

# Assessment Policy



***This school is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment.  
This includes referring and monitoring cases of suspected abuse.***

**Committee responsible:**

FGB

**Date approved:**

Autumn 2025

**Review period:**

Annual

**Next review date:**

Autumn 2026

“For I know the plans I have for you...plans to give you hope and a future.”  
Jeremiah 29:11

### **Why do we assess children?**

Assessment is an essential tool which enables; children, parents, teachers, schools, local authorities and Government to know the impact of teaching and learning and standards of development and progress.

#### **Assessment**

- Is evaluative and informative
- Is positive and reflective
- Is purposeful and used for next steps
- Informs and impacts on school development planning
- Effectively tracks progress from individual starting points
- Is a whole school approach
- Ensures that children are involved in their own learning

### **How do we assess children at St Peter's School?**

#### **Formative assessment**

- This is the day-to-day assessment that teachers undertake.
- Teachers make evaluative observations and judgements against learning objectives/criteria.
- Formative assessment informs teachers about the effectiveness of their teaching and the impact of the learning taking place.
- Formative assessment occurs through observing, questioning, discussing and evaluating learning in 1:1, small group and whole class settings.
- Formative assessment informs future planning and children's 'next steps to success'.

Children are fully involved in formative assessment through Assessment for Learning (AfL) strategies.

#### **Assessment for Learning is achieved by:**

- Pupils sharing and understanding learning objectives and success criteria.
- Pupils understanding what 'good work' looks like and expected standards.
- Teacher's use of rich questioning which encourages pupil thinking and reflection.
- Written and oral feedback focusing on the learning objective for the task.
- Use of 'closing the gap' improvement prompts.
- Pupils being aware of their achievements and using feedback to help them improve their work and identify their own areas for further development.
- Teachers using assessment and interventions to inform future planning.

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

Assessment is an integral part of the learning and development process. It involves staff observing children to understand their level of achievement, interests and learning styles, and to then shape learning experiences for each child reflecting those observations. In their interactions with children, staff will respond to their own day-to-day observations about children's progress and observations that parents and carers share.

Aspects of Literacy are assessed systematically every half term. These include knowledge of letter sounds and names and recognition of high frequency words. In Numeracy, activities are used to assess recognition of numbers, shapes, ability in counting and pattern work. Individual reading records and guided reading notes also inform assessment in the summer term alongside the 'Unlocking Letters and Sounds' Phonic Benchmarking assessment scheme.

At the end of the year each child's level of development will be assessed against the early learning goals. The class teacher will indicate whether children are meeting expected levels of development or not yet reaching expected levels ('emerging'). This is known as the EYFS Profile.

### **Assessment for Key Stage 1 pupils.**

#### **Summative assessments**

This is the process by which children are assessed at the end of a topic/programme of study or term, in order to evaluate and track the progress that children are making. For example, children in year 2 may complete a math's test at the end of each half term. These tests should support teaching and learning carried out through the course of the term. Summative assessment helps to measure progress and identify children who may either require further support or more challenging work. Although schools are not required to statutorily assess pupils at the end of Key stage 1 from 2023, teachers at St Peter's School will continue to do this as a matter of good practice.

### **National Curriculum 2014, English, Maths and Reading.**

When the National Curriculum was introduced in September 2014, schools were able to make their own decisions as to how assessment was undertaken in line with 'Assessment without levels'.

At St Peter's School we made the decision to use the Strictly 4S assessment grids. This format works towards establishing 'year-end expectations' for pupils to reach at the end of each academic year. Regard has been paid to the DfE guidance when choosing this form of assessment. This is recognised on the Primary Assessment tracking system. When undertaking all assessments within the core subjects, evidence will be collected from a range of subject areas to seek a balance across the descriptors before making a judgement on whether a pupil is 'working towards', 'meeting' (working within the 'Expected' range) or 'surpassing' (working at Greater Depth) year-end expectations.

### **Foundation subjects**

Assessment within foundation subjects will continue through teacher assessment and the use of assessment for learning strategies as used by the school. Attainment will be judged against the challenging curriculum content and pupils will be expected to know, apply and understand the matters, skills and processes specified in each subject area.

### **Diagnostic assessments**

Standardised reading tests which give age related scores are used at the end of Year 1 and in Year 2. This data helps us to ensure that standards are in line with national expectations. It also helps us in the early identification of children in need of support as well as those who may need more extension and challenge. The system St Peter's School uses is the 'Salford Reading Test'.

### **Phonic Screening for Year 1 pupils**

Phonic screening is a National statutory check taken by all Year 1 pupils which involves a short, simple assessment to make sure all pupils have learned phonic decoding to an appropriate standard by the age of 6.

The phonics check helps teachers to identify children who need extra help so they can receive the support they need to improve their reading skills. These children will then be able to retake the check in Year 2. Children who enter Year 2 who have not previously taken the phonic screening test will undertake this in Year 2 at the same time as Year 1 children.

### **Summary - How are assessments used?**

A combination of different assessment forms helps us to build a picture of each individual child at St Peter's School. Assessment data is evaluated and moderated by class teachers and the Headteacher in half termly pupil progress meetings. The SENDCo is also involved where appropriate. Cross schools moderation also takes place. There is rigorous analysis of individual pupil progress and the genuine learning taking place. Teachers know their classes well and understand '*where the children are at, where they should be and how to help them get there*'. Where additional support is required, specific learning objectives may be set and targeted through individual or focused support or within a nurture group. This may be for children who are more or lesser able in a specific subject area.

At St Peter's School we believe that a consistent whole school approach is essential to ensuring the best possible progress of all children from their starting points, regardless of age, gender, race or ability. All children will be challenged and praised as learners and will actively participate in their own development.

"Learning for Life".