ASSESSMENT POLICY
2026-27

Potter Street Academy

Part of the Passmores Co-operative Learning Community

PCLC Position Statement

All PCLC schools have an approach that is based on the following key principles:

- Our unconditional positive regard ensures that every young person is highly valued and expected to achieve their potential;
- every young person has the right to be successful and has ability to achieve, no matter what their socio-economic background;
- there is no limit to achievement – intelligence can be developed;
- each student must know what to do in order to improve and how to do it, high expectations
- on their own are not enough;
- consistency of experience is fundamental; each school is a team and consistency makes us
- greater than the sum of our parts;
- employment opportunities in PCLC schools should allow all colleagues to inspire a love for learning; not simply process and record what we find.

By ensuring all of actions and decisions adhere to these principles our community members:

- are highly valued and expected to achieve their full potential, no matter what their
- socio-economic background;
- benefit from an inclusive ethos, excellent teaching and a broad and balanced curriculum underpinned by strong leadership, in a local school;
- are supported and encouraged to lead healthy and active lives making sensible choices,
- whilst respecting the views and attitudes of others.

1. Introduction

This Policy outlines the purpose, nature and management of assessment at Potter Street Academy. It should be considered in conjunction with the Marking and Feedback Policy.

Assessment is a daily part of the life of the school. Assessments, through feedback and marking, and monitoring of children's work is used by teachers to inform their teaching and ensure that children know their next steps and what they need to do to improve. More formal methods of assessment provide feedback on pupil progress and ensure a rigorous approach to curriculum delivery.

2. Aims

At Potter Street Academy, good teaching and assessment continually reinforce each other and generate continuous improvement.

We use effective assessment in our school to:

- enable the children to demonstrate what they know, understand and can do in their work
- allow teachers to plan learning that accurately reflects the needs of each child
- help the children understand what they need to do next to improve their work
- provide regular information for parents that enables them to support their child's learning
- provide information to ensure continuity when pupils move up to a new year group or transfer to a new school.

3. Assessment Procedures (formative and summative assessment)

3.1 Assessment for Learning (formative)

Assessment for learning is a key part of our approach to teaching and learning. Teachers use effective questioning and success criteria (*see Marking and Feedback Policy*) to inform assessment and to inform children of their next steps. Peer and self-assessment is used to involve pupils in their learning.

The following practices are followed in order to facilitate this:

- Learning outcomes are shared with pupils as part of everyday practice
- Children use mini whiteboards and follow a school wide codified practice
- Children use 'Think, Pair, Share' and follow a school wide codified practice
- Pupils are given the opportunity to see and discuss examples of good work as a model for success
- Pupils' understanding is explored through careful questioning
- Pupils are given constructive feedback, which is verbalised where possible, and written comments are used to indicate achievement and areas for improvement (*Marking and Feedback Policy*)
- Pupils are encouraged to assess their own performance through peer and self-assessment opportunities

3.2 Assessment of Learning (summative)

At Potter Street Academy we use summative assessment to evaluate what pupils know about a subject at the end of each term. We use a range of assessment tests and tasks to inform and support teacher assessments.

Examples of summative assessment used by Potter Street Academy include:

- Baseline assessments made on entry to the Early Years Foundation Stage (statutory)
- End of year EYFS Profile (statutory)
- Y1 Phonics screening (statutory)
- End of Key Stage 1 and 2 National Curriculum Tests (SATs)
- Termly tests (Y1-6) in reading, spelling, maths to inform teacher assessments. (non-statutory)
- After each unit, teacher assessment for Science, History, Geography PE and RE (non-statutory)
- At the end of the year, teacher assessment for PSHE, Computing, Music, Art, DT, MFL (non-statutory)

4. Assessment across the Curriculum

4.1 Assessment Records for English and Maths (Year 1-6)

At Potter Street Academy we use assessment grids with assessment criteria and Key Performance Indicators for reading, writing and mathematics for each year group.

Throughout, the term 'band' is used instead of year group. For example 'Band 4' is the equivalent of Year 4

- Assessments in English and maths are completed each term, informed by evidence collected in everyday lessons and through formal assessments and tests. These are recorded on data collection sheets by class teachers.
- A child should achieve most of the statements in the band for each subject to be awarded a secure judgement at the end of the year. (80% as a guide)
- Underlined statements are KPIs (Key Performance Indicators) and are considered Key Learning Skills a child must achieve to be awarded a secure judgement
- At the end of the autumn term, a child who is on track to meet age-related expectations (ARE) at the end of the year will be assessed as 'emerging'.
- At the end of the spring term, a child who is on track to meet age-related expectations (ARE) at the end of the year will be assessed as 'developing'

- Records of overall judgement for each child are kept which is updated each term. Those who are on track to meet age-related expectations are coloured green, those working below are coloured orange, well below are red and those working at greater depth, blue.

4.2 Assessment of Science and Foundation Subjects

- Tracking of individual and class progress informs planning and enables systematic progression to be maintained across the curriculum. Assessments of Science and foundation subjects are based on observations of children's learning and through assessment tasks. Assessments of science, history, geography and RE are recorded by class teachers at the end of each unit. Assessments of PSHE, PE, computing, music, art, DT, MFL are recorded at the end of the academic year.
- A child is on track to meet age related expectations (ARE) if they have met the assessment criteria for a secure judgement in that subject.
- Children who have a deeper knowledge and understanding of a subject will be assessed at 'greater depth'

5. Assessment in the Early Years Foundation Stage (EYFS) (See EYFS policy)

Ongoing assessment is an essential and integral part of the learning and development processes in EYFS. Staff observe and interact with pupils to identify their level of achievement, interests and learning styles. These interactions are used to shape future planning.

Within the first 6 weeks that a child starts reception, staff will administer the statutory Reception Baseline Assessment (RBA), in addition to our own school baseline assessments to ascertain children's skills on entry to school.

Each term, the assessments made are collated and the data is analysed. This provides a basis for discussion during pupil progress meetings between teachers, SLT and the SEND team. Provision to support or extend children's knowledge is then mapped out for the next term.

At the end of the EYFS (in the summer term), staff complete the EYFS Profile for each child. Pupils are assessed against the 17 early learning goals (see EYFS policy). For each ELG teachers must judge whether a child is:

- Meeting the levels of development expected at the end of EYFS (expected)
- Not yet reaching expected levels ('emerging')

The results of the profile are then shared with parents and/or carers as well as with Year 1 teachers.

6. Moderation of assessments

The process of moderation is an essential part of the assessment process. The consistency of teachers' judgements about standards is important if our decisions are to be given credence. Teachers will often share opinions informally with subject leaders and other colleagues to clarify judgements, but in addition we have an established moderation process.

Teachers are involved in the moderation process to ensure agreement on criteria for levels in the following ways:

- With colleagues in school at moderation meetings and progress meetings (termly)
- With colleagues across the primary schools within Passmores Cooperative Learning Community
- By attending Harlow cross-school moderations to ensure our judgements are in line with other schools (termly for Year 2 and Year 6)
- By using exemplification materials (end of Key Stage exemplification materials)
- Working with outside agencies and consultants

6.1 Pupil Progress Meetings

Pupil Progress meetings take place each term. Class teachers and members of the SLT meet and discuss identified children from across the ability range using evidence from children's work. Any child who is not working at age-related expectations or has not made sufficient progress will be discussed and a strategic plan put in place.

Progress meetings provide an overview of progress across the school and a clear understanding of the quality of the evidence used to make judgements.

7. Reporting to parents

Reporting to parents promotes and provides:

- Good home /school relationships
- Information for parents about their child
- An opportunity for discussion with parents about a child's progress, attainment and development.

7.1 Written reports

For KS1 and KS2 children a written report for each child is sent to parents at the end of the spring term. The report outlines a child's progress in both the core and foundation subjects of the National Curriculum. The teacher will comment on the attitudes and achievements of the pupils.

Parents of children in the EYFS class receive a report focused on their child's learning and development in the Early Years Foundation Stage.

7.2 Other written reports.

In addition to the written report:

- Parents with children in Year 6 will be informed in writing of National Curriculum Test (SATs) results.
- Year 1 phonics screening and Year 2 phonics screening re-test will be reported to parents in Years 1 and 2.
- Year 4 Multiplication Table Check results will be reported to parents
- 'Early Learning Goals' (ELGs) in EYFS Profile will be reported to parents in EYFS.

7.3 Meeting with Parents

Parent/teacher consultation meetings take place twice a year, in the autumn and spring terms.

- In the autumn and spring terms, parents are invited to a parent consultation to discuss their child's work. Children are invited to these meetings and encouraged to discuss their learning.
- Parents are welcome to discuss the progress of their child with the teacher or Head of School at any other time. Teachers are regularly available for an informal discussion after school or, for an appointment to be made for another day.
- Parents of children with SEND have additional opportunities to discuss their child's progress with the class teacher and Inclusion Team (see SEND policy).

8. Reporting Progress to Governors

Each term English and maths Subject Leaders scrutinise the assessment data and update their subject action plans. This sets out strengths and areas of development for the next term. Action plans are shared with governors to enable scrutiny and accountability.

9. The Role of the School Assessment leader (SAL)

A senior member of the teaching staff has the responsibility for the development of the assessment, recording and reporting procedures in school.

Responsibilities include:

- contributing to the School Development Plan
- leading school development in assessment, recording and reporting procedures
- liaising with subject leaders within the school
- liaising with other local school assessment leaders through SAL update meetings
- Keeping up-to-date with changes to statutory assessment
- attending and leading INSET where appropriate

- reporting to Governors on standards and keeping them informed about changes to assessment
- monitoring and evaluating the assessment policy