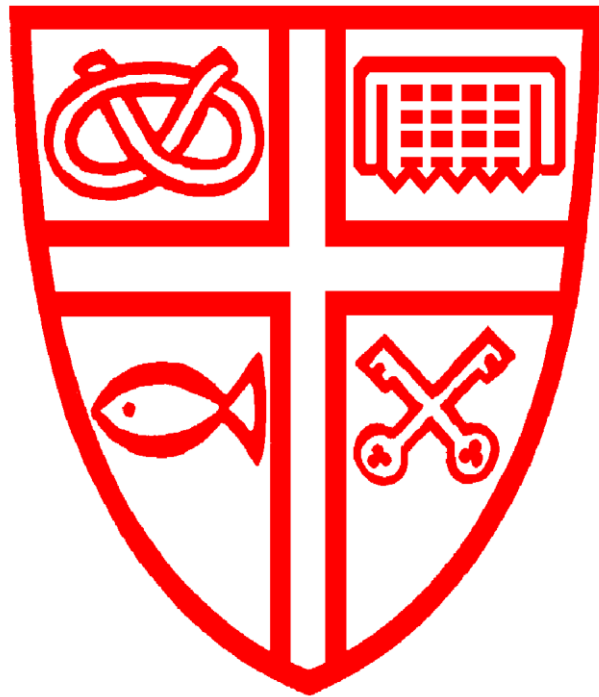


St Peter's CofE Primary School

Love Christ
Love Learning
Love One Another



Assessment Policy
May 2026-2029

Aims:

At St Peter's (A) School, we believe that Assessment is central to quality first teaching as it informs us about children's progress and enables teachers to plan their 'Next Steps' in learning in order to improve. Assessment enables teachers and teaching support staff to discover what children have learned and what they need to learn, therefore ensuring continuity and progression. Assessments need to be made in order to identify existing standards in the school and results need to be compared to see if standards are being raised.

The school's assessment of pupils and identified groups will:

- Benefit the education of ALL pupils
- Enable a pupil's progress to be monitored
- Provide a consistent professional record of pupil performance.

Types of Assessment:

Assessment for Learning (AfL): Takes place informally and continuously. It is the process of seeking and interpreting evidence for use by learners and their teachers to decide where the learners are in their learning, where they need to go and how best to get there. It incorporates all areas of assessment including the use of targets, feedback to pupils, rewards, sharing of learning objects, creating success criteria, peer/ self-assessment and questioning. (see ethos Appendix 1)

Summative Assessment: This takes place at the end of a pupil's year, half term, topic or lesson and is designed to summarise the performance and attainment at the time of testing.

It may show comparison against new National standards or County data.

Formative assessment: It is used to feedback information to pupils and teachers to help the learner progress. It assists practitioners in taking further actions to strengthen the learning process. Much of this assessment is based on *professional judgement*. This continuous assessment is at the heart of good teaching and takes a range of forms including:

- Marking
- Questioning and discussion
- Book Scrutiny
- Observation
- Assessment tasks and challenges

Diagnostic assessment:

A form of pre-assessment used to evaluate a learner's current knowledge, skills, strengths, and misconceptions *before* instruction begins. At St Peter's this indicates to the teacher if the child requires specific help in certain areas.

Statutory Assessment:

EYFS Assessments: Baseline assessments are used at the start of Reception / Nursery. Throughout the Reception / Nursery, children will have been assessed through ongoing observations in accordance with the guidance of The Early Years Foundation Stage against seventeen Early Learning Goals (ELGs) and against 'Characteristics of Learning'.

Phonics Screening:

- **Year 1 Phonics screening** takes place during the last two weeks in June; results are forwarded to the DfE.
- **Year 2 pupils** are re-assessed where results fall short of the pass mark in Year 1.

End of KS1: These assessments are no longer statutory but the school has chosen to continue to administer to support teacher judgements. They are taken at the end of May in Reading and Mathematics with speaking and listening, writing and science also teacher assessed.

End of KS2: The children in Y6 will take part in the statutory tests which fall during the second week in May. The tests are split into maths, reading and grammar, spelling and punctuation. These tests are administered following DfE guideline's and timetable. The tests are sent away to be externally marked while the writing mark is drawn from teacher assessment of a wide body of independent work. Threshold tables are published during the beginning of July.

Published Analysis: The DfE Data Dashboard Report / Inspection report provides a further National comparison of school data. This data will be analysed once received and fed back to Governors.

Day to Day Assessment

Planning:

- Planning includes specific learning intentions and success criteria.
- Learning objectives are shared explicitly in child friendly language in every lesson.
- Learning objectives are referred continually to enable pupils to stay focussed on their learning as they work and self-assess / reflect on at the end of the lesson
- Planning takes account of pupil's prior learning and information and is based on accurate assessment of pupils' needs from the unit starters (maths / literacy)
- Planning ensures opportunities for pupils to use a range of AfL strategies - using success criteria, self and peer assessment, setting targets/next steps and designing success criteria
- Activities are planned in a way which makes effective use of dialogue about learning e.g. opportunities to share and describe successful work.

Questioning:

- Key questions are planned to promote discussion and collaboration between children
- Questioning is used to stimulate thinking and learning, to identify what pupils understand and to plan for future learning and teaching
- Questioning skills are used effectively as an assessment for learning strategy:

Marking and Feedback:

Marking is important for the following reasons:-

- Information gathered from marking informs planning and teaching i.e. planning takes account of pupil's strengths and areas of difficulty
- Feedback values what was done well, what needs to be improved and how this can be achieved - rewards for good work can include Griffin points, smiley faces and stickers.
- It models how the pupils should edit and improve their own work.
- Ensures high expectations are met and when not - challenged.

To ensure that marking and feedback makes the most impact the school believes that marking at the point of learning, ongoing teaching points, mini plenaries etc are most effective and do not expect

written comments for every piece of work. The school encourages a range of strategies in marking to ensure that it is highly effective. (see appendix) This list is not exclusive.

Marking Expectations:-

- A set of marking codes in place ensure consistency throughout the school. (see appendix)
- Staff mark against the learning objective on every piece of work, deciding whether it has been fully, partially or not met. Pupils always do the same.
- Staff to mark on the piece of work any support the child received - TA / T.
- Regardless of subject staff will always identify basic errors for the children to correct such as capital letters and spellings of common place words.
- Children are given time to respond to feedback during the school day and it is checked for accuracy.
- Any adult writing in a child's book **MUST** write neatly in accordance with our school handwriting policy and model a high standard of handwriting. This includes trainee teachers, support staff and volunteers.
- Written comments when necessary are in the form of an action or a question.
- Mark against success criteria for a piece of work or writing to demonstrate areas of success and development.
- Mark against skills ladders used at each data points.

Pupils Role in Feedback:

Pupils are encouraged to take an active role in improving their own work and the more pupils are involved in the Assessment process, the more likely they are to understand the purpose of the activity, the success of their own performance, and the action that they need to take to improve. Pupils will be expected to take part in the following:-

- Assess themselves against the objective ensuring they know what they are learning.
- Assess themselves against the success criteria / own targets then make necessary changes to better their work, independently.
- Mark work that is appropriate for them to do so - spellings, sums, test papers - those with closed answers.
- Use knowledge to develop their own success criteria.
- Complete feedback activities such as change spellings, grammar, answer questions or complete actions asked.
- Write comments reflecting on how they have done and what they could have done better.
- Peer assessment.
- Being part of a half termly progress meeting to understand what they are doing well and areas they need to work on.
- As a result set own targets using an understanding of what they do well and what needs to be developed.

Closing the Gap for the Vulnerable Groups

Those children needing to access the curriculum of a younger class will use individual skills ladders. The same progress against this different year groups objectives is expected. Progress of groups and cohorts are tracked at each assessment point by identifying points progress made by each pupil and identifying groups of pupils that appear to be 'coasting' or 'slow moving' are identified and actions can be taken to support their progress. This group data is analysed and shared with staff to target specific groups / areas for development.

SEND/Dyslexia:

The Governing Body believes that all children, regardless of ability and behaviour, are valued equally at St Peter's CE School. SEND children are not viewed as a separate entity but are part of the whole school approach, and different children's needs are recognised and met through varied and flexible provision throughout the curriculum.

As highlighted in our SEN policy, children with special educational needs are offered full access to a broad, balanced and relevant education which includes the teaching and learning of mathematics. Teachers provide learning opportunities that are matched to the needs of all children, including those with learning difficulties and those who may have a particular strength in that area. Work may take into account the targets set for individual children in their learning passports and may also provide extra opportunities for children who are gifted and talented.

Target Setting:

Targets for each class / individual are set at the end of each year by the headteacher and class teacher for the next year. Progress towards targets is discussed termly during the pupil progress interviews between head and class teacher and feedback to the governors.

Curriculum targets are decided by teacher and pupil during 1-1 progress meeting and recorded in the learning journal at each data point.

Pupils are encouraged to write their own next steps at the end of a unit, weekly in their learning journals. SEN pupils are provided with targets in their learning passports - these are also recorded in the learning journal.

Skills ladders for the children to access allows them to see how they are progressing and enable them to make their own decisions about their next steps.

St Peter's Assessment Without Levels

St Peter's has developed its own assessment scheme. Primarily assessment is used to inform everyday practise for the teaching staff. It helps define what has been retained and what needs to be revisited. Using this system we set can targets, track progress and attainment. Its other purpose is to monitor how well the school and different groups within our school are performing.

When assessment is taking place...?

Assessment Point 1: Week 7	Assessment Point 2: Week 14	Assessment Point 3: Week 22
Assessment Point 2: Week 27	Assessment Point 4: Week 28	Assessment Point 3: Week 36

What assessment / data is collected and when...?

Half Termly	
<ul style="list-style-type: none">• Grammar test• Maths test• Spelling - dictation / statutory words• End of unit phonics test• Writing• Griffin badges	<ul style="list-style-type: none">• Class overviews• Data reviews inc. strengths and weaknesses.
End of Term	

<ul style="list-style-type: none"> • As above + • Star reading test • Times table test - set questions • Effort grades 	<ul style="list-style-type: none"> • Pupil appraisal meetings (PAMs) • Data Review meeting with headteacher
Other	
<ul style="list-style-type: none"> • September - Star reading test • September / February - reading fluency • Foundation subject quizzes as and when Y1 upwards. • Diagnostic maths tests - White rose maths • June - PUMA maths test 	

What information is collected for each area...?

Grammar Test	Children are given a score out of 10 We track the average % and % of children who achieve 80% + to analyse progress.
Maths Test	Two papers generate a grade for fluency and for reasoning we track % achieving each grade. The summer PUMA maths test generates a standardized score.
Spelling Test	We track how many children achieve expected or higher against grade boundaries we have set ourselves.
Phonics Test	The end of unit phonics test gives us; standardized score, reading attainment, decoding accuracy for red / green words and GPC accuracy. We track the average standardised score for class and groups, % at each reading attainment.
Writing	Children receive a score based on the number of their year group expectations (or higher) they have achieved. Progress is cumulative throughout the year. We track the average score of the class and groups
Star Reading Test	We track the average standardised score for class and groups
Times Table Test	We track the average score and the % of children achieving 80%+
Griffin Badges	We track the number of badges achieved
Effort Grades	We track the % of children achieving D effort grade or below.

What we do with the data...?

- Class teachers use to data to plan effectively to meet the needs of the children in their class.
- Subject leaders use the data to track how well their subject is performing in the school.
- Senior leaders use data to monitor how well the school and individuals are performing. Using this information to set strategic priorities and directs.

Foundation Subjects and Science / RE Assessment

- Skills ladders are in place to track pupil's progress in the subjects. These link with progression documents that allow us to judge against the same objectives the appropriate standard of work for that age. These records will be kept and passed on to following class teachers.

Moderation

At St Peter's we recognise the importance of moderation particularly in light of the assessment

without levels agenda. The school takes part in cluster moderation with schools in the local area and with the Trust. Staff will ensure through this moderation that their year group at age related expectations matches the cluster standard of age related expectations ensuring standards and expectations remain high. In house moderation takes place termly also. With the core subject leaders spending time with each class teacher to discuss judgements made and evidence for them. The school also takes part in moderation by the LA when chosen.

Involving Parents

At St Peter's we recognize the valuable support parents can provide their children and the necessity to keep them informed about the progress of their children. The school has an open door policy and parents are free to come in to discuss all issues including progress.

Ongoing Involvement: The schools learning journals provide space for the children to share their success's throughout the week including what they have learnt / done well, the reading that has been completed and what the children feel are their next steps in their learning (KS2 only). Parents are encouraged to use the journals to support their child at home and communicate with the school. Information is available at the back of the journal to support parents in understanding requirement and expectations of certain areas.

Formal Involvement: The school formally feeds back to parents once a term, through parents evening during the Autumn and Spring term and a written report at the end of the academic year. Termly data is added to the journal to be reviewed with pupils and shared with parents so they are regularly informed about the level their child is at and how this compares to National expectations.

Reports to Parents: In order to communicate progress, effort and achievement, and identify future needs effectively, *all reports must:*

- Be related to evidence of pupils' work, specific activities and achievements
- Grade Attainment against new National expectations
- Be constructive, on the whole positive and include Next Step Targets for Basic Skills
- Be fair, relevant and accurate.
- Encourage dialogue with the parents and child
- Include targets for the coming year.
- Includes attendance.

Transfer Arrangements

The following records of assessment data are passed on to the next class teacher to ensure smooth transition:

- Individual and Guided Reading records
- New learning passports to begin in September for SEND pupils.
- Last data analysis summary with targeted groups to start straight away.
- Current Reading, Writing and Numeracy skills ladders - end of year performance indicators
- Summary of EYFS / ELGs
- Individual Skills Ladders (for the new curriculum)
- Any other relevant information e.g. medical, family info, safeguarding, likes/dislikes etc.

In June / July, all pupils have a 'Move Up' Day into new classes and schools as part of transition arrangements. Data transfer files are forwarded to receiving schools in June/July. Time is allocated during staff meetings to ensure effective transition.

Roles and Responsibilities

Class Teachers	Subject Leaders	Assessment Coordinator	Full Governors
<ul style="list-style-type: none"> • Effectively plan work that moves children on. • Mark and provide feedback on all work. • Complete data collection at every assessment point. • Analyse data to put into place interventions to ensure all children making expected progress. • Complete learning passports for all SEND children. • Use AfL strategies in class. • Follow school policy • Complete individual reports for children to share with parents. • To take part in termly parent's evenings. • Work with colleagues on transition. • Complete any statutory testing. • Take part in moderation. 	<ul style="list-style-type: none"> • Use data analysis to set actions to improve subject and assess impact of initiatives. • Lead moderation. • Analyse standardised scores • Feed back to governors progress in their subject. • Hold staff to account for less than expected progress. 	<ul style="list-style-type: none"> • Collect and analyse data - end of year and ongoing. • Share information with relevant parties. • Hold PPI interviews termly. • Feedback to Govs. • Put training into place for staff and gov. • Ensures effective transfers of info. • Organises moderation. • Organises test materials. • Ensures statutory tests are organized and administered appropriately. 	<ul style="list-style-type: none"> • Ensures appropriate administration of tests. • Challenges leaders on results of end of year and ongoing data analysis. • Ensures appropriate use of resources to impact on pupil outcomes. • Have an understanding of data.

Policy Written: April 2017, reviewed Nov 2017 by teaching staff, reviewed 2023

Date of Next Review: April 2029

Written by:

Mrs Sarah George
Headteacher

Mrs Charlotte Fox
Chair of Governors

Agreed by Full Governors

Feedback and Marking Strategies - Appendix 1

In Lessons	
<i>Action</i>	<i>Impact on children</i>
<p>Mini Plenaries: The teacher will stop the lesson for a variety of reasons:</p> <ul style="list-style-type: none"> • make a teaching point for a common misconception. This could then be denoted with teaching point symbol and word for reminder. • ask pupils to reflect on work • ask children to share work that they feel meets the objective or they are proud of. 	<ul style="list-style-type: none"> • Children will be more firmly on task and as the objective is reinforced through discussion they will have a clearer understanding on whether they have met the objective or not. • They will get back on track or not spend too long on a misconception. • Children will be prompted to be meeting objectives and can ensure that they do. • Children will feel that they have already been successful. • Children can magpie ideas from each other and see best examples. • Children will have already identified where they have met the objective
<p>Expectations 'Bare Necessities' Self Checked: Staff insist that before they mark work, children have checked for errors of work ie spellings, punctuation. To eliminate repetitive marking of the same thing.</p>	<ul style="list-style-type: none"> • Children understand the responsibilities they have to their own work. • Unnecessary corrections have already been addressed. • Children will have to think harder about what they are producing. • Common errors will not have to marked as they will already have been changed.
<p>'Shoulder Surfing'/ Teaching Points: Staff move around the room looking at work and addressing common errors - spellings, punctuation and grammar. Or The staff move around the room checking on work and giving teaching points and asking questions to develop the child's work and thinking - a teaching point code is then used and a change in the work should be evident from that point onwards.</p>	<ul style="list-style-type: none"> • Children are having immediate feedback and understand what they have to change on the spot. • Misconceptions are therefore not solidified and pupils feel more successful. • Common errors will not have to marked as they will already have been changed. • Children are moved on within the lesson rather than waiting for feedback from the previous day. • Misconceptions are therefore not solidified and pupils feel more successful. • Challenging questions can ensure the work moves to a deeper level. • The teacher will have a clear idea of what needs to be the focus of the next lesson. • Hints or scaffolding can be put in at the point of learning to improve subsequent work. • Children start to work at a higher level within the lesson - progress achieved.
<p>Success Criteria: These are used by the staff to set expectations and extensions. They are used by the pupils as reference during self-assessment and to help to understand what 'good' looks like.</p>	<ul style="list-style-type: none"> • Children know what they need to include / complete to be successful. • After self-assessing against the success criteria they know which areas they have done well in and which need to be worked on. • After self-assessing the children can edit and improve their own work before the teacher sees it as they know what to include.

	<ul style="list-style-type: none"> • Staff can use pupil's assessment for their own marking and have a clear understanding what the child understands by the way that they mark the success criteria. • Staff can use the success criteria to set and suggest targets for individual pupils so they know what to focus on.
<p>Goes over answer in class: Staff can read out / share answers with a group / whole class in the lesson.</p>	<ul style="list-style-type: none"> • Child understands what they have got wrong and can also understand why that may have happened. • Children can identify their own common errors and make corrections.
<p>Peer and Self-assessment: Children use the success criteria to mark their own or others work. They write positive comments and discuss areas of focus. The children also mark against the objective on the sticker.</p>	<ul style="list-style-type: none"> • Children will understand more fully the objective and the necessary things that they need to include in their own work. • As they are more reflective they will be less likely to make the same errors in future work. • They get to see other examples of work during peer assessment which can help with expectations.

After Lessons	
Action	Impact
<p>Marking Codes: A variety of marking codes are used across the body of work that identifies common errors, which the child needs to correct. P,sp,CL,BW, //</p>	<ul style="list-style-type: none"> • Children can independently correct errors in their work. • Children learn from their mistakes - which should reduce in number.
<p>Marking Against the Objective: Staff can use the objective sticker and mark dot, 1 tick, 2 ticks how well the child has achieved the objective.</p>	<ul style="list-style-type: none"> • The child knows how well they have done that lesson. • Staff can use when reflecting on the body of work at each data point.
<p>Focus On: ???? Using the arrow code which directs children to which part of the success criteria the child needs to focus on during the next lesson / editing and improving session or give one word as a prompt for next times work.</p>	<ul style="list-style-type: none"> • Children are aware of what they need to focus on next time and can self-manage that or go on and make changes to address the point.
<p>Marking Successes: Staff * where they see one element done well. Stickers and positive comments can also be used.</p>	<ul style="list-style-type: none"> • Children have positive feedback • Children can spot what it is they are doing well
<p>Diving Deeper Questions: Questions used when teacher wants to promote deeper thinking through questioning including explanations of choice of words, why things are incorrect etc.</p>	<ul style="list-style-type: none"> • Challenging the children to be more analytical about their own work through use of questions. • Questions promote metacognition.
<p>Whole Class / Group / Verbal Feedback: Address an issue that was a common problem for all the class or group through input.</p>	<ul style="list-style-type: none"> • Gets feedback particular to their own need. • The child can see it was an area of development for more pupils than just them. • The pupil has 1-1 feedback on need.
<p>Numbered Actions: At the end of a piece of work the teacher gives an action number which correlates to a</p>	<ul style="list-style-type: none"> • Gets feedback particular to their own need. • The child can see it was an area of development for more pupils than just them

Spring 1												
Spring 2												
Summer 1												
Summer 2												

Spelling Test

	1	2	3	4	5	6
Autumn 1						
Autumn 2						
Spring 1						
Spring 2						
Summer 1						
Summer 2						

Maths Tests

	1		2		3		4		5		6	
	F	R	F	R	F	R	F	R	F	R	F	R
Autumn 1												
Autumn 2												
Spring 1												
Spring 2												
Summer 1												
Summer 2												

Times Table Test

	3 - Av	3 - %80+	4 - Av	4 - %80+	5 - Av	5 - %80+	6 - Av	6 - %80+
Aut 2								
Spring 2								
Sum2								

NB The Assessment policy defines the data collected for each of the above.