



Saint Pierre School,
16 Leigh Road, Leigh-on-Sea, Essex SS9

Saint Pierre Assessment Policy

Policy Owner (Position)	Last Updated By (Name)	Date of Last Review	Date Next Review Due
Deputy Head	Poppy Read	September 2024	September 2026
Read in Conjunction with: Feedback and Marking			

What is assessment?

By definition assessment is ‘an opinion or a judgement about somebody/something that has been thought about very carefully and the process of testing students and making a judgement about their knowledge, ability or progress’. This is a whole school policy which takes place in both formative and summative manners.

The purpose of assessment

At Saint Pierre we believe assessment has significant value as it:

- Helps children show what they are learning at the time and what they have learnt at the end of a period of time.
- Aids individual learners to become independent learners and judge their own learning and knowledge by making informed decisions about the level of task they may choose.
- It aids individuals to know their areas of strengths and areas they need to develop.
- Informs teachers who may need extra support, recapping or intervention on an area of learning.
- Monitor student learning and provide ongoing feedback to inform the teacher and help to adapt and develop their teaching, approaches and lesson planning.
- Provides feedback to teachers to help identify focus children.

Implementation

At Saint Pierre children will partake in a range of formative and summative assessments throughout the year. Summative assessments will include the termly assessments from Hodder Education Rising Stars in Mathematics, Reading and GAPS (spelling, punctuation and grammar). Children will also carry out independent writing tasks at the end of a unit or half term which will be in children’s independent writing book. Summative assessments also include end of unit tests, ‘hot’ or ‘cold tasks, spelling, mental maths or times tables tests. The results from the times table tests and mental maths tests will be tracked by the teachers and further analysed termly by the curriculum lead.

Formative assessments will include a range of methods that are quick to use and fits into the lesson with ease. These may include descriptive feedback to children to inform the children how they have progressed or understood the learning. These are largely used to help inform teachers and pupils of the next steps and aid lesson planning. In addition to this at Saint Pierre children will self-assess (and in some year groups peer assess) against the success criteria and learning objective.



Examples of Implementation

One of the forms of formative assessment is to take part in self and peer assessment. In KS1 children will start to learn to self-assess the work they produce through success criteria and the learning objective provided by the teacher (English only). At Saint Pierre the success criteria will be used for longer pieces of writing in a unit of work, hot/cold tasks and independent writing pieces.

The teacher will type the success criteria and may include a challenge to ensure children can extend their learning. Children can read the success criteria independently or this can be teacher led towards the end of the lesson. Children are to look at the images to reflect on how they did for each step. The teacher can encourage the children to find that success criteria within their work if they are unsure, they have achieved it. The teacher can do their assessment during the lesson when giving verbal feedback or before the next lesson. If the success criteria is being used for a longer piece of work, then the children and teacher can mark off the parts that are appropriate for that lesson if they wish. In addition to this, teacher's can highlight (in green) an area of development for the children's next steps. If there is not something on the success criteria the children need to improve on or complete (including the challenge) then they can be given an additional step/ problem/challenge through verbally in the lesson or written if assessing at a later point.

At the start of the next lesson (if the assessment has been completed) the children should be encouraged to see what they have achieved and their next steps of development. This will help inform the teacher's planning for future lessons and help when writing comments in the assessment section on the plan. In addition to this it will help to inform teachers of the children's progress towards achieving the subject objectives by the end of the year. This is to be implemented for Maths and English but can be extended to other subjects where teachers feel it is needed.

KS1 example:

Success criteria:	Self-assessment: 	Teacher assessment: 
Challenge:		

LKS2:

In LKS2 children will have an adapted version of the success criteria above as they are familiar with the KS1 version. Children will now be encouraged to assess 'What Went Well' (WWW) and what would be 'Even Better If' (EBI) when completing the success criteria. When writing a comment for each the children can be reflective on elements from the success criteria or they may choose an element of handwriting, vocabulary or SPAG that isn't on the success criteria that they feel is an area of development. The success criteria will be used for longer pieces of writing in a unit of work, hot/cold tasks and independent writing pieces.

Success criteria:	Self-assessment: 	Teacher assessment: 

Challenge:		
WWW:		
EBI:		

UKS2:

In UKS2 children will have an adapted version of the success criteria above as they are familiar with the LKS2 version. Children will now be encouraged to find evidence in addition to analysing their learning. They will need to look at their own work and find an example to support the fact they have met the success criteria. Children will continue to assess ‘What Went Well’ (WWW) and what would be ‘Even Better If’ (EBI) when completing the success criteria as they would in LKS2. When writing a comment for each the children can be reflective on elements from the success criteria or they may choose an element of handwriting, vocabulary or SPAG that isn’t on the success criteria that they feel is an area of development. Teacher can highlight the areas of success (in pink) and areas of development (in green). The success criteria will be used for longer pieces of writing in a unit of work, hot/cold tasks and independent writing pieces.

Success criteria:	Evidence:
Challenge:	
WWW:	
EBI:	

Summative assessments:

At Saint Pierre School children carry out termly assessments so teachers can monitor the progress and areas of development across years 1-6. Children will be undertaking the Pira reading assessment, the Puma Maths assessment and the GAPS (Grammar, Punctuation and Spelling) from Hodder Education Rising Stars Assessment. The child’s score will then be converted into a Hodder Score, an age according to their test score as well as a standardised score and recorded to monitor the progress throughout the year. Any child who is below their chronological age (or below the standardised score of approx. 100) will be monitored and discussed to ensure they are supported within the classroom and possibly receive extra support. Children’s results will be discussed with both the class teacher and the SENDCo to see if there are any reasons for the drop in any potential result (more than 5 standardised points) and whether they need any extra support or intervention on both a short or longer term basis.

Any child who is scoring the maximum score bracket for their year group’s test will also be monitored to ensure they are developing mastery skills within the core lessons. Children should make good progress from their Autumn to their Summer assessment which will be determined by the increase in their Hodder Score and age-related score. Good progress will be determined by an increase of 0.5- 0.6 points on the Hodder score or

eight to nine months on the age score. Outstanding progress will be an increase of 0.7 or more on the Hodder score or more than nine months on the age score. In addition to the Hodder Score for progress we will be monitoring the difference in standardised score and tracking this. Children in Reception will carry out Maths and Reading assessments towards the Summer term. Children will also be given a standardised score to ensure they are within the expected range for their year group. Children's standardised scores will be categorised into the following groups; Outstanding (score of 130+), Above Expected/ average (116-129 score), Higher Expected/average (110-115), Expected (100-109) and Below Expected/average (score <100). Below expected is then further broken down to aid monitoring of children into the following sub-groups; low average (85-99 score), Well below average (70-84) and Weak (<70 score).

At the end of the summative assessments teachers will look through the papers to analyse what are the areas of development for the class or for a particular group of pupils. This will help inform their planning of areas to work on in the future before the next summative assessment.

Children's standardised scores will be monitored termly to track their progress and monitor the impact of teaching or intervention groups. Children's scores will be analysed termly and a score of +/- five standardised points will be considered as expected. Any children whose score are outside of the expected range of points will be discussed with staff before the next steps are decided. Where needed, a significant decline in points will be referred to the SENCO for further monitoring or become a focus child for the teacher to monitor. If additional support is seen to be required from the SENCO's monitoring, then parents will be informed and discussions will take place between the school and parents.

At Saint Pierre we track each individual child's progress across their academic life as well as each class as a whole. An analysis of the time of birth in the year and gender comparisons are conducted to ensure that no data is skewed and that children are all getting equal opportunities.

We analyse the results of the number of children in each of the standardised score categories and make comparisons with the last academic year. We aim to have the results no more than five per cent difference between the number of children working below expected (children with SEND may be omitted from this data if deemed appropriate). In Reading, Maths and GAPS we aim to have an average of seventy-five to eighty per cent of the school working at expected level or above. If there is a greater percentage for those working below expected this will be analysed before appropriate action being taken.

In addition to the above assessments for Maths and English teachers may carry out assessments for children based on skills in certain subjects. This will be done on an excel spreadsheet in which children will be graded 1-3 depending if they are above, at expected or below expected level. These results will help to inform the teachers of grades they should be giving the children on their grade cards or annual reports. These will be looked at by the Deputy Head throughout the year and at the end of the academic year to ensure that the key skills are being covered and delivered across the school and if there are any areas of development needed.

Communication of results

At Saint Pierre we inform parents of the children's summer assessment data in their annual school report. This will be relayed in providing parents with the child's maths, SPAG and Reading age in years and months. During the Spring term parents may be informed informally verbally at parent's evening of how their child has got in the Autumn term assessments. This will help to inform parents of the children's successes and any areas of development that they may need to work on at home to support them in school.

Results from the 11+ examinations will be published on the website as a pass rate percentage of those that took the tests. In addition to this, secondary schools that the Y6 pupils will be moving to will also be published on the website.

At Saint Pierre we are open to communication with parents and parents can request information from the analysis of the data if they wish.