



Trinity St. Peter's

Church of England Primary School

where children shine

Assessment Policy

Vision and Values

At Trinity St. Peter's, we are committed to developing the whole child. Our Christian ethos and school values underpin all learning and assessment, ensuring pupils flourish academically, socially, emotionally and spiritually. British Values are embedded across the curriculum and reflected within our assessment practice.

Rationale

Assessment lies at the heart of excellent teaching and learning. At Trinity St. Peter's, assessment is used purposefully to support progress, inform teaching and ensure all pupils, including those who are disadvantaged, more able or have SEND, achieve their potential.

Assessment supports high expectations, celebrates achievement, identifies need early and ensures that every child is valued and enabled to succeed.

This policy should be read alongside the school's Marking and Feedback Policy, Teaching and Learning Policy, SEND Policy, More Able Policy and National Curriculum subject policies.

Aims and Purpose of Assessment

Assessment at Trinity St. Peter's:

- Is **integral to the curriculum**, not separate from it;
- Provides meaningful information about what pupils know, understand and can do;
- Supports timely intervention and challenge;
- Avoids unnecessary workload and data collection.

Principles of Effective Assessment

Assessment at Trinity St. Peter's:

- **Curriculum-led** – rooted in clearly sequenced knowledge and skills
- **Primarily formative** – used daily to adapt teaching
- **Inclusive** – enabling all pupils to demonstrate achievement
- **Triangulated** – based on a range of evidence, not tests alone
- **Moderated** – to ensure consistency and accuracy
- **Purposeful** – every data collection has a clear audience and use

Assessment Types and Procedures

1. Formative Assessment

Formative assessment is the most significant element of our assessment practice and takes place daily.

It includes:

- High-quality questioning
- Pupil discussion and explanation
- Observations of learning
- Scrutiny of independent work
- Feedback and response
- Low-stakes quizzes and retrieval practice
- Weekly spelling assessments
- Review of homework tasks (UKS2)

Teachers use formative assessment to:

- Identify misconceptions
- Adapt teaching in real time
- Provide targeted feedback
- Plan next steps and interventions

Marking and feedback are implemented in line with the Marking and Feedback Policy, agreed marking codes and expectations for efficiency and impact.

2. Curriculum Expectations and Teacher Judgement

Assessment is aligned with:

- National Curriculum programmes of study
- School progression and “Subject Expectation” documents

Teachers assess pupils against year-group expectations. Where pupils are not working at age-related expectations, assessment tracks back through previous objectives to ensure pitch is accurate and progress is clear.

Teacher assessment remains the primary judgement, triangulated with summative data and a range of evidence to ensure accuracy and consistency.

3. Summative Assessment

Summative assessment supports teacher judgement by providing standardised information.

NFER Assessments

- Used in Reading, Mathematics (KS1 and KS2) and GPS (KS2 only)
- Reading and Mathematics administered in Year 1 from Spring Term onwards
- Standardised and age-standardised scores inform:
 - starting points
 - progress over time
 - attainment in relation to national benchmarks

SEND Assessment – BSquared

- Used to track small-step progress for pupils with SEND
- Supports personalised targets and provision mapping
- Monitored by class teachers and SENDCo

Summative data is always interpreted alongside:

- Classwork
- Observations
- Formative evidence

4. Statutory Assessment

The school follows the DfE and STA statutory assessment framework, including:

- Early Years Foundation Stage Profile
- Phonics Screening Check (Year 1 / re-sit Year 2)
- KS1 statutory assessment arrangements
- Multiplication Tables Check (Year 4)
- KS2 National Tests and Teacher Assessment

Parents are informed of statutory outcomes as required.

Monitoring and Use of Assessment Information

Pupil Progress Monitoring

- Attainment and progress data is reviewed termly
- Teachers analyse outcomes to identify:
 - pupils at risk of underachievement
 - pupils requiring challenge
 - trends within groups
- Bell curve analysis and cohort overviews are used where helpful, ensuring data interpretation is professional and contextualised.

Pupil Progress Meetings

- Termly structured meetings between class teachers and the Assessment Lead and SENDCo, where required.
- Additional meetings arranged where required
- Focus on:
 - progress from starting points
 - impact of intervention
 - next steps

Vulnerable Groups

The progress of vulnerable groups is monitored explicitly to ensure equity and ambition. This includes, but is not limited to:

- Pupil Premium
- SEND
- More Able
- Summer-born pupils

Moderation and Quality Assurance

- Internal moderation takes place across year groups and subjects
- Subject leaders and senior leaders ensure consistency
- External moderation with local cluster schools occurs at least annually
- Outcomes inform:
 - CPD
 - curriculum refinement
 - school improvement priorities

Involvement of Pupils and Parents

Pupils

Pupils are supported to:

- Understand learning goals and success criteria
- Reflect on progress
- Respond to feedback

This fosters motivation, resilience and ownership.

Parents

Parents receive:

- Termly parent-teacher meetings
- An annual written report

End-of-year attainment is reported using:

- WT – Working Towards
- EX – Expected Standard
- GD – Greater Depth

This ensures clarity and celebrates progress of pupils from their individual starting points.

Parents can meet with class teachers at any point of the year to discuss their child's attainment and progress.

Workload and Wellbeing

In line with DfE guidance on managing teacher workload, Trinity St. Peter's:

- Avoids duplication of data entry
- Limits assessment to what is necessary and useful
- Ensures assessment systems are reviewed for impact
- Teachers are not expected to generate excessive evidence.

Roles and Responsibilities

- **Assessment Lead:** strategic oversight, monitoring, staff support (alongside SLT)
- **Subject Leaders:** subject-specific assessment design and moderation
- **SENDCo:** assessment and monitoring of pupils with SEND
- **Class Teachers:** accurate assessment and responsive teaching
- **Governors:** oversight of impact and statutory compliance

Monitoring and review

The coordination and planning of the Assessment process are the responsibility of the assessment subject leader, who also:

- supports colleagues in their teaching, by keeping informed about current developments in assessment and by providing a strategic lead and direction for this area;
- evaluates the strengths and weaknesses in assessment and indicates areas for further improvement

Reviewed during academic year 2025/26

To be reviewed during academic year 2026/27