

**Gulf English School**

مدرسة الخليج الإنجليزية



# EYFS and Primary Assessment Policy

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## **Purpose of Assessment**

At Gulf English School, assessment is integral to our commitment to high-quality teaching and learning. Assessment provides insight into what pupils know, understand and can do, allowing teachers to plan responsively, support individual progress and ensure every child achieves their potential.

This policy sets out the principles and systems used for assessment across EYFS, Key Stages 1 and 2. It aligns with our Curriculum and Teaching & Learning Policies and supports our vision of inclusive, ambitious and reflective education.

## **Aims of Assessment**

- Identify what pupils have learned and retained
- Inform planning and day-to-day teaching
- Track pupil progress and highlight need for support or challenge
- Enable meaningful feedback to pupils and parents
- Support transition and continuity between year groups
- Provide data for whole-school evaluation and improvement

## **Types of Assessment**

### **a) Formative Assessment (Assessment for Learning)**

Formative assessment is embedded in all lessons and used to adapt teaching in real time. It supports pupil understanding, identifies misconceptions and informs next steps.

Strategies include:

- Retrieval activities and low-stakes quizzes
- Whiteboard responses and mini-plenaries
- Questioning and verbal feedback
- QR-coded feedback for some pieces
- Exit tickets, peer and self-assessment
- Pre-teach and post-teach assessments
- Reflection and redrafting

These practices are aligned with Rosenshine's Principles of Instruction and support daily responsive teaching.

### **b) Summative Assessment (Assessment of Learning)**

Summative assessment provides a snapshot of attainment at key points in the academic year. It is used to evaluate pupil progress against national expectations, identify trends, and inform reporting and curriculum planning.

Assessment tools currently in use:

Year Group(s)	Assessment Tool
Reception	Cambridge Base
Years 1 - 6	GL Assessments (English and Maths)
Years 2 - 6	NGRT Reading Assessments
Years 1 - 6	White Rose: pre-/post-block & termly maths assessments
Years EYFS - KS1	Phonics Assessments
Year 1	Phonics Screening Check
All Years	Internal writing assessments and moderation

Summative data is reviewed by SLT and used to plan intervention, CPD and curriculum review.

### **c) Diagnostic and Baseline Assessments**

Diagnostic assessments are used throughout the year to identify specific needs or gaps. Baseline assessments are completed at the start of the year to inform initial planning.

- Reception: BASE and observational assessments
- Years 1 - 6: Internal baselines in Maths and English subjects, including NGRT reading assessments where appropriate

### **d) Homework and Home Learning**

Homework at Gulf English School is used to support learning, practice and consolidation rather than to assess attainment.

Homework:

- Reinforces learning taught in class
- Supports retrieval and fluency
- Encourages independent learning habits
- Strengthens the link between home and school

Homework tasks may include:

- Reading at home
- Phonics or spelling practice
- Mathematics practice activities
- Topic or enquiry based tasks where appropriate

Homework is not used as a formal assessment tool and does not contribute to summative judgements. Teachers may use homework to identify misconceptions or learning gaps, which can inform future teaching.

### **Assessment and Curriculum Alignment**

Assessment is mapped directly to the National Curriculum and embedded within the school's curriculum packs and planning. Each year group and subject has:

- Key objectives and success criteria
- Vocabulary and knowledge progression
- Assessment checkpoints built into MTPs

Assessment is not an add-on, but a central part of curriculum implementation and evaluation.

### **Assessment in the Early Years Foundation Stage (EYFS)**

Assessment in the Early Years Foundation Stage at Gulf English School is developmental, observational and child centred. It reflects the principles of the EYFS framework and supports understanding of children's development rather than measuring progress against age related expectations.

Assessment in EYFS is used to:

- Establish children's starting points on entry to Reception
- Understand development across the prime and specific areas of learning
- Inform planning, provision and the learning environment
- Identify strengths and next steps in learning
- Support transition into Year 1

EYFS assessment information is gathered through:

- Ongoing observation of children in play and structured activities
- Professional dialogue between adults
- Samples of children's work and learning evidence
- Baseline assessment on entry to Reception

Assessment in EYFS is not used as a progress measure in isolation, nor is it used to track pupils as on track or off track. Judgements are based on professional understanding of each child's development over time.

### **Recording and Tracking Progress**

Teachers record formative and summative assessment outcomes using agreed school systems (e.g. GL Tracker, Skoolee, internal spreadsheets). Data is used to:

- Track progress over time
- Identify gaps and pupils not on track
- Inform teaching priorities and intervention

Progress is reported as:

- Emerging
- Developing
- Secure

Tracking is reviewed termly and analysed at whole-school and cohort level.

### **Moderation and Quality Assurance**

- Termly writing moderation across year groups
- Cross-year where appropriate
- SLT reviews of assessment outcomes, books and data

Moderation is scheduled within the school calendar and supported by CPD.

### **Inclusion and Accessibility**

Assessment at GES is adapted to meet the needs of the learners, including:

Adaptations include:

- Adult support during assessments (one-to-one or in small groups)
- Additional time to complete assessments
- Alternative response formats (e.g. oral responses, use of a scribe, typed answers)
- Adjusted assessment environments (e.g. quieter rooms, individual spaces)
- Flexible scheduling (e.g. assessment spread over multiple sessions)
- Adaptive digital assessments (e.g. NGRT, Cambridge BASE etc.)

## Feedback and Pupil Involvement

Pupils are involved in the feedback and assessment process.

They are taught to:

- Understand learning objectives and success criteria
- Respond to feedback and improve their work
- Use peer and self-assessment constructively

Feedback is:

- Timely and specific
- Verbal, written or QR-coded
- Focused on improvement, not only correction, to secure understanding

For additional information please refer to the Primary Marking Policy.

## Reporting to Parents

We communicate assessment outcomes clearly and regularly to parents through:

- Parent consultations each term
- Written reports (mid-year and end-of-year), including GL assessment results
- Ongoing updates via ClassDojo and informal meetings

Reports include core subject attainment, progress and next steps.

## Roles and Responsibilities

Role	Responsibilities
Class Teachers	Carry out assessment in line with school policy, record outcomes, use data to plan and feedback to pupils
Data and Assessment Coordinator	Monitor assessment consistency across year group, lead data analysis, support planning and moderation
SLT	Oversee assessment strategy, monitor whole-school outcomes, lead pupil progress meetings, evaluate impact
Parents	Support home learning, attend consultations and parent workshops, act on feedback from school reports and meetings

### **Policy Review and Development**

This policy is reviewed annually by SLT, in collaboration with year leaders and teaching staff. The review considers:

- Staff feedback
- Monitoring findings
- Assessment outcomes and trends

Any changes are communicated clearly to staff and updated versions are made available to stakeholders.

