Complaints Policy.
- The headteacher will be responsible for the day-to-day implementation and management of the Assessment Policy and procedures of West Earham Infant and Nursery School.
- Subject leaders are responsible, with the leadership team for collecting and interpreting assessment data, implementing systems for identifying, assessing and reviewing all pupils progress and attainment and updating the senior leadership team on the effectiveness of the provision, using local, national and school level assessment data.
- The special educational needs coordinator (SENDCO) is responsible for maintaining the SEND register, coordinating individual support, handling pupil records received from mainstream schools, reviewing SSP (School Support Plan), managing statutory assessment, communicating as necessary to Senior Leaders and external agencies or commissioned agencies i.e. Educational psychologists
- Class teachers are responsible for setting individual targets, maintaining accurate records and reporting progress to parents/carers.
- All staff, including teachers, support staff and volunteers, will be responsible for following the Assessment Policy. They will also be responsible for ensuring the policy is implemented fairly and consistently, and for sharing relevant information with the SENDCO, colleagues and head teacher.
- Children are expected to engage fully in the assessment process by always trying their hardest in both formative and summative assessments, and by following procedures explained by their teachers.
- Families are expected to engage with the school in the assessment process by attending Learning Review meetings, and by encouraging children to do their best in their day-to-day schooling and in summative assessments.

5. Training of staff

- a. We recognise that early intervention can improve both achievement and self-worth. As such, teachers and staff will receive training in identifying children potentially at risk of not meeting targets.
- b. Teachers and support staff will receive training on the Assessment Policy as part of their induction and as ongoing CPD.

6. Definitions

- a. West Earlham Infant and Nursery School
- b. Defines “assessment” as either:
 - activities undertaken by teachers, and/or by children assessing themselves, which provide information to use as feedback to improve future learning.
 - activities that enable modification of teaching and learning activities to improve achievement.
 - activities that lead to formative or summative feedback. Defines “diagnostic assessment” as any activity, which aims to quantify what children already know about a topic and gives teachers initial data to measure progress from or an activity that enables staff to identify specific barriers.
- c. Defines “formative assessment” as any activity, which assesses progress throughout the school term and guides teachers in how to modify their teaching to help their children achieve.
- d. Defines “summative assessment” as activities, which assess final achievement at the end of the year or a unit of learning.

7. Types of assessment

- a. There are three broad-overarching forms of assessment each with its own clear purpose at West Earlham Infant and Nursery School.

8. Day to day in school formative assessment

- b. West Earlham Infant and Nursery School acknowledges that assessment will take place in a range of different ways, for different subjects and phases within the school. However, all assessment should embrace the principles outlined in this policy, and therefore, assessment in some form will be evident in every lesson. Types of assessment carried out include (but are not restricted to):
 - Oral feedback
 - Observations
 - Commenting
 - Informal conversations and learning conversations with staff/children families
 - Self-assessment
 - Peer assessment
 - Targeted questioning
 - Critique
 - Use of hot and cold task and challenges (as appropriate in Key Stage 1)
- c. Teachers should provide regular opportunities for children to assess their own work and the learning of their peers. This supports children to be actively involved in their learning and to be able to identify their own targets for improvement. This may include:
 - a. peer marking as appropriate
 - b. next steps – identifying ways in which the work meets the learning objective and one item that could be improved to develop greater depth
 - c. green pen marking or annotating child’s own or a peer’s work to demonstrate appropriate features
 - d. use of criteria and critique
- d. Purpose of in-school formative assessment

- a. For children - to measure their knowledge and understanding against learning objectives and wider outcomes and to identify where they need to target their efforts to improve
- b. For families – to provide families with a broad picture of their child’s strength and weaknesses and what they need to improve. This supports partnership working.
- c. For teachers – to understand children’s performance on a continual basis, enabling them to identify those who are struggling and when children need to consolidate and progress. It is pivotal to evaluating their own performance in relation to effective teaching and adaptation of planning.
- d. For school leaders – provides a level assurance that children’s individual needs are being catered for, that all children are appropriately supported to make progress and to meet and exceed expectations
- e. For Government – there is no formal role for government to intervene at the level of formative assessment as it should be based on the specialised knowledge the school leaders, staff and governors have of the context of our school
- f. For OFSTED – to provide assurance that teachers make effective use of formative assessment to support teaching and learning

9. In school summative assessments

- e. In school summative assessment is:
 - a. Beginning and end of year assessments
 - b. Short end of topic assessments in Reading, Writing and Maths
 - c. Reviews for children with SEND
- f. West Earlham Infant and Nursery School has implemented the following scheme of assessment which addresses assessment without levels in KS1:
- g. We are using Point in Time assessment on Pupil Asset learning is assessed against what has been taught to date and learner's achievements are compared against the expected levels of understanding and competencies relative to that 'point in time'
 - a. Reading – termly (December, March, June)
 - b. Writing composition – termly (December, March, June)
 - c. Maths – termly (December, March, June)
 - d. Well being and Involvement* - beginning and end of year
 - e. Science - end of year
- h. Teachers are able to populate Pupil Asset as and when relevant and as suited to their preferred teaching style; however the assessments must be completed within the timescales above.
- i. Foundation Subjects: Subjects other than the core subjects are recorded on class foundation subject record either termly or as linked to themed teaching.
- j. We use Pupil Asset to enable us to review the progress of each child over time in Reading Writing and Maths. At the end of each academic year at West Earlham Infant and Nursery School we enter summative assessment as follows:

Phase/stage	End of year	
Nursery	Well below age expected Below age expected At age expected Exceeding age related	
End of Reception	Emerging Expected Exceeding	
Key Stage 1	Year 1 Pre-key stage standards 4,3,2,1 P scales 1-4	Year 2 Pre-key stage standards 4,3,2,1 P scales 1-4

	Well below age related expectations Below Age related expectations Working towards age related expectations Working at age related expectations Working above age related expectations	Working towards the expected standard Working at the expected standard Working at greater depth at expected standard
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k. Summative assessments are used to assess what a child can do at a particular point in the learning journey, and performance can be measured against age-related expectations. We utilise the following formal summative assessments:

- KS1 Annual baseline assessments in Maths
- Half termly RWI phonics assessment.
- Pre-phonics check assessment for Year 1 children (and those who did not pass the phonics check). (Dec, Feb, Apr)
- Termly reading reviews
- Welcomm assessments for Oracy
- POMS assessment for well being and involvement

l. Please consult the scheme of assessment and assessment cycle documents in Appendices B, C, D and E for further information.

10. Purpose of in-school summative assessment

- a. For children - to give information about how well they have learned and understood a topic or course of work taught over a period of time. It is used so they get feedback on how they can continue to improve (feed forward)
- b. For families – to report to families about the achievement and progress across a period; in WEINS this is normally a term or a year
- c. For teachers – to evaluate children’s learning at the end of a unit or period (based on individual child data) and the impact of their own teaching (based on class level data). Both these purposes help teachers plan for subsequent teaching and learning at a class and individual level.
- d. For school leaders – to enable school leaders to monitor the performance of cohorts and groups, to plan interventions with reading manager, class teachers, subject leaders and SENDCO. It enables school leaders to ensure there is sufficient support for children to make sufficient progress from their starting point and to help them meet or exceed the expected attainment. School leaders may use the summary of these assessments to keep governors informed.
- e. For Government – there is no formal role for government to intervene at the level of summative assessment, as it should be based on the specialised knowledge the school leaders, staff and governors have of the context of our school. It is not designed for inter school comparison
- f. For OFSTED – to provide assurance that there are effective systems for monitoring and supporting performance.

11. Nationally standardised summative assessments

- a. At West Earlham Infant and Nursery School we have a statutory duty to administer and use the following nationally standardised tests:
 - a. National Curriculum teacher assessments at the end of Key stage 1
 - b. Year 1 Phonic check
 - c. Phonic check at the end of Key Stage 1 for those children who did not pass in Year 1
 - d. Reception Baseline (non statutory)
 - e. EYFS Profile
 - f. Two year old progress reports
- b. Purpose of nationally standardised summative assessments

- a. For children and families - to provide information on how children in our school are doing compared to those nationally. It can be used by families to help make a choice about schools.
- b. For teachers – to help teachers understand national expectations and assess their own performance in the broader national context.
- c. For school leaders and governors– to enable school leaders and governors to benchmark their school’s performance against other schools locally and nationally, and in so doing inform judgments about the overall effectiveness of the school.
- d. For Government – to enable the government to hold providers of education (schools, Local Authorities, academy chains etc) to account and measure the impact of educational policy making
- e. For OFSTED – to enable OFSTED to have a starting point for discussions with schools when making judgements about their performance as part of OFSTED’s wider judgments of a school’s overall effectiveness.

12. Target setting

- a. Pupils complete baseline assessments at the start of the autumn term, which inform long-term national curriculum-based learning goals. Using the results of the formative/diagnostic assessments, children’s attainment will be recorded as per table in 4.1.
- b. SEND children may follow national curriculum objectives from a younger year group’s curriculum or have P-scale or pre-key stage standard objectives, depending on their need and cognitive ability, progressing to working towards key stage. Pupils will then be assessed using the associated criteria. EAL learners, who are at the initial stages of learning English, are assessed using Welcomm.
- c. Stepped, short-term and medium-term targets that lead to the long-term learning goals are agreed with children and are clearly displayed as targets in age-appropriate language in work books to be shared with families or shared in an appropriate form matched to the needs of the child. Often this will be an oral target.

13. Tracking and reviewing progress

- a. Children are given the opportunity to review their progress through ‘learning reviews’ on a termly basis and shared with families.
- b. To assist in guiding each pupil’s learning journey, data snapshots are taken at class, phase and subject level, three times a year, towards the end of each term.
- c. Pupil progress meetings for each year group are scheduled termly and focus on:
 - a. Reviewing the progress of all pupils.
 - b. Identifying and monitoring cohorts of pupils that are underperforming.
 - c. Ensuring that disadvantaged pupils are making good progress in comparison to non-disadvantaged children nationally.
 - d. Pinpointing barriers to learning that occur across classes, e.g. attendance, punctuality, behaviour, SPLCN, EAL and SEND factors, safeguarding, family issues.
 - e. Selecting intervention strategies to implement as a team to tackle barriers to learning.
 - f. Creating a plan for each class – factors affecting underachievement and the steps that will be taken to combat this.
- d. Subject leaders, SENDCO, Ed Psych and key members of the senior leadership team meet at a half termly School Support team meeting. The purpose of the Learning Review Meeting is to monitor children who were identified as underachieving in a number of subjects at pupil progress meetings, to pinpoint whole school trends relating to performance and to make decisions surrounding actions to accelerate the level of intervention for pupils who are identified as persistently underachieving. These meetings are also used to monitor and plan provision for individuals and groups of learners.

14. Homework

- a. Depending on the year group, homework is given daily and/or weekly. An outline of typical tasks and the frequency of homework is outlined below.
- b. Homework tasks are set in line with curriculum objectives and expectations for each year group, and are used to formatively assess children's ability to practise and apply skills/knowledge learned in class. They also help families understand the learning expectations for their child

Year Group	Typical task
Nursery	Parent/carer to read book from nursery library to child.
Reception	When a child has learnt a new phonic sounds they will take home a sheet to practise the formation of the letter. Reading books from RWInc will be sent home when a child can blend. Maths wallet with a number of flash cards and simple maths resources will be sent home. Books to share with family Maths Monkey
Year 1 and 2	Reading for 10-15 minutes from a quality picture book. A book to share with family Appropriate maths/number challenges Maths Monkey tasks

15. Marking and feedback

Marking of pupils' work should follow the Feedback and Marking policy. Effective feedback is fundamental to ensuring that a personalised learning journey for all children is achieved. It should be noted that teachers at WEINS also have significantly higher levels of Safeguarding recording and contributions to maintain.

16. Records and record keeping

- a. Teachers use records to review children's progress, set appropriate targets for the future and form the basis of reports to parents/carers. Records are kept in the following formats:
 - a. Lesson plans – assessment notes and next steps planning
 - b. Children's work and work books
 - c. Pupil Asset or EEaXT
 - d. RWI phonic checks and groupings
 - e. Pupil progress meeting records and reviews
- b. In the EYFS, each child's developments and achievements are recorded in the online Early Excellence Learning Journal and shared with families which is based on teachers' ongoing observations and assessments.
- c. Summative assessment records, such as Key Stage 1 are kept electronically and Formative assessment records, such as pupil work are held in line with our compliant records management policy.
- d. Standardisation and moderation
- e. The process of moderation is an essential part of the assessment system. Teachers are involved in the moderation process to ensure agreement on criteria for progress in the following ways:
 - a. Collaboration with colleagues in school
 - b. Partnership with colleagues from other schools within the local area

- c. Use of social media i.e. Twitter
- d. Attendance at LA moderation to ensure judgements are in line with other schools/academies.
- f. Subject leaders at West Earlham Infant and Nursery School are adding to exemplar portfolios for end of year expectations.

17. Reporting

- a. Records promote and ensure:
 - a. Positive home/school relationships.
 - b. Information for families about a child's strengths weaknesses and next steps are shared.
 - c. Opportunities for discussion with children and families.
 - d. Children's achievements are celebrated
 - e. In some cases, information for partnership agencies.
 - f. Targets for pupils.
- b. A written report for each child is sent to parents/carers each year from Reception to Year 2. Reports outline a child's progress in the core and foundation subjects of the national curriculum and EYFS in Reception. Teachers make comments on the attainment of each pupil in terms of national age-related expectations. Targets for English and maths are also shared. The child contributes to learning review meetings.
- c. For pupils at the end of key stages 1 and Y1, additional information, including the details of SATs and the phonic check, are provided.
- d. Parents/carers are invited to attend formal consultations (Family learning reviews) with the teacher during the autumn and spring terms. Parents/carers are also welcome to and encouraged to discuss the progress of their child with class teachers or the head teacher at other times.
- e. Class teachers or the headteacher may invite some parents for interview if there are specific concerns about a child.
- f. The headteacher reports progress to governors (School Development Committee) on a termly basis following Child progress meetings.

10. Links to other policies

- Marking and Feedback Policy
- Teaching and Learning Policy

Approval

This policy has been reviewed in line with the 2010 Equality Act and Public Sector Equality Act. Due regard has been given to Equality.

This policy was formally adopted in February 2019. The date of the next formal review will be February 2020 and every year thereafter, unless statutory legislation changes.

Policy approved by the Head Teacher of West Earlham Infant and Nursery School.

Appendix A: West Earlham Infant and Nursery School Marking guidance

This guidance on marking forms part of the whole school policy for assessment and is directly linked to curriculum planning. There is more comprehensive Feedback and Marking Policy. The school is committed to using formative assessment, through assessment for learning, and uses focused marking as the principle method for providing feedback to children in order to raise standards of attainment.

Formative assessment and focused marking:

Formative assessment is based on the principle that, in order to make good progress, children need to be clear about the next steps in their learning.

Teachers use focused assessment to ensure children's progress in relation to planned learning objectives and to identify children's strengths and gaps in their skills/knowledge. Next steps should be shared with the child, in an age-appropriate way, in order to provide feedback to the child about where they are in relation to this aim and the steps necessary to achieve the aim.

Next steps information is used to inform planning for subsequent lessons and to facilitate the setting of appropriate targets for the class, group or individual. Grouping or setting should be flexible in order for teachers to effectively address the needs of children with similar gaps in learning.

Writing

Focused marking of children's writing should relate to either the specific learning objective or the next step target for each child.

Teachers should not correct every spelling and grammatical mistake in a piece of written work, as this can be overwhelming for children and will rarely lead to an improvement. Up to three spelling/grammatical errors may be corrected, provided children are given an opportunity to make corrections and practice spelling/grammar rules.

Maths

The main purpose for marking maths work is to identify whether children have grasped a mathematical concept or method and to ensure that pupils demonstrate the way calculations are worked out. Teachers will assess the steps needed to enable pupils to make further progress.

Other subject books

Marking will be judged against the learning objective. Teachers will be mindful of the child's ability in literacy to ensure high standards are maintained in all subjects.

Self-assessment

Teachers should provide regular opportunities for children to assess their own work and the learning of their peers. This supports children to be actively involved in their learning and to be able to identify their own targets for improvement. This may include:

One-to-one mentoring

Staff will schedule a 'learning conversation' with pupils on an ongoing basis. The aim of the discussions is to talk about the child's progress and identify next steps. Attitude, effort, attendance and punctuality may also be discussed.

Appendix B: West Earlham Infant and Nursery School Assessment materials, tools and tests

<p>Reading</p>	<p>Focused marking Pupil observations Book/work scrutiny Guided reading records Summative tests Teacher planned comprehension tests/activities Phonic assessments</p>
<p>Writing</p>	<p>Focused marking Pupil observations Book/work scrutiny Writing samples across the curriculum (independent where possible) Phonics assessment (spelling of high frequency words; activities; observation of spelling of graphemes/alternative graphemes) Summative tests</p>
<p>Maths</p>	<p>Focused marking Pupil observations Book/work scrutiny Results of weekly challenge tasks Summative tests</p>
<p>Well Being and Involvement</p>	<p>POMS assessment Child observations Family information To include Physical development/Science/Oracy/listening and attention as it evolves</p>

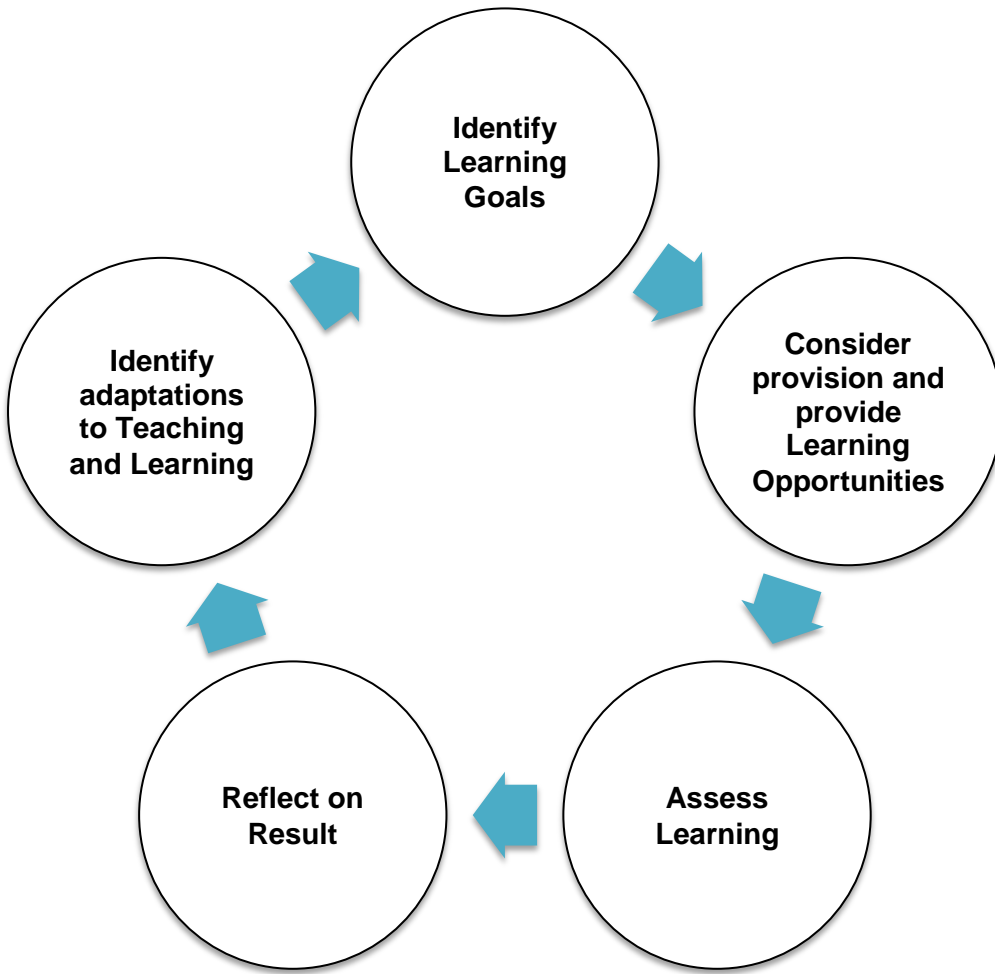
Appendix C: West Earlham Infant and Nursery School Class assessment expectations

Autumn term	<p>English Update Pupil Asset for reading and writing based on focused marking and observations of children’s learning. Independent writing samples Assessments of phonics for each child (EYFS/key stage 1). Set new learning targets.</p> <p>Maths Beginning of year baseline assessment in Year 1 and 2 On-going update of Pupil Asset for maths based on focused marking and observations of children’s learning.</p> <p>Foundation subjects Record significant progress against national curriculum learning descriptors/P scales/pre-key stage standards.</p>
Spring term	<p>English On-going update of Pupil Asset for reading and writing based on focused marking and observations of children’s learning. Independent writing samples. Assessments of phonics for each child (EYFS/KS1). Set new learning targets.</p> <p>Maths On-going update of Pupil Asset for maths based on focused marking and observations of children’s learning. Set new targets.</p> <p>Foundation subjects Record significant progress against national curriculum learning descriptors/P scales/pre-key stage standards.</p>
Summer term	<p>English On-going update of Pupil Asset for reading and writing, based on focused marking and observations of children’s learning. Independent writing samples. Assess phonic for each child (EYFS/KS1) Year 1 statutory phonics test. Year 2 SATs tests – reading, writing and spelling and teacher assessments. Progress against national curriculum descriptors is recorded on an end of year report.</p>
	<p>Maths On-going update On Pupil Asset for maths based on focused marking and observations of children’s learning. End of year assessment in Year 1 and 2 Year 2 SATs tests – written, mental and teacher assessments including GPS. Set new targets for Year 1 and discuss Y2 on transfer to WEJS/junior Progress against national curriculum descriptors is recorded on an end of year report.</p>
	<p>Foundation subjects Record significant progress against national curriculum learning descriptors/P scales/pre-key stage standards.</p>

Appendix D: West Earlham Infant and Nursery School assessment schedule

Autumn one	<p>On entry baseline assessment using EExAT in nursery and reception. Year group and Key Stage assessment moderation meetings. Class assessment data updated (on-going). SEND intervention reviewed. Phonic assessment Wellcomm Assessment EYFS</p>
Autumn two	<p>Class profiles updated. Family Learning review meetings. Data 'snap-shots' (class, phase, subject level). Individual and class provision maps produced. Phase group assessment moderation meetings. Class assessment data updated (on-going). Pupil progress meeting including Pupil Premium provision mapping. Learning Review Meeting Phonic assessment LA assessment moderation meetings</p>
Spring one	<p>Phase group assessment moderation meetings. Class profiles updated. Class assessment folder updated (on-going) Wellcomm Assessment EYFS LA assessment moderation meetings</p>
Spring two	<p>Class profiles updated. Family Learning review meetings. Data 'snap-shots' (class, phase, subject level). Individual and class provision maps produced. Group and Key Stage assessment moderation meetings. Pupil progress meeting including Pupil Premium provision mapping. Class assessment data updated (on-going).</p>
Summer one	<p>Phase group and cross phase assessment moderation meetings. End of year reports produced. Prepare class transfer folders. Year 2 SATs. Class assessment data updated (on-going). Wellcomm Assessment EYFS Cluster Moderation meetings</p>
Summer two	<p>Year 1 phonics test. Data 'snap-shots' (class, phase, subject level) Pupil progress review for year Report EYFSP to LA Report Year 1 phonics assessment results to LA Report Years 2 Report all results of statutory assessments to parents. Annual reports sent to parents. End of year transition meetings. Prepare class transfer folders. (on-going). Class handover meetings (current teacher meets receiving teacher to share information). End of year EExAT assessment</p>

Appendix E: West Earlham Infant and Nursery School assessment cycle



Appendix F: West Earlham Infant and Nursery School EYFS Assessment

Assessment in the EYFS is an essential element of its pedagogy.

Assessment in the EYFS is based on a practitioner's knowledge of the whole child; a holistic view of a child's learning & development, their skills and how they interact with their environment. It is therefore very different from KS1/2 assessment which is subject based and assesses what is explicitly taught.

At West Earlham Infant and Nursery School we use Areas of Learning, Characteristics of Effective Learning, POMs (Early Excellence Tracker) and WELLCOMM Communication and Language Assessment. We also regularly seek the views of families.

Since the 1920s when Susan Isaacs studied young children, observation has been acknowledged as the best method of assessing young children.

Staff at West Earlham Infant and Nursery School observe children all the time (formative assessment). However, they avoid recording their observations when they are with the children, to ensure that the number of interactions (teachable moments) are consistently high. An excellent practitioner will have up to a 1000 interactions [™] a day. Once a practitioner starts to write an observation, these interactions [™] are reduced to 100. West Earlham Infant and Nursery School practitioners have excellent memories and only remark on the remarkable.

At West Earlham Infant and Nursery School we recognise that young children live in the here and now. We know it is more meaningful to address a child's next steps immediately, rather than plan next steps several weeks later. Good practitioners do this all the time. Staff make informed decisions from the observations they make, on how best to move children's learning on. Shirley Clarke describes this as 'feeding & watering the plants'.

Summative Assessment summarises a child's attainment. At West Earlham Infant and Nursery School it takes place on entry and exit to nursery and reception and also midyear. Shirley Clarke describes this as 'measuring the plant'. Summative assessment does not support the child to progress in their learning. At least once a term, each child is tracked over a week, as a 'focus child'. Families are informed and encouraged to share information about their child's interests etc. EExA tracker is used as a summative assessment tool, to measure progress. Each child is assessed, once a term, as close to their 'milestone' as possible, to give a more accurate age related level/score.

All children are also assessed using the WELLCOMM Language Assessment on entry to the EYFS and at least termly if a child is not at age expected in communication and language.

There are currently 2 statutory assessments in the EYFS; 2 Year Progress Check which staff share with families during the year that a child is 2 and the EYFS Profile at the end of reception . Parents receive a 2 Year Progress report and a report at the end of reception.

We also understand the importance of sharing children's learning with families. Staff use the online individual EEx Learning Journal to record examples of learning that demonstrate children's achievements. We encourage and value families' contributions to their child's online Learning Journal, which they can also access at home.