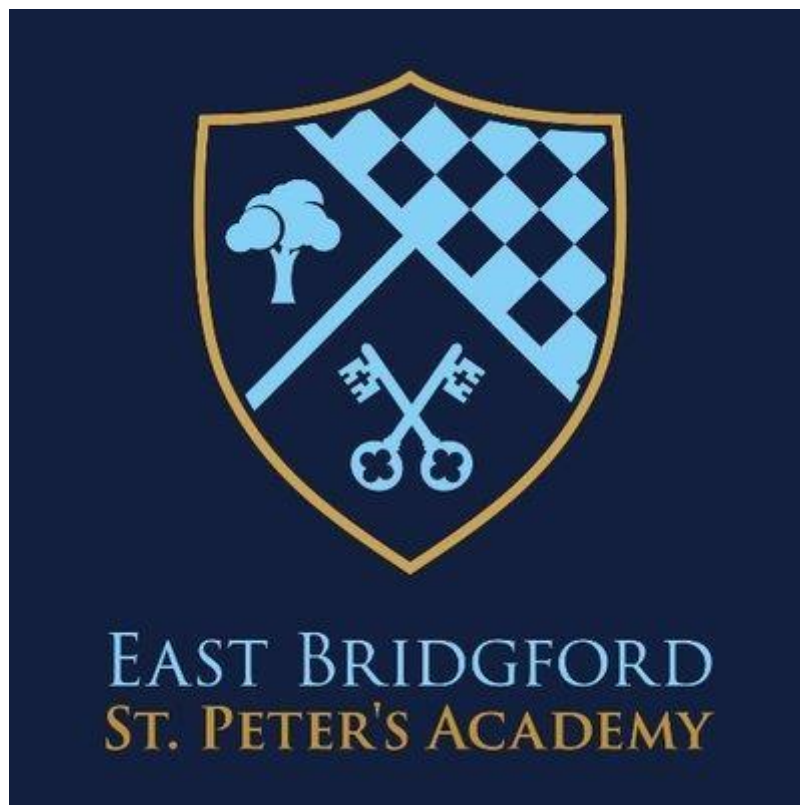


East Bridgford St Peter's C. of E. Academy Assessment Policy



Updated July 2026

At East Bridgford St Peter's CE Academy, we believe that assessment should place the child at the centre of their learning and that it should raise achievement for all. We focus on the progress of each individual child. Assessment is not a singular activity; it is both about the measurement of performance at a given point in time and an ongoing process of gaining information to promote future learning. We believe that this process should be thorough, manageable and relevant.

Aims

- To gather information about the performance of individual children, groups and cohorts to inform target setting and to monitor progress
- To provide information to inform the school's strategic planning
- To gather information to inform teachers' planning
- To track individual, group and cohort progress
- To allow children to be involved in their own learning
- To inform the Governing Body of the school's standards and achievement
- To ensure that the positive achievements of a child are recognised and the next steps are planned
- To ensure that barriers to learning can be identified quickly and appropriate intervention and support is given
- To systematically record the overall attainment and progress of all children
- To ensure that the legal requirements for record-keeping, assessing and reporting are met
- To provide parents/carers with accurate attainment and progress for their child

All of the above will ensure that the school operates a rigorous system for assessment, where a wide range of factors are triangulated in order to ensure the highest standards possible for all pupils. In addition, assessment supports teachers and the Senior Leadership Team in monitoring the effectiveness of teaching and learning.

Effective Assessment at East Bridgford St Peter's CE Academy will:

- Raise standards of attainment and progress
- Enable the active involvement of pupils in their own learning by providing effective feedback which closes the gap between present performance and future standards required
- Promote pupil self-esteem through a shared understanding of the learning process and the steps to improvement
- Guide and support the teacher as planner, provider, facilitator and evaluator
- Enable the teacher to adjust teaching to take account of assessment information and to focus on how pupils learn
- Draw upon as wide a range of evidence as possible using a variety of assessment activities
- Track pupil performance and in particular identify those pupils at risk of underachievement
- Provide information which can be used by teachers and the Senior Leadership Team as they plan for individual pupil, groups and cohorts

- Provide information which can be used by parents or carers to understand their child's strengths, areas for development and progress
- Provide information which can be used to evaluate a school's performance against its own previous attainment over time and against local and national standards

Co-ordination of Assessment

Lisa Lewis leads the co-ordination of assessment. The Head Teacher and Deputy Head teacher work closely together with the assessment lead to ensure that progress is being monitored robustly throughout the school.

Key features of Assessment at East Bridgford St Peter's CE Academy

Day-to-day (Ongoing Formative Assessment and Assessment for Learning)

Formative assessment is an integral part of everyday teaching and learning. Teachers use questioning, observations, discussion, feedback, retrieval practice and pupils' work to inform next steps in learning. In foundation subjects, evidence is gathered through Signature Work and regular Quick Quiz retrieval activities. Assessment information is recorded on Arbor at the scheduled assessment points.

In-School Summative Assessment

In-school summative assessment includes White Rose assessments for Maths, Rising Stars for Reading, independent writing and teacher assessment for Writing, SPaG assessments and Signature Work with Quick Quizzes for foundation subjects. Teachers use this alongside professional judgement when recording outcomes in Arbor.

Assessment of Foundation Subjects

Foundation subjects are assessed against National Curriculum expectations using Signature Work, Quick Quiz retrieval activities and ongoing teacher assessment. Summative judgements are recorded on Arbor.

Nationally Standardised Summative Assessment

This is the formal recognition of achievement:

- Completion of Early Years Foundation Stage Profile
- Year 1 Phonics Screening Check
- Year 4 Multiplication Tables Check
- Key Stage 2 Standard Assessment Tests (SATs)

Such summative assessment enables the Senior Leadership Team 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. It also enables teachers to understand national expectations and assess their own performance in the broader national context.

Management Information Systems

Teacher assessments are entered into Arbor at three assessment points during the academic year: Autumn (December), Spring (March/April) and Summer (June/July).

Assessment codes:

- B – Below year group expectations

- WTS – Working Towards (0–25%)
- WTS – Working Towards (26–40%)
- EXS – Developing towards the Expected Standard (56–62%)
- EXS – Expected Standard (63–85%)
- GDS – Greater Depth (86–100%)

Assessments are entered via Students → Assessment → Summative Tracking → Assessment Dashboard → Subject → Marksheet.

Assessment Timeline

Assessment data is recorded on Arbor at three assessment points: Autumn (December), Spring (March/April) and Summer (June/July). Foundation subjects are assessed using Signature Work and Quick Quiz retrieval before a summative judgement is recorded.

See example below:

ASSESSMENT TIMETABLE & MATERIALS FOR YEARS R – Y6				
	Autumn 1 September	Autumn 2 December 1 st -4 th Dec	Spring Term March 15 th -19 th March	Summer Term June 28 th – 2 nd July
EYFS	1.Reception Baseline 2.Baseline Phonics	End Phase Phonic Assessment	Mid-year Profile Assessment End of Phase Phonic Assessment - Phonics Tracker Alphabet and number recognition	Summative FS Profile Phonics Tracker
Reading		Reading Assessment: Rising Stars (Autumn 2) Y2-5 Y6 Past SATS Phonics Tracker (Y1, 2)	Reading Assessment: Rising Stars (Spring 2) Y2-5 Y6 Past SATS Phonics Tracker (Y1, 2)	Reading Assessment: Rising Stars (Summer 2) Y3-5 Year 1 to also do Reading Assessment – Rising Stars SATs (Y2 & Y6) Phonics test (Y1 & Y2 Resits)
Writing		Independent Write GPS test (spag.com) Y6 (Past SATs)	Independent Write GPS test (spag.com) Y6 (Past SATs)	Independent Write SATs – moderation (Y2 & Y6) Independent Write GPS test (spag.com)
Maths		End of Block WR Test Y1-5 Y6 end of term SATs	Y6 Past SATs End of Block WR Test Y1-5	SATs (Y2 & Y6) Y4 Multiplication Times Tables Check

Foundation Subjects		Quick Quiz Assessments from unit Signature Work Record Strengths and Weaknesses	Quick Quiz Assessments from unit Signature Work Record Strengths and Weaknesses	Quick Quiz Assessments from unit Signature Work Record Strengths and Weaknesses
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Pupil Progress Meetings

We value many types of assessment and appreciate that, although tests provide an easily achieved score, we should not only value that which can easily be measured, and personal knowledge of each child is key. For this reason, class teacher meet in Key Stage groups with relevant members of the Senior Leadership Team once a term or when appropriate to do so. The progress of individuals and specific groups of pupils is discussed in relation to assessment data that teachers have prepared. As a result of these meetings, targets may be revised and intervention groups planned. Trends across cohorts, focus groups (see below), key stages and subject areas are collated and actioned as necessary.

Target setting - Year 2 and Year 6

Year 2 targets are discussed and agreed following analysis by the Senior Leadership Team and Chief Executive Officer (CEO) for our Multi Academy Trust (MAT) of the cohort's end of Foundation Stage profile data, end of Year 1 data and against national floor standards.

Year 6 targets are set using the same process, and take into account pupil progress data from Years 3, 4 and 5 also.

After agreement by Senior Leadership Team and the CEO of our MAT, these targets are shared with the school's Governing Body.

Target Setting - Early Years Foundation Stage

At the end of the Foundation Stage (usually June) children are assessed against the Early Learning Goals (ELGs) and a statement is made about their Characteristics of Effective Learning. There are 17 statements consisting of 8 Prime Area statements and 9 Specific Area statements. Children are assessed as emerging (1), expected (2) or exceeding (3) They are also assessed against whether they have achieved a Good Level of Development (GLD). The Department for Education says that children will be defined as having achieved a GLD if they achieve at least the expected level in:

- All the ELGs in the three prime areas of learning (communication and language; physical development; and personal, social and emotional development)
- The ELGs in the specific areas of mathematics and literacy.

Baseline assessments are made within the first few weeks of the Autumn Term and groups of children are highlighted as to whether they are in danger of not achieving a GLD. As this includes all aspects of Literacy and Mathematics no other targets are set at this time.

On-going observational assessments against the ages and stages of Development Matters (DM) are made regularly to ensure progress for all children toward a GLD. At the end of each term, each child

is plotted against DM to ensure progress across the areas of learning (this is done across all 17 aspects).

In Preschool baseline assessments for the prime areas are made within the first 6 weeks (not all children attend every day) and then assessed observationally as in Reception. Once children are fully settled specific area observations will also be made. Children are tracked against DM each term in line with Reception children to ensure progress.

Target Setting – Years 1, 3, 4 & 5

Curriculum targets (the same as Year 2 and Year 6) are set for Reading, Writing and Maths during the first Pupil Progress Meeting of the school year. Additionally, Fisher Family Trust is used to support our target setting process.

In addition to these curriculum targets, a Phonics Screening Check target is also set for Year 1 pupils, and a Phonics Screening Check resit target is also set for Year 2 pupils (if applicable) who did not pass the test in Year 1.

Tracking of Groups

All pupils are tracked throughout the year and are discussed at Pupil Progress meetings, as are particular focus groups:-

- Boys
- Girls
- Pupil Premium (Disadvantaged Pupils) and Free School Meals
- Persistent Absentees
- Special Educational Needs and Disabilities
- English as an Additional Language
- Able and Greater Depth
- Looked After Children
- Pupils with previous low attainment

Inclusion

The principles of this assessment policy apply to all pupils. However, we recognise the fact that some of our pupils with Special Educational Needs and Disabilities (SEND) may not be accessing the National Curriculum. Assessment will be used diagnostically to contribute to the early and accurate identification of pupils' special educational needs and any requirements for support and intervention. We will use meaningful ways of measuring all aspects of progress, including communication, social skills, physical development, resilience and independence. We will have the same high expectations of all pupils.

For pupils working below the national expected level of attainment, progress of these pupils are measured by Pre Key Stage attainment criteria (PKS standards 1 -6) and / or B Squared attainment targets from another year group curriculum. Although these children will be identified as Zone 1, details of their Pre Key Stage and B Squared attainment targets will be found in their individual named intervention and assessment folder.

Reporting

Written reports are sent to parents each year in July. These reports inform parents of their children's progress and achievements. Parents Evenings are vital to the reporting and communication process in our school, as well as to promote the positive partnership between home and school. There are two scheduled times during the school year:

- Autumn Term - a meeting to discuss how each child is settling into a new class and to ensure that parents understand their child's strengths and targets for the academic year. Parents can look through their child's exercise books and write a message of encouragement to their child.
- Spring Term - a meeting where parents can look through their child's exercise books and discuss their child's progress towards their curriculum targets. Parents can write a message of encouragement to their child.

Parents can meet with the class teacher at any time, should they have any concerns, by arranging a meeting at a mutually convenient time.

This policy will be reviewed annually.

Policy reviewed and agreed by governors :

Next Review: Autumn Term 2028