

Robert Peel Primary School

Assessment & Reporting Policy



Date policy last reviewed:

September 2025

Signed by:

Headteacher

Date: _____

Chair

of

Governors

Date: _____

Last updated: September 2025

School Vision

At Robert Peel Primary School, our vision is to develop resilient and independent learners who aspire to be the best they can be. Our aim is for the children to be happy in all aspects of school life, be able to communicate effectively and show empathy and understanding to others.

We will achieve this through the teaching of a rich and diverse curriculum focusing on their immediate locality and the wider world, with an emphasis on deep and sustained learning. The learning will focus on building up the children's knowledge and skills over time and engaging them in real-life experiences. Children will have the opportunity to; lead their own learning; question their understanding; develop their vocabulary and gain fluency through practise and rehearsing key skills. Our intent is that children gain a passion for learning and take the skills, knowledge and learning behaviours they have gained at Robert Peel into their next phase of education and adult life as a member of a global community.

Rationale

Assessment is fundamental to be able to extend and challenge the children's learning so that they can reach their potential. It also provides a whole school framework at which all different levels and perspectives merge so that educational objectives can be set and used to inform: planning for teaching and learning, children's next steps, resources, provision, whole school objectives and training. Assessment is only effective if it informs teaching and learning and is not a 'number crunching' exercise but informs next steps and enables deep and sustained learning to take place. In addition, our systems in school enable staff to use their time effectively and only use assessments that assist them with their planning, teaching and feedback to children.

Assessment should be incorporated systematically into teaching strategies in order to assess progress, identify any needed developments whether on an individual, group, class or whole school basis. Assessment is only effective if there is a regular review that is communicated and acted upon at all levels.

The Principles of Assessment at Robert Peel Primary School

Using the principles and processes of assessment, we aim:

- To monitor progress and outcomes and support learning for all children.
- To ensure that the learning of key knowledge and skills are effectively planned for and taught.
- To ensure progression in a child's learning and ensure that deep learning is taking place.
- To recognise the achievements of children and identify any areas of development.
- To ensure that classroom provision meets all children's needs and that 'Quality First' teaching is happening.
- To inform children of their progress and next steps.
- To enable teachers to plan effectively the next steps in learning for their class, for groups of children and for individual children and ensure this matches the subject progression plans.
- To enable teachers to set high expectations for all children.
- To ensure that each year group builds on previous learning.
- To provide parents/carers with the information they need about their child's learning in order that they can support them effectively at home.
- Provide information to ensure continuity when a child changes school or year group.
- To enable judgements to be made by Governors, school staff and external parties, such as Ofsted, about the quality of teaching and children's attainment and progress at the school.
- To enable the school to benchmark the quality of its provision against that of other schools locally and nationally.
- To enable school staff to check on and support on-going improvement in teaching standards and children's achievement.

Assessment approaches

At Robert Peel Primary School, we see assessment as an integral part of teaching and learning, which is inextricably linked to our curriculum.

We use three broad, overarching forms of assessment: day-to-day in-school formative assessment, in-school summative assessment and nationally standardised summative assessment.

In-school formative assessment

Effective in-school formative assessment enables:

- Teachers to understand how pupils are performing on a continuing basis and to use this information to: provide appropriate support or extension, evaluate teaching and plan future lessons.
- Pupils to measure their knowledge and understanding against learning intentions 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.

At Robert Peel, we ensure that formative assessment is pivotal in each lesson and forms the basis for the next steps of learning which will be taking place. We adopt a wide range of formative assessment strategies and techniques in school. The main strategies are listed below:

- Marking and Feedback forms part of formative assessment and this is outlined in the Marking and Feedback policy.
- Questioning is a main part of any classroom teaching and at Robert Peel, we strive to ensure effective questioning is central to understanding, developing and consolidating new skills and concepts.
- Learning Intentions are always shared at the beginning of each lesson with the children to ensure that they know the expectation and the outcome that they should have secured.
- Oral feedback along with marking also plays an important role and is often used to explain more complex steps or when reading teacher feedback becomes a barrier to a child accessing their own feedback.
- Children are always encouraged to recognise and evaluate their work against the Learning Intention.
- Formative assessments in Reading, Writing and Maths are recorded on Sonar on a termly basis. This information informs what interventions are put in place.
- On-going formative assessment, provides the evidence for the basis for making Foundation Subject assessment judgements at the end of each half term.

Ongoing formative assessment ensures that: knowledge, skills and understanding are continually assessed and that the next steps of learning are supported and developed; that gaps are identified and interventions or sessions are put in place to address this and that misconceptions are quickly acknowledged and addressed.

In-school summative assessment

Assessment at Robert Peel serves many purposes but the main purpose of assessment in our school is to help teachers, parents and pupils plan their next steps in learning.

Effective in-school 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 evaluate learning at the end of a period of time and the impact of their own Teaching.
- Pupils to understand how well they have learned and understood a topic or unit 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.

At Robert Peel Primary School, we use the outcomes of assessment to check and support our teaching standards and help us improve. We assess pupils against expectations laid out in each year group's Long-Term Intent Document which is derived from National Curriculum Objectives.

The achievement of each pupil is assessed against all the relevant criteria at least three times per year: at the end of the: Autumn, Spring and Summer terms, for Reading, Writing, Mathematics and Science. Summative Assessments in Reading, Writing, Mathematics and Science are projections of where teachers predict the children to be at the end of the academic year. Foundation subjects are assessed at the end of each half term. Within this, children are continually assessed against their age related expectation with: 'ARE' being the expected standard, 'WTS' being those children who have not met their age related expectation and 'GDS' being the children who are working at greater depth. Children who are working at a level significantly below their peers are assessed as 'PKS' pre-key Stage standard.

Assessment judgements are recorded and backed by a body of evidence created using observations, records of work and testing. Assessment judgements are moderated by colleagues in school and by colleagues in other schools to make sure our assessments are fair, reliable and valid. At Robert Peel, no one resource is used to base in-school summative assessments on as we believe this gives a much wider picture of ability and thus a more reliable measure of attainment and achievement. An overview of assessments used are detailed below by stage and subject:

Early Years Foundation Stage:

- Children are assessed against the EYFS 2020 Framework termly in both Nursery and Reception.
- Children in Reception are assessed using the Government's Baseline Assessment.
- All children are assessed using the WellComm speech and language toolkit and the appropriate level of intervention is then put in place.
- The EYFS Small Steps Profile is used to assess children who are working significantly behind their peers.

In Maths:

- White Rose 'end of unit' short assessments are used at the end of a unit to ensure that teachers have an understanding of how the children are doing with a particular concept and the effectiveness of their teaching during a unit of work.
- NTS Assessments are used in the Spring and Summer Terms for Years 3, 4 and 5. Years 2 and 6 use a range of past SATs practice papers throughout the year.
- These assessments allow teachers to make informed judgements along with a child's end of unit tests, work within books and with the knowledge of how a child has performed over the term and then this outcome will be recorded on Sonar.

In Reading:

- NTS Assessments are used in the Spring and Summer Terms for Years 3, 4 and 5. Years 2 and 6 use a range of past SATs practise papers throughout the year.
- Reading ages are assessed on a termly basis for Years 1 to 6. When a child scores 11.3+ they are no longer assessed.
- The aim of the above is to provide teachers with the basis to form a judgement, along with their reading age, work within a child's Guided Reading book and Reading Journal along with discussions how a child has performed over the term and then this outcome will be recorded on Sonar.

In Writing:

- Quality Writes take place across the year on a fortnightly basis for Years 1 to 6. These tasks, along with other pieces of independent writing, are used to make a judgement on a child's writing outcome. This outcome will be recorded on Sonar on a termly basis.
- In Years 1-6, children complete the Vernons Spelling test annually (in the Summer Term) to give a Spelling Age.

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.

At Robert Peel, Nationally Standardised Summative Assessments include:

- The Reception Baseline Assessment.
- Phonics Screening Check in Year 1 and the Re-check in Year 2 for children who did not meet the expected standard in Year 1.
- Multiplication Tables Check in Year 4.
- National Curriculum tests and teacher assessments at the end of Key Stage 2 (Year 6).

The School's Marking and Feedback Policy

Research has shown that the involvement of children in the assessment process empowers them to take action towards improving their performance and ultimately raises standards. The classroom based staff at the school give the children regular feedback on their learning so that they understand what they do well and what it is that they need to improve.

The school's Marking and Feedback Policy has two core purposes:

1. Teachers mark the children's work and use their findings to inform their assessments.
2. The feedback tells children how well they have done and what they need to do next in order to improve.

The staff at the school have an agreed code for marking and feedback as this ensures that marking is consistent and therefore the children understand what this means. Children are able to respond to this feedback during allocated times in the timetable.

Further details about the school's marking and feedback practices and procedures can be found in the Marking and Feedback Policy.

The School's Data Management System

The School uses Sonar as its School Data Management System. School staff record their summative and formative assessments in Core and Foundation Subjects as part of their marking and assessment process on the system. Reading and Spelling ages are also recorded. Reports are produced to inform children's attainment and progress, which are discussed during termly Pupil Progress Meetings. Reports are also produced to inform The Governing Body of attainment and progress of groups of children.

SEND & Diagnostic Assessments

The school uses a variety diagnostic assessments that can ascertain specific areas of need for certain children. Some of these assessments are also used to measure the impact of interventions over the course of a term when the intervention is running. Below is a table that indicates the different assessments used and the reason for the use of that assessment.

Assessment	Reason for Assessment
PKS Assessment	To track the learning of SEND children working significantly below their year group expectations in Reading, Writing and Maths.
Robert Peel's Phonic Assessment	To track children's progress in Phonics against the school's progression document for children in Reception and KS1 and those who require intervention.
Nessy (Dyslexia Screen)	Concerns raised/low Reading/Writing assessment, to diagnose specific area of difficulty with Spelling/ Reading.
WellComm (Speech & Language Screen)	Used as a screening tool for all children in EYFS. Concerns raised/ Spoken Language assessment low, to assess children's speech sounds and language. Continued into Year 1 and 2 as required.
Salford (Reading Age Assessment)	Termly, to track the children's Reading age against their chronological age.
Vernons (Spelling Age Assessment)	Annually, to track the children's Spelling age against their chronological age.
Sounds~Write (Diagnostic Phonic Assessment)	Specific concerns regarding Phonic progress, to give information on specific area of difficulty (sound recognition, blending, segmenting or phoneme manipulation)
Boxall Profile (SEMH)	To assess children's social, emotional and behavioural difficulties.
Renfrew (Expressive Language)	Concerns raised around Spoken Language for individuals.
BPVS (Receptive Language)	Concerns raised around cognitive ability for individuals.
SDQ (Behaviour & Emotions)	Concerns around behaviour for individuals when needed.
ASRS (ADHD)	As requested by Paediatrician for individuals.
Connors (ADHD)	As requested by Paediatrician for individuals.
Social Communication Questionnaire (ASD)	As requested by Paediatrician for individuals.
Movement ABC checklist (Motor Difficulties)	As requested by Occupational Therapist for individuals.

Inclusion

At Robert Peel Primary School, the assessment policy's procedures and practises are designed to be fair and fully inclusive. Ultimately, they can be applied to all situations and all children: ensuring that assessment is used to aid the progress and achievements of every child. The school's

assessment is free from bias towards factors that are not relevant to what the assessment intends to address. In exceptional cases, where a child has been assessed as working significantly below the expectations for their year group ie Pre Key Stage, they will be assessed using the PKS Assessment.

Tracking Children's Progress

Target Setting

Each Class Teacher will take responsibility for setting end of year challenging targets for every child in Reading, Writing, Mathematics and Science at the start of each academic year. The Class Teacher along with the Head Teacher and Deputy will determine each child's target by using all of the available data related to their attainment and progress from the previous year and knowledge of each child's ability and their next steps of learning.

The Deputy will calculate the overall impact of the targets set. They will check that the percentages of children expected to achieve below the 'expected' level, at the 'expected' level and above the 'expected' level are at least in line with previous years and therefore help to maintain high academic standards.

Pupil Progress Meetings

Once the individual curricular targets have been set for every child, progress towards these targets will be monitored termly. Class Teachers will meet with the Headteacher and Deputy to discuss the progress towards targets in Reading, Writing, Mathematics and Science for each child and identify children who may need formal interventions or modified in class provision. This information will be collated by the Deputy and fed back to Governors during a Standards, Curriculum, Inclusion and Pupils (SCIP) Meeting.

Moderation

In order to ensure accuracy and consistency in assessment, the staff team at Robert Peel Primary School participate regularly in moderation events; these include:

- In-house moderation during staff meetings.
- Moderation with other schools, organised locally.
- Moderation events organised by Central Bedfordshire LA for schools throughout the county.
- Central Bedfordshire LA moderation visits.
- Robert Peel Primary School have nominated Central Bedfordshire LA as its moderating body.

Roles & Responsibilities

Teachers, Teaching & Learning Practitioners and Learning Support Assistants are responsible for carrying out summative and formative assessments with individual children, small groups and whole classes, dependant on the context. Where appropriate, these outcomes will be shared with children as part of an ongoing dialogue with them about their learning progress.

The Deputy (Assessment Leader) is responsible for ensuring that:

- Class Teachers use tracking of each child's knowledge and skills development to analyse the performance of individuals and vulnerable groups.
- Summative assessment tasks are purposeful and are completed to inform teaching.
- Class Teachers use the school's subject progression grids to ensure depth of learning of both knowledge and skills along with the development of Learning Behaviours and Spoken Language.
- Quality First Teaching includes effective use of assessment mechanisms to inform next steps in children's learning and successful provision in class.
- All staff are familiar with current assessment procedures and their role in the process.

The Headteacher is responsible for:

- Monitoring standards and outcomes.
- Analysing progress and attainment, including individual children and specific groups.
- Identifying groups of children who are vulnerable to underachievement in relation to age expectations and prior attainment.
- Prioritising key actions to address underachievement of individuals and groups.
- Reporting to Governors on all key aspects of children’s progress and attainment, including current standards and trends over previous years. This includes details in relation to the implementation of the school’s curriculum to ensure progression in terms of skills and knowledge.

The Headteacher and the Assessment Leader are jointly responsible for:

- Ensuring all staff are familiar and with the assessment policy, practice and guidance for their particular phase or subject.
- Holding teachers to account for the progress of individual children towards their end-of year targets through Pupil Progress Meetings, mid-year appraisals and end-of-year Pupil Progress Review Meetings.
- Ensuring that through Quality First Teaching and effective provision children develop into successful learners who fulfil their potential in all areas of their learning.

Subject Leaders are responsible for:

- Monitoring standards in their subject according to assessment criteria set out in the National Curriculum and the school’s progression grids.
- Ensuring that teachers implement curriculum intents, which enable all children to master the skills and knowledge required for their phase of learning.

Governors are responsible for:

- Monitoring the standards and outcomes across the school.
- Monitoring rates of progress of all groups of children related to their end of year targets.
- Analyse trends over time for all groups of children.
- Question the quality of teaching and the effectiveness of provision.

Reporting Assessment Information to Parents/Carers

The staff at Robert Peel Primary School have a range of strategies that keep parents/carers fully informed of their child(ren)’s attainment and progress in school. Parents/carers are offered the opportunity to formally find out about their child’s learning each term via the following methods:

Autumn Term	Parents/carers’ consultation evening including an opportunity to look at and comment on their child’s work.– Discussion with Class Teacher
Spring Term	Parents/carers’ consultation evening – Discussion with Class Teacher When a parent/carer meets with their child’s teacher, the teacher gives each parent/carer a summary of the child’s level of attainment and some information about their progress towards targets in Reading, Writing and Mathematics. They also share areas in which the child needs further support (this information will link to the child’s in-school curricular targets in Reading, Writing and Mathematics). The child’s books are also shared with parents.
Summer Term 2nd Half	Annual school report The annual report will provide parents/carers with an overview of their child’s attainment in every subject i.e. whether the child is working at a level below national expectation; in line with national expectation; or above national expectation; it will also provide information about the child’s behaviour and attitude to learning.

Assessment Timetable 2025/26

	EYFS	National Curriculum
	Ongoing throughout the Year – Phonic assessments.	Ongoing throughout the Year – Phonic assessments, White Rose End of Unit Assessments and Science Unit Assessments.
Autumn 1	Language screen for all EYFS children (WellComm). Nursery – Baselines for new children. Reception – National baselines to be completed in first 6 weeks. School baselines to be recorded on Sonar. End of Year Targets to be set on Sonar for Appraisal Meeting – Week Beg: 13/10/25	End of Year Targets to be set on Sonar for Reading, Writing, Maths and Science for Appraisal Meeting – Week Beg: 13/10/25
Autumn 2	Summative assessment for Pupil Progress Meeting. Week Beg: 1/12/25 Provision Maps updated for Spring Term.	Years 1 to 6 – Salford Reading tests Summative assessments in Reading, Writing, Maths and Science for Pupil Progress Meeting. Week Beg: 1/12/25 Formative assessments to inform Spring Term Provision Maps. (Year 6 writing use TAF) End of Term White Rose Assessments.
Spring 1	Wellcomm rescreen assessments completed. Baseline for new nursery children	
Spring 2	Summative assessment for Pupil Progress Meeting. Week Beg: 16/3/26 Provision Maps updated for Summer Term.	Years 1 to 6 – Salford Reading Tests Years 3 to 5 – Mid-Year Reading and Maths Rising Star Tests. Years 2 and 6 old SATs papers Summative assessments in Reading, Writing, Maths and Science for Pupil Progress Meeting. Week Beg: 16/3/26 Formative assessments to inform Summer Term Provision Maps. (Year 2 and Year 6 writing use TAF)
Summer 1	Wellcomm rescreen assessments completed. Baseline for new Nursery Children.	Year 6 – KS2 SATs – Week Beg: 11/5/26

<p>Summer 2</p>	<p>Reception Assessment against ELGs logged on Sonar for PP Meeting Week Beg: 29/6/26</p> <p>Nursery Summative assessments completed for PP meeting. Week Beg: 29/6/26</p> <p>Provision Maps updated for next academic year.</p> <p>EYFS data to LA.</p>	<p>Year 2 – KS1 Optional SATs Years 3 to 5 – End of Year Reading & Maths Tests</p> <p>Years 1 to 6 – Salford Reading Test Years 1 to 6 – Vernon Spelling Test</p> <p>Year 1 – Phonic Screen Week – Week Beg: 8/6/26 Year2 – Phonic Recheck – Week Beg: 8/6/26 Year 4 – Multiplication Check – Weeks Beg: 1/6/26 & 8/6/26</p> <p>KS2 assessments completed and sent to LA for Writing and Science -</p> <p>Summative assessments in Reading, Writing and Maths for Pupil Progress Meeting. Week Beg: 29/6/26 (Year 6 reading and Maths – SATs scores)</p> <p>Formative assessments to inform next academic year’s Provision Maps. (Year 6 Writing and Science use TAF)</p>
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