

St Peter's R.C. Primary School

Assessment Policy



Policy	Assessment
Date	September 2025
Date of review	September 2026
Signed Chair of Governors	Sarah Adeyemi
Signed Headteacher	<i>Clare Scott</i>

We the family of St Peter's, united by our faith in God, Love, learn and grow together.

At St. Peter's RC Primary School we see Assessment as an integral part of Teaching and Learning, directly linking to the Quality of Education that we provide. It is inextricably linked to our curriculum. Assessment is a continuing and ever evolving area of learning that helps teachers, students and parents have a clearer understanding of where their child is in relation to their education as well as what children have to do to become ever more successful throughout their school careers. This success is not solely defined by attainment, as assessment is also inextricably linked to progress. This ensures that all children are catered for and treated as individuals.

Key Principles of Assessment at St. Peter's.

At St. Peter's we strive to ensure that Assessment has real purpose and accuracy. Our overriding aim and priority is to ensure that:

- assessment is a continuous process which is integral to teaching and learning. It is strongly rooted in the wide-ranging curriculum that the school offers.
- high quality teaching is supported and informed by high quality formative assessment (ongoing assessment) that occurs daily.
- the school ethos promotes and emphasises the opportunity for all children to succeed when taught and assessed effectively.
- there is always a clear purpose for assessing and assessment is fit for its intended purpose.
- assessment is used to focus on monitoring and supporting children's progress, attainment and wider outcomes.
- children take responsibility for achievements and are encouraged to reflect on their own progress, understand their strengths and identify their own areas of improvement.
- we achieve our assessment aims without adding unnecessarily to teacher workload.

Implementation

At St. Peter's RC Primary we use three broad overarching forms of assessment: day-to-day in-school formative assessment, termly in-school summative assessment and nationally standardised summative assessment (applicable to certain year groups).

In-school formative assessment

- Effective in-school formative assessment is the day-to-day assessment which is carried out by teachers and is key to effective classroom practice. It enables:
- Teachers to identify how pupils are performing on a continuing basis and to use this information to provide appropriate support or challenge, evaluate teaching and plan future lessons
- Pupils to measure their knowledge and understanding against learning objectives, and identify areas in which they need to improve
- Parents to gain a broad picture of where their child's strengths and weaknesses lie, and what they need to do to improve
- Teachers to assess knowledge in both the core and wider curriculum, enabling them to make accurate judgements and give accurate next steps.

- *A range of day-to-day formative assessments are currently used including, for example:*
- Rich, open ended questioning drawn from rich learning environments throughout the school.
- Targeted written and verbal feedback of children's work.
- Observations of children in individual or group work.
- Pupil self-assessments during and after lessons

- Peer marking
- Pupil editing conferences across the core and wider curriculum subjects
- Pupil questioning in both the core and wider curriculum subjects.

In-school summative assessment

- Effective in-school summative assessment enables:
- Teachers to monitor the performance of pupil cohorts, identify where interventions may be required, and work with all staff to ensure pupils are supported to make progress and attain personal learning goals
- Teachers to evaluate learning at the end of a unit or period and the impact of their own teaching
- Pupils to understand how well they have learned and understood a topic or course of work taught over a period of time. It should be used to provide feedback on how they can improve
- Parents to stay informed about the achievement, progress and wider outcomes of their child across a period of time in relation to National Curriculum targets.

Children at St. Peters are formally assessed three times a year using age-appropriate tests in the core subjects, with progress and attainment data recorded on our assessment tracker, 'Insight.' These assessments are carried out three times a year, often in October, March and July. Teacher Judgements on Insight for Reading, Writing, Maths, Science and R.E. will relate to the National Curriculum age related expectations and will state whether a child is:

Working Below Age Related Expectation.

Working at the Age Related Expectation.

Working Above the Age Related Expectation.

In the wider curriculum, there are a variety of assessment methods that we use. All subjects are assessed in relation to the children's knowledge, with assessments taking the form of quizzes, pieces of writing and pupil voice, as examples. However, the above statements are also used in relation to the wider curriculum subjects too, which are also mostly tracked using 'Insight.' Where they are not tracked using Insight, they are tracked using the current scheme we use for that subject. For example, Complete P.E. has its own assessment tracker, which we find is more purposeful for the teachers and the students.

Assessments are used to monitor the performance of individuals, groups and cohorts; to identify where interventions may be required; and to work with teachers to ensure that children are supported to achieve at least good progress and expected attainment.

A range of in-school summative assessments will be used including, for example,

- Baseline, Mid-Year and End of Year Assessments from Testbase. In SATs year groups this also includes other national exams from previous years.
- Short end of topic assessment tasks, these can take a variety of forms.
- Reviews of progress against individual targets for pupils with SEN/EHCP's.
- Teacher judgements on Insight relating to the National Curriculum age related expectations

Nationally standardised summative assessment

- Nationally standardised summative assessment enables:
- School leaders to monitor the performance of pupil cohorts, identify where interventions may be required, and work with teachers to ensure pupils are supported to achieve sufficient progress and attainment
- Teachers to understand national expectations and assess their own performance in the broader national context

- Pupils and parents to understand how pupils are performing in comparison to pupils nationally

- Nationally standardised summative assessments include:
- Early Years Foundation Stage (EYFS) profile at the end of the Reception year
- Phonics screening check in Year 1
- End of Key Stage 1 National Assessments:
 - Reading
 - Grammar, Punctuation and Spelling (GPS) – Optional
 - Mathematics
 - Writing (teacher assessment)

End of Key Stage 2 National Assessments:

- Reading
- Grammar, Punctuation and Spelling (GPS)
- Mathematics
- Writing (teacher assessment)

Reporting to parents

Parents are given the opportunity to meet with teachers whenever the need arises and specifically after receiving their child's termly report in Autumn and Spring and their annual report at the end of the Summer term. Parents' Evenings are held twice a year in the Autumn and Spring terms. Dialogue between Teachers and Parents is critical to assessment as it keeps our parents up to date about the child's attainment and progress.

Annual reports to parents include:

- Brief details of achievements in all subjects and activities forming part of the school curriculum, highlighting strengths and areas for development
- Comments on general progress
- The pupil's attendance record, which will include the total number of possible attendances for that child and the total number of unauthorised absences for that child, expressed as a percentage of the possible attendances.
- The results of national statutory assessments
- The opportunity for parents to come and meet their child's old and new class teachers towards the end of the Summer term.

Inclusion

We assess pupils of all ages and abilities equally and look to identify additional areas of need quickly. Where a child is on our SEN register or has an EHCP their progress and attainment are reviewed regularly by the schools SENDCo in conjunction with class teachers. We make sure that all summative assessment is accessible to all children.

Monitoring and Review

The Assessment coordinator is responsible for monitoring the standard of Assessment across the school and the effectiveness of its use. The standard of Assessment and how it is used is judged in a variety of ways, including book looks and internal and external moderation.

A named member of the school's governing body is briefed to oversee Assessment. This governor meets regularly with the subject leader to review progress and targets throughout the school.

