

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 2026

Review period:

Annual

Next review date:

Autumn 2027

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

A combination of different assessment forms helps us to build a picture of each individual child at St Peter's CofE Infant School.

Assessment information is used to:

Support individual pupils:

- Identify what pupils know, understand and can do.
- Identify next steps in learning.
- Set appropriate targets and challenges.
- Celebrate achievements and progress.
- Identify pupils who need additional support or intervention.
- Inform decisions about groupings and adaptations.
- Build pupils' confidence and motivation.

Improve teaching:

- Inform teachers about the effectiveness of their teaching and the impact of the learning taking place.
- Inform future planning and children's 'next steps to success'.
- Identify which teaching strategies are most effective.
- Highlight areas of the curriculum that need revisiting.
- Support professional development and training needs.

Monitor progress and standards:

- Track individual pupil progress over time.
- Monitor the progress of different groups of pupils.
- Identify trends and patterns in attainment.
- Compare performance across year groups and cohorts.
- Ensure all pupils are making good progress from their starting points.
- Benchmark our standards against national expectations.

Inform school development:

- Inform and impact on school development planning.
- Identify whole-school priorities for improvement.
- Evaluate the impact of initiatives and interventions.
- Allocate resources effectively.
- Support strategic decision-making.

Communicate with stakeholders:

- Provide clear information to parents about their child's progress.
- Report to governors on standards and progress.
- Share information with receiving schools when pupils transfer.
- Provide data to the local authority where required.

- Demonstrate the school's effectiveness to Ofsted.

Ensure accountability:

- Meet statutory assessment requirements.
- Demonstrate that we are providing a high-quality education.
- Show that we are closing gaps and promoting equality.
- Evidence the impact of pupil premium and SEND funding.

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.

Assessment Principles

At St Peter's School, our assessment practice is underpinned by the following principles:

Assessment should be:

1. **Purposeful** - Assessment has a clear purpose and is used to improve teaching and learning, not just to generate data.
2. **Reliable and valid** - Assessment judgements are accurate, consistent and based on robust evidence.
3. **Fair and inclusive** - All pupils have equal opportunity to demonstrate their knowledge and skills, with appropriate adjustments made where needed.
4. **Manageable** - Assessment is proportionate and does not create unnecessary workload for staff or stress for pupils.
5. **Informative** - Assessment provides useful information for pupils, parents, teachers and school leaders.
6. **Positive** - Assessment is positive and reflective, celebrating achievement and identifying next steps.
7. **Supportive of wellbeing** - Assessment practices support pupil confidence and do not cause unnecessary anxiety.
8. **Free from bias** - Assessment is objective and does not disadvantage any group of pupils.
9. **Focused on progress** - Assessment recognises progress from individual starting points, not just attainment against age-related expectations.
10. **Collaborative** - Pupils, parents and teachers work together, with pupils actively involved in their own assessment.

Statutory Assessments

Reception Baseline Assessment (RBA)

All children in Reception at St Peter's School will complete the Reception Baseline Assessment (RBA) within the first six weeks of starting school. This is a statutory requirement for all maintained primary schools.

The RBA:

- Is a short, task-based assessment of early literacy, communication, language and mathematics skills.
- Provides a starting point to measure the progress schools make with their pupils between reception and the end of Key Stage 2.
- Is administered on a one-to-one basis.
- Takes approximately 20 minutes per child.
- Results are not shared with parents but are used to create a school-level progress measure at the end of KS2.

How we use RBA data:

- To inform our understanding of each child's starting points.
- To help plan appropriate learning experiences in Reception.
- Alongside our ongoing EYFS observations and assessments.

Early Years Foundation Stage (EYFS) Profile

At the end of the Reception year, each child's level of development is assessed against the Early Learning Goals (ELGs). 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.

The EYFS Profile:

- Is a statutory assessment completed in the summer term of Reception.
- Covers all 17 Early Learning Goals across the seven areas of learning.
- Is based on ongoing observations and assessments throughout the year.
- Results are shared with parents in the end-of-year report.
- Data is submitted to the local authority by the statutory deadline (usually late June).

Our approach to EYFS assessment:

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.

- We observe children during child-initiated and adult-led activities.
- We gather evidence through photographs, written observations, and examples of children's work.
- Aspects of Literacy are assessed systematically every half term, including 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 inform assessment in the summer term alongside the 'Unlocking Letters and Sounds' Phonic Benchmarking assessment scheme.
- Parents and carers are encouraged to share observations from home.

- We hold parent consultations in autumn and spring terms, with a written report in summer.

Phonics Screening Check - Year 1

The phonics screening check is a statutory assessment 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 check:

- Takes place in June each year.
- Consists of 40 words (20 real words and 20 pseudo-words).
- Is administered one-to-one by the class teacher.
- Results are reported to parents in the end-of-year report.
- Data is submitted to the local authority.

How we use phonics screening data:

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.

- Children who do not meet the expected standard receive targeted phonics intervention.
- These children will 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.

Key Stage 1 Assessment

From 2024-2025, statutory teacher assessment at the end of Key Stage 1 was removed. This means:

- KS1 SATs are no longer statutory.
- Teacher assessment judgements at KS1 are no longer submitted to the local authority.
- Schools are not required to report KS1 attainment data externally.

Our approach at St Peter's School:

Despite the removal of statutory requirements, we continue to assess pupils at the end of Key Stage 1 as a matter of good practice because:

- It helps us track individual pupil progress effectively.
- It ensures we identify children who need additional support or challenge.
- It provides valuable information for transition to Key Stage 2.
- It allows us to monitor standards and ensure our curriculum is effective.
- It gives parents clear information about their child's attainment.

How we assess in Key Stage 1:

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.

- We assess against National Curriculum expectations for English (reading and writing) and mathematics.
- When undertaking all assessments within the core subjects, evidence is 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.
- We use a combination of ongoing teacher assessment and periodic more formal assessments.
- Judgements are moderated internally and through cross-school moderation activities.

Data Protection and Assessment Records

At St Peter's School, we are committed to protecting the privacy and security of all assessment data in accordance with the UK General Data Protection Regulation (UK GDPR) and the Data Protection Act 2018.

Data storage and security

- All assessment data is stored securely on our school management information system with password protection.
- Paper-based assessment records are stored in locked filing cabinets in secure areas.
- Access to assessment data is restricted to staff who need it to carry out their roles.
- Assessment data is backed up regularly to prevent loss.

Data retention

- EYFS Profile data is retained until the child leaves primary education.
- Phonics screening check results are retained for the duration of the child's time at our school.
- Internal assessment data (e.g., end-of-year assessments) is retained for the duration of the child's time at our school.
- When a child leaves St Peter's School, relevant assessment information is transferred securely to their new school.
- Assessment records are disposed of securely (shredded or electronically deleted) in line with our data retention policy.

Who has access to assessment information

Assessment data is accessible to:

- The child's class teacher.
- The Headteacher and senior leadership team.
- The SENDCo (for pupils with additional needs).
- Teaching assistants working with the child (as appropriate).
- Governors (anonymised data for monitoring purposes).
- External moderators and inspectors (when required).
- Parents/carers (information about their own child).

Sharing assessment information

We share assessment information:

- With parents through reports, parents' evenings, and informal discussions.
- With the local authority (statutory data such as EYFS Profile results and phonics screening outcomes).
- With receiving schools when a child transfers.
- With external agencies (with parental consent) when supporting a child's needs.

Parents have the right to:

- Access their child's assessment records.
- Discuss their child's progress with the class teacher.
- Request corrections to any inaccurate information.

For more information about how we handle personal data, please see our Privacy Notice available on the school website.

Pupil Progress Meetings

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.

Purpose of pupil progress meetings

Pupil progress meetings ensure:

- Every child's progress is monitored closely.
- Underachievement is identified quickly.
- Appropriate interventions are put in place promptly.
- Teaching strategies are adapted to meet pupils' needs.
- High expectations are maintained for all pupils.

Who attends

- Class teacher(s)
- Headteacher

- SENDCo (for discussions about pupils with SEND or those requiring additional support)

What we discuss

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'.

For each pupil or group, we review:

- Current attainment against age-related expectations.
- Progress since the last assessment point.
- Any barriers to learning.
- The effectiveness of current teaching approaches.
- The impact of any interventions in place.
- Next steps for teaching and learning.

Actions and outcomes

Following pupil progress meetings:

- 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 less able in a specific subject area.
- Teachers update their planning to address identified needs.
- New interventions are planned and implemented.
- Existing interventions are reviewed and adjusted if needed.
- Targets are set for the next assessment period.
- Actions are recorded and reviewed at the next meeting.

Monitoring intervention impact

- All interventions are time-limited with clear success criteria.
- Progress is monitored through ongoing formative assessment.
- The impact of interventions is evaluated at the next pupil progress meeting.
- Interventions are adapted or discontinued based on their effectiveness.
- Parents are informed when their child is receiving targeted support.

Reporting to Parents

At St Peter's School, we believe that parents are partners in their child's learning. We keep parents informed about their child's progress through various channels throughout the year.

Parents' evenings/consultation meetings

- **Autumn term:** Parents' evening in October/November to discuss how children have settled and their progress so far.
- **Spring term:** Parents' evening in February/March to discuss progress and next steps.
- **Summer term:** Parents of Reception children receive their EYFS Profile results; parents of Year 1 and Year 2 children receive information about their child's attainment.

At parents' evenings:

- Teachers share examples of children's work.
- Progress is discussed in relation to age-related expectations.
- Targets or next steps are shared.
- Parents can ask questions and share information from home.
- Appointments are typically 10 minutes per family.

Written reports

- **End of summer term:** All parents receive a comprehensive written report covering all curriculum areas.
- Reports include:
 - Attainment in English, mathematics and science.
 - Progress made during the year.
 - Effort and attitude to learning.
 - Attendance information.
 - Comments on personal and social development.
 - Next steps for learning.
 - For Reception: EYFS Profile outcomes.
 - For Year 1: Phonics screening check results.
 - For Year 2: End of Key Stage 1 attainment (working towards, expected, or greater depth).

Informal communication

Parents can also:

- Speak to the class teacher informally at the start or end of the school day.
- Request a meeting with the class teacher at any time if they have concerns
- Contact the Headteacher if needed.

Parents' rights

Parents have the right to:

- Receive clear information about their child's progress and attainment.
- Discuss any concerns about their child's learning.
- Request additional meetings if needed.
- Access their child's assessment records.

- Be informed if their child is receiving additional support or intervention.

Equality, Inclusion and SEND

At St Peter's School, we are committed to ensuring that assessment is fair, accessible and inclusive for all pupils.

Our commitment

- All pupils, regardless of ability, background, or need, are entitled to high-quality assessment that supports their learning.
- Assessment should celebrate what children can do, not just identify what they cannot do.
- We make reasonable adjustments to ensure all pupils can demonstrate their knowledge and skills.
- Assessment information is used to ensure all pupils receive appropriate support and challenge.

Assessment for pupils with SEND

For pupils with Special Educational Needs and Disabilities:

- Assessment is personalised to reflect individual needs and starting points.
- We use a range of assessment methods to capture progress (not just written work).
- Small steps of progress are recognised and celebrated.
- Assessment informs individual education plans (IEPs) or support plans.
- The SENDCo works with class teachers to ensure assessment is appropriate and meaningful.
- We may use additional diagnostic assessments to identify specific needs.
- Progress is measured from individual starting points, not just against age-related expectations.

Access arrangements

We make reasonable adjustments for assessment, which may include:

- Additional time for tasks or tests.
- Rest breaks during assessments.
- Use of specialist equipment or resources.
- Scribe support or use of technology.
- Alternative recording methods (e.g., verbal responses, photographs).
- Simplified or adapted instructions.
- Quiet spaces for assessments.
- Visual supports or resources.

Pupils with English as an Additional Language (EAL)

For pupils learning English as an additional language:

- We recognise that language development takes time and assess progress appropriately.
- We use visual resources and practical activities to support assessment.
- We assess subject knowledge separately from English language proficiency where possible.
- We celebrate progress in English language acquisition.
- We use bilingual resources or translation support where appropriate.
- We involve parents and families in sharing information about the child's learning.

Avoiding bias in assessment

We ensure our assessment practice is free from bias by:

- Using a range of assessment methods, not just written tests.
- Moderating work to ensure consistency and fairness.
- Being aware of unconscious bias and challenging stereotypes.
- Ensuring assessment materials are culturally inclusive.
- Providing equal opportunities for all pupils to demonstrate their learning.
- Training staff in inclusive assessment practice.

Wellbeing and assessment

We recognise that assessment can cause anxiety for some pupils.

We:

- Create a positive, supportive atmosphere for all assessments.
- Emphasise that assessment helps us help them learn.
- Avoid creating unnecessary pressure or stress.
- Celebrate effort and progress, not just attainment.
- Ensure pupils understand that making mistakes is part of learning.
- Provide emotional support for pupils who find assessments challenging.
- Monitor pupil wellbeing during assessment periods.

Roles and Responsibilities

The Governing Body

The governing body is responsible for:

- Approving the assessment policy.
- Monitoring the implementation and effectiveness of the policy.
- Reviewing assessment data at a strategic level (anonymised and aggregated).
- Ensuring assessment practice is in line with statutory requirements.
- Challenging and supporting school leaders to maintain high standards.
- Reviewing the policy annually.

The Headteacher

The Headteacher is responsible for:

- Ensuring the assessment policy is implemented consistently across the school.
- Leading pupil progress meetings and monitoring individual pupil progress.
- Ensuring statutory assessments are administered correctly and on time.
- Reporting assessment data to governors.
- Ensuring staff receive appropriate training and support in assessment.
- Moderating assessment judgements to ensure accuracy.
- Ensuring assessment data is used to inform school improvement planning.
- Liaising with external agencies regarding assessment and moderation.

The SENDCo

The SENDCo is responsible for:

- Ensuring assessment is appropriate and accessible for pupils with SEND.
- Advising on reasonable adjustments and access arrangements.
- Using assessment information to identify pupils who may need additional support.
- Monitoring the progress of pupils with SEND.
- Liaising with external agencies regarding assessment of pupils with SEND.
- Ensuring assessment informs individual education plans and support strategies.

Class Teachers

Class teachers are responsible for:

- Making evaluative observations and judgements against learning objectives/criteria through day-to-day formative assessment.
- Using assessment to inform planning and identify pupils' next steps.
- Administering statutory and internal assessments accurately.
- Maintaining accurate and up-to-date assessment records.
- Participating in moderation activities.
- Attending pupil progress meetings and acting on agreed actions.
- Reporting to parents on their child's progress.
- Involving pupils in their own assessment through Assessment for Learning strategies.
- Identifying pupils who need additional support or challenge.
- Implementing and monitoring interventions.

Teaching Assistants

Teaching assistants support assessment by:

- Contributing observations about pupils' learning and progress.
- Supporting pupils during assessments as directed by the teacher.
- Delivering interventions and monitoring progress.
- Feeding back to the class teacher on pupil progress.

Pupils

Pupils are responsible for:

- Being aware of their achievements and using feedback to help them improve their work and identify their own areas for further development.
- Engaging positively with assessment activities.
- Asking for help when they don't understand.
- Trying their best in all assessments.
- Reflecting on their learning and progress.

Parents/Carers

Parents and carers support assessment by:

- Attending parents' evenings and engaging with reports.
- Supporting their child's learning at home.
- Sharing information about their child's learning and development.
- Communicating any concerns about their child's progress.
- Encouraging a positive attitude towards learning and assessment.

“Learning for Life”.