



Dream Big, Aim High  
& Make a Difference

## Potley Hill Primary School Assessment Policy

### Rationale

Effective assessment is an essential element of good teaching and learning. At Potley Hill Primary School, Assessment for Learning (AfL) is utilised as a tool for raising attainment and securing good progress for all pupils.

High quality feedback to children about their learning helps them to understand how to be successful, what they have achieved and what they need to do to improve further. Good assessment practice ensures lesson planning is based upon a sound knowledge of pupils' learning styles, attainment, progress and the next steps in their learning. Reporting to parents through formal parent consultations, an annual written report and information about their child's attainment ensures that teachers and parents are working together to allow each child to achieve their full potential.

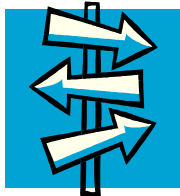
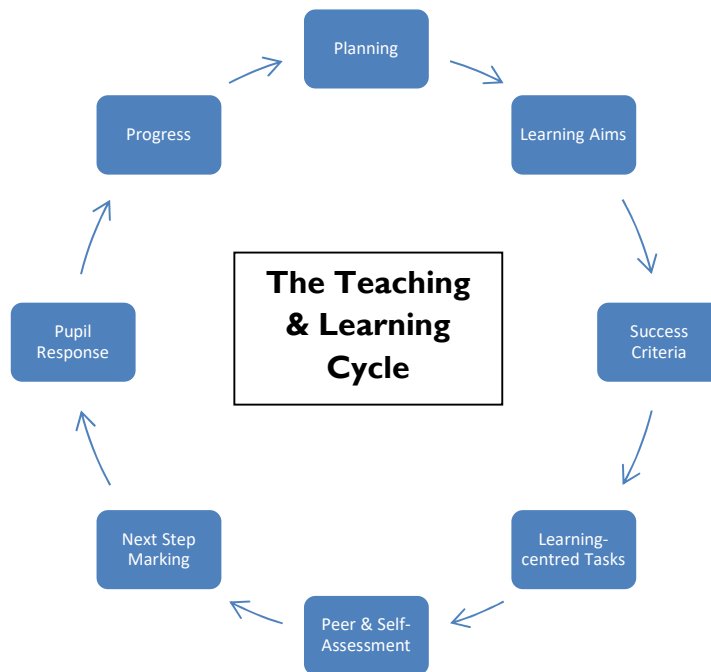
Detailed analysis of assessment information plays a crucial role both in raising standards and in school self-evaluation, by identifying areas of strength and weakness at an individual, group, class, year group, key stage and whole school level. This information then guides strategic planning at these levels. This analysis is also essential in enabling the governors to have a clear understanding of the performance of the school.

### Purposes

The purposes of assessment at Potley Hill Primary School are:

- for children to demonstrate what they know, understand and can do in their work.
- to help children understand how well they are doing and what they need to do next to improve their work.
- to allow teachers to plan work that accurately reflects the needs of each child.
- to track the attainment and progress of individual pupils, groups and cohorts of pupils and thus inform future planning.
- to provide the next teacher with information which will ensure smooth transition and promote continuity and progression across the school.
- to provide receiving schools with information to ensure children's swift transfer and continuous progress.
- to provide the Senior Leadership Team with information which allows them to monitor and make judgements about the effectiveness of the school and identify strengths and weaknesses in the curriculum, utilising this information to inform school improvement planning.
- to provide subject leaders with information which allows them to monitor and make judgements about the effectiveness of practice within their subject area.
- to provide governors with information on the school's performance which will aid their monitoring procedures.
- to provide regular information for parents which will enable them to support their child's learning.
- to provide parents with information about the performance of the school.

At Potley Hill we believe that Assessment is only effective when it is viewed as part of the cyclical process of Teaching & Learning:



**Assessment for Learning** is about deciding:

- where learners are
- where they need to go
- how best to get them there

### Key Features of AfL:

- Providing effective feedback to children.
- Actively involving children in their own learning.
- Adjusting teaching to take account of the results of assessment.
- Recognising the profound influence assessment has on the motivation and self-esteem of children, both of which are crucial to learning.
- Considering the need for children to be able to assess themselves and to understand how to improve.

### Evidence of AfL

When AfL is truly embedded, there will be a range of evidence:

- pupils know what they are learning
- next step marking will be in place
- opportunities to reflect upon learning are provided
- assessment informs practice.

## Key Elements of Assessment for Learning at Potley Hill:

<p><b>Effective Marking &amp; Response</b></p> <ul style="list-style-type: none"> <li>✓ Next step marking</li> <li>✓ Whole Class Feedback marking</li> <li>✓ Time for children to respond</li> <li>✓ Integral Self &amp; Peer Assessment</li> <li>✓ Ticked Pink &amp; Green for Growth</li> </ul>	<p><b>Accurate 'Within Lesson' Assessment for Learning</b></p> <ul style="list-style-type: none"> <li>✓ Range of Questioning</li> <li>✓ Pupil Talk</li> <li>✓ Self &amp; Peer assessment opportunities</li> <li>✓ Flexible planning</li> <li>✓ Flexible groupings</li> <li>✓ Cut-away strategy used effectively</li> </ul>	<p><b>Consistent &amp; Reliable Teacher Assessment</b></p> <ul style="list-style-type: none"> <li>✓ Strong evidence base</li> <li>✓ Periodic Assessments used to inform planning</li> <li>✓ Robust Moderation practices</li> <li>✓ Robust pupil progress tracking</li> <li>✓ Timely interventions for stuck &amp; stalled pupils</li> <li>✓ Keep Up not Catch Up</li> </ul>	<p><b>'Learning Focused' Planning</b></p> <ul style="list-style-type: none"> <li>✓ Clear Learning Aims &amp; Success Criteria</li> <li>✓ Rich, high quality learning outcomes</li> <li>✓ Key Learning Tasks</li> <li>✓ Scaffolding &amp; Deepening (Differentiation)</li> </ul>
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<ul style="list-style-type: none"> <li>✓ The majority of children meeting or exceeding age related expectations             <ul style="list-style-type: none"> <li>✓ The majority of children making at least expected progress</li> <li>✓ Some children exceeding their expected progress</li> </ul> </li> <li>✓ Stuck &amp; Stalled children making accelerated progress in order to narrow the gap             <ul style="list-style-type: none"> <li>✓ An appropriate level of challenge for children of all abilities</li> <li>✓ Children who understand and respond to teachers' marking</li> </ul> </li> <li>✓ Children who know and understand themselves as learners (self-assessment)</li> <li>✓ A culture of mutual respect and support of each other as learners (peer assessment)             <ul style="list-style-type: none"> <li>✓ A common and consistent language for learning</li> </ul> </li> <li>✓ Accuracy and consistency in whole school assessment procedures             <ul style="list-style-type: none"> <li>✓ A clarity of learning in all lessons across the school</li> </ul> </li> </ul>
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### Learning Objectives

Clear, focused learning objectives should be the building blocks of every lesson; these learning objectives will be the 'key learning' of every lesson, as identified on planning. Teachers should ensure that learning objectives are based upon knowledge, skills and understanding; there should be a clear distinction between the task and the intended learning and this distinction should be made clear at the planning stage.

Once a clear learning objective has been set, success criteria could be used to support learning and they could be generated in the following ways:

- i) Using genre checklists for writing as the steps to success (e.g. features of a playscript)

- ii) Reminders about layout / presentation (e.g. label T & U when learning column method / one digit per square / use a ruler)
- iii) Learning Prompts (e.g. write a fact box of number bonds to 10 to use as a reference for column addition / Start a sentence with an adverb)
- iv) Top Tips which help children to avoid misconceptions & common errors (e.g. re-read each sentence to check it makes sense / do the calculation again – do you get the same answer?)

By Year 3, success criteria could be generated with the children, as part of the lesson, but the teacher should have already generated possible steps to success on planning, in order to identify how learning will be broken down within the lesson.

### **Differentiation**

The aim is for all children to meet the key learning objective and where needed, appropriate scaffolding will be provided to support children. Teachers should use within-lesson AfL to intervene sooner rather than later, through strategies such as flexible guided groups / cut-away groups / use of other adults / split teaching.

When planning, **‘Scaffolding’** should identify how children who are struggling will access the key learning e.g. through resources / adult support / re-presenting the learning in a different way (e.g. a simpler calculation strategy). **‘Deepening’** should not introduce new learning but should allow children to extend and deepen their understanding by applying the new learning in a different context or in a more extensive way.

**‘Keeping Up’** - wherever possible, teachers should build time into their day for pre teach sessions where they will support those children who are at risk of falling behind with their understanding of concepts. Pre teach sessions will enable children to access the lesson prior to it being taught to the whole class where teachers can explain key concepts and vocabulary to the children or address any misconceptions they have so that when they access the learning in the lesson they feel more confident and have already had any misconceptions addressed. Times to do pre teach sessions are flexible. In addition to this, some times teachers will plan time into their day for “Wizard Sessions” where they can support children who have not yet met the learning objective and give verbal feedback to them.

### **Ongoing, Periodic & Transitional Assessment**

**Ongoing assessment** - Curriculum 2014 places emphasis on on-going, day-to-day assessment as the main form of assessment. This includes information that teachers might gain from conversations with pupils about their work, as well as ongoing marking (See Marking, Feedback and Presentation Policy) and peer and self-assessment. Day-to-day assessment gives pupils immediate feedback and provides them with relevant next steps. It also enables teachers to adjust their short-term planning in line with their pupils’ needs.

**Periodic assessment** - This is based on reviewing performance over a period of time and taking into account evidence in a range of forms drawn from day-to-day assessment. It helps the teacher and pupil identify overall progress in a subject or aspect of learning, rather than just assessing learning of the most recently taught topic. It also gives the teacher a clear sense of whether pupils are able to use the knowledge, skills and understanding they have developed in different contexts. Periodic assessment can also inform the teacher’s medium- and long-term planning and can provide the evidence to link pupils’ attainment to national standards.

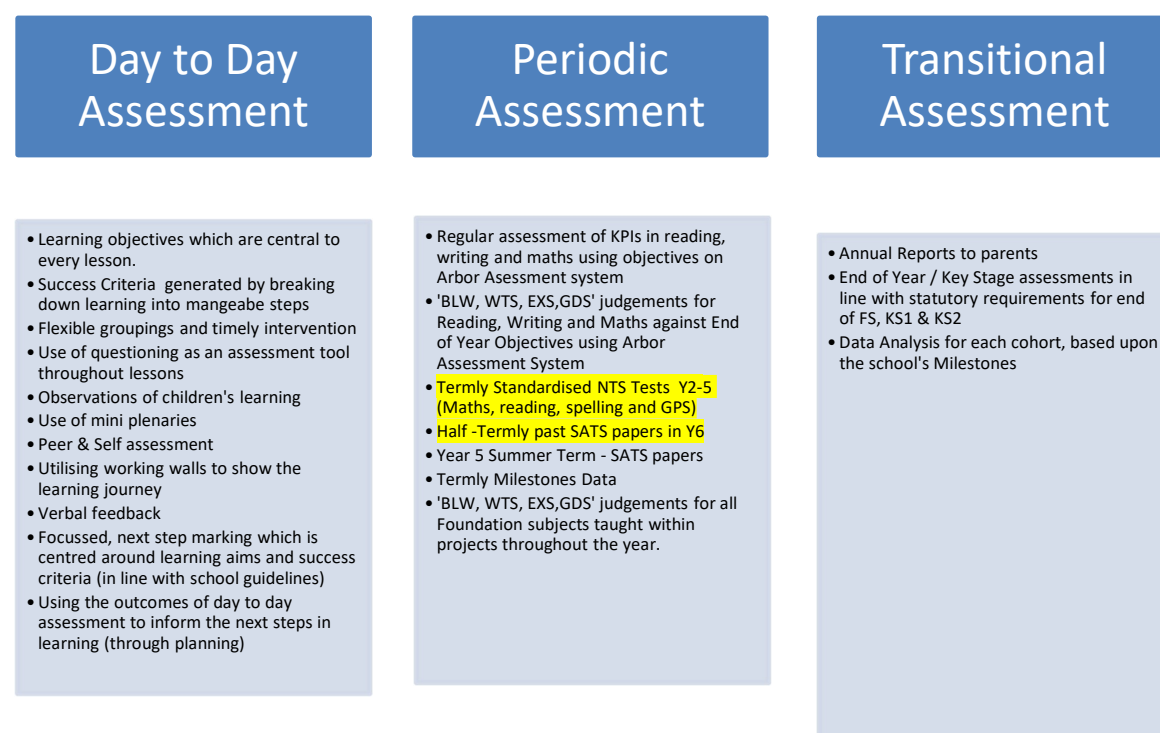
At Potley Hill, our Periodic Assessment Milestones are as follows:

### Milestone 1: December

### Milestone 2: March/April

### Milestone 3: June/July

**Transitional assessment** - This is most likely to take place at the end of a year or key stage. It draws on the full range of assessment information, including judgements made by the teacher and any other evidence such as tests. Transitional assessments provide a formal recognition of achievement and valuable baseline information for a pupil's next teacher.



### Assessing Without Levels – Reading, Writing and Maths

Children are assessed regularly against the end of year objectives for their year group or the Performance Descriptors in Years 2 and 6. Throughout the year, teachers assess children against these objectives using our purpose built Arbor Assessment System. At each Assessment Milestone, teachers will make a judgement about whether each child is on track to be working at the “expected” standard to be meeting **all** of the end of year objectives. These judgements will be informed by the following:

- Outcomes from standardised NTS tests, including reading ages and maths ages
- Data on our Arbor Assessment System which is informed by teachers professional judgement, e.g. AfL, work in books, discussions with children, reading book bands

**Arbor Assessment System** should be used regularly to assess each child against end of year objectives. Children are assessed using the following assessment language:

**BLW** = the objective has been 'Taught' but the child still needs support or further scaffolding. They are not yet showing any sign of independence with the objective.

**WTS** = the child is 'Working Towards' achieving the objective, showing some level of independence but there may be limited evidence or the child may still need to be given the opportunity to apply it with further independence in order to secure their understanding. The objective may be evidenced 1 or 2 times but further consolidation is needed.

**EXS** = the child is working at the "Expected Standard" to meet the objective.

Guidance for awarding 'EXS':

- The child has achieved the objective with ease and independence and, most likely, already had a partial or secure understanding of the learning before it was taught.
- Clear evidence can be shown from their written or verbal comments which can be shared in a moderation meeting
- In year 2 and 6 the evidence should show this objective having been completed **at least 3** times

Children who are clearly on track to be working at GDS may be awarded 'EXS' without evidencing the objective 3 times; there is no requirement to produce 3 pieces of evidence where this would hold back a child who already has clear mastery of the learning.

**GDS** = the child has exceeded the expectation for the objective and is working at greater depth. The **quality** of their evidence is consistently high in relation to the end of year objective and they show evidence of very secure knowledge and understanding across a range of contexts. There is evidence of the child having developed a deeper understanding of the learning involved and evidence of them applying the skill at greater depth and with true independence.

A mathematician working at greater depth, would show evidence of a high level of competency in fluency, reasoning and problem solving. There would be evidence of the child being successful in rich tasks, such as those in the 'mastery at greater depth' section of the Mastery documents.

A writer working at greater depth will show evidence of the ability to apply the end of year objectives with particular effectiveness or maturity, making appropriate choices about when and how to use the taught content of the writing curriculum, rather than just imitating or using a formulaic approach.

A reader working at greater depth, will show a high level of reading independence and the ability to make links between different texts; this requires a breadth of reading and a secure knowledge of text types and conventions.

**Overall assessment judgements** are made by class teachers based on performance in assessments and teacher judgements. This information is then recorded on our Arbor Assessment System. on Arbor.

## **Progression of Skills**

Progression of Skills for reading, writing and maths are available to help teachers have a full picture of the year's coverage. The curriculum itself should be wider than this; these are the objectives that we are assessing against, not teaching to and these assessments are carried out on our Arbor Assessment System.

### **Milestone 1 (December)**

Termly NTS assessments/Past SATs papers

Arbor assessment trackers and wider curriculum assessment grids up to date

Pupil Progress Meetings

Analysis of Summary Data (% of chn EXS / GDS) by Class teacher

Analysis of Summary Data for the whole school (% of chn EXS / GDS) by SLT, SENCO, PP Champion, Maths and English leaders.

Targeted interventions identified for children to keep-up

Plans established for lowest 20% readers and mathematicians



### **Milestone 2 (End March)**

Termly NTS assessments/Past SATS papers

Arbor assessment trackers and wider curriculum assessment grids up to date

Pupil Progress Meetings

Analysis of Summary Data (% of chn EXS / GDS) by Class teacher

Analysis of Summary Data for the whole school (% of chn EXS / GDS) by SLT, SENCO, PP Champion, Maths and English leaders.

Targeted interventions identified for children to keep-up

Plans established for lowest 20% readers and mathematicians



### **Annual Assessment Cycle**

### **Milestone 3 (End June)**

Statutory assessments to take place, (Phonics, Y2 SATs, Y4 Timestables & Y6 SATs)

Termly NTS assessments

Arbor assessment trackers and wider curriculum assessment grids up to date

Pupil Progress Meetings

Analysis of Summary Data (% of chn EXS / GDS) by Class teacher

Analysis of Summary Data for the whole school (% of chn EXS / GDS) by SLT, SENCO, PP Champion, Maths and English leaders.

Targeted interventions identified for children to keep-up

Plans established for lowest 20% readers and mathematicians

End of year reports sent to parents in early July containing assessment information

## Moderation & Standardisation

Regular moderation of pupil progress will take place within Year Teams and from the SLT, under the direction of the Assessment and particular subject leader. When moderating judgements, teachers should look for evidence of each objective being achieved. Over time, school standards files will be produced in order to support teachers in making consistent judgements.

## Assessing Without Levels – Foundation Subjects

### Project Pages

Before children start a project, teachers should stick in a pupil project page which includes the big question being investigated together with the subjects that will be covered in the project. The skills taught within each subject of the project are found in the medium term project plans together with the year group overview or whole school subject overview. At the end of the unit, teachers give each child an overall assessment using BLW, WTS, EXS or GDS for each of the individual subjects that have been covered in the project and this information is recorded on our wider curriculum assessment grids.

For those subjects not taught through the project based learning approach, an overall assessment using BLW, WTS, EXS or GDS for each of these individual subjects that have been taught in line with the scheme of work is recorded on our wider curriculum assessment grids.

### Assessment Expectations for different subjects:

Maths	<ul style="list-style-type: none"><li>• Potley curriculum Objectives linked with NCETM Progression of Skills on Arbor</li><li>• Arbor assessments made regularly.</li><li>• Full range of types of marking to be used.</li><li>• Times Table progress to be recorded.</li><li>• Focus is on correcting errors, addressing misconceptions and showing reasoning</li></ul>
Reading	<ul style="list-style-type: none"><li>• Potley Curriculum Objectives linked to Progression of Skills on Arbor.</li><li>• Arbor assessments made regularly</li><li>• Year R, 1 and 2 half termly phonics assessments</li><li>• Assessment notes to be made during Book Talk sessions to aid Arbor judgements</li><li>• Full range of types of marking to be used in independent comprehension lessons</li></ul>
Writing	<ul style="list-style-type: none"><li>• Potley Curriculum Objectives linked to Progression of Skills on Arbor.</li><li>• Learning Journey to be stuck into children's books.</li><li>• End of unit sheets used for self-assessment from Years 1-6</li><li>• End of Unit tick sheets to show objectives demonstrated in Y6</li><li>• Arbor assessments made regularly online.</li><li>• Full range of types of marking to be used in English books.</li><li>• For handwriting, guidance should be given DURING the session with corrections being made at this time. Teacher should give/write specific feedback about letters/joins to get children to practise key points there and then.</li><li>• Focus in on children editing and improving their work constantly and consistently.</li></ul>
Science	<ul style="list-style-type: none"><li>• Pupil project overview sheets will be stuck in Project Books for KS1 and KS2 at the beginning of each project.</li><li>• Year group and whole school subject progressions of skills document details what should be taught and when</li><li>• Overall judgement is made on the wider curriculum assessment grids following each project for each of the subjects that have been taught</li><li>• Full range of types of marking to be used, including applying writing/spelling objectives.</li><li>• Subject specific vocabulary is used in both verbal and written feedback</li></ul>

History	<ul style="list-style-type: none"> <li>• Pupil project overview sheets will be stuck in Project Books for KS1 and KS2 at the beginning of each project.</li> <li>• Year group and whole school subject progressions of skills document details what should be taught and when</li> <li>• Overall judgement is made on the wider curriculum assessment grids following each project for each of the subjects that have been taught</li> <li>• Full range of types of marking to be used, including applying writing/spelling objectives.</li> <li>• Subject specific vocabulary is used in both verbal and written feedback</li> </ul>
Geography	<ul style="list-style-type: none"> <li>• Pupil project overview sheets will be stuck in Project Books for KS1 and KS2 at the beginning of each project.</li> <li>• Year group and whole school subject progressions of skills document details what should be taught and when</li> <li>• Overall judgement is made on the wider curriculum assessment grids following each project for each of the subjects that have been taught</li> <li>• Full range of types of marking to be used, including applying writing/spelling objectives.</li> <li>• Subject specific vocabulary is used in both verbal and written feedback</li> </ul>
Art	<ul style="list-style-type: none"> <li>• Pupil project overview sheets will be stuck in Project Books for KS1 and KS2 at the beginning of each project.</li> <li>• Year group and whole school subject progressions of skills document details what should be taught and when</li> <li>• Overall judgement is made on the wider curriculum assessment grids following each project for each of the subjects that have been taught</li> <li>• Full range of types of marking to be used, including applying writing/spelling objectives.</li> <li>• Subject specific vocabulary is used in both verbal and written feedback</li> </ul>
DT	<ul style="list-style-type: none"> <li>• Pupil project overview sheets will be stuck in Project Books for KS1 and KS2 at the beginning of each project.</li> <li>• Year group and whole school subject progressions of skills document details what should be taught and when</li> <li>• Overall judgement is made on the wider curriculum assessment grids following each project for each of the subjects that have been taught</li> <li>• Full range of types of marking to be used, including applying writing/spelling objectives.</li> <li>• Subject specific vocabulary is used in both verbal and written feedback</li> </ul>
PE	<ul style="list-style-type: none"> <li>• Overall judgement is made on the wider curriculum assessment grids against the skills taught over each half-term</li> <li>• Year group and whole school subject progressions of skills document details what should be taught and when</li> <li>• Subject specific vocabulary is used in both verbal and written feedback</li> </ul>
French	<ul style="list-style-type: none"> <li>• Overall judgement is made on the wider curriculum assessment grids against the skills taught over each half-term</li> <li>• Year group and whole school subject progressions of skills document details what should be taught and when</li> <li>• Subject specific vocabulary is used in both verbal and written feedback</li> </ul>
PDL	<ul style="list-style-type: none"> <li>• Overall judgement is made on the wider curriculum assessment grids against the skills taught over each half-term</li> <li>• Year group and whole school subject progressions of skills document details what should be taught and when</li> <li>• Subject specific vocabulary is used in both verbal and written feedback</li> </ul>
Computing	<ul style="list-style-type: none"> <li>• Overall judgement is made on the wider curriculum assessment grids against the skills taught over each half-term</li> <li>• Year group and whole school subject progressions of skills document details what should be taught and when</li> <li>• Subject specific vocabulary is used in both verbal and written feedback</li> </ul>
RE	<ul style="list-style-type: none"> <li>• Overall judgement is made on the wider curriculum assessment grids against the skills taught over each half-term</li> <li>• Year group and whole school subject progressions of skills document details what should be taught and when</li> </ul>

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|  | <ul style="list-style-type: none"><li>• Subject specific vocabulary is used in both verbal and written feedback</li></ul> |
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## **Responsibilities**

### **Headteacher**

- To maintain an overview of assessment in the school.
- To ensure assessment data (both internal and external) is collated and analysed, utilising the information to support school improvement and thus raise standards at a whole school level.
- To ensure that statutory requirements are met.
- To review pupil progress against key milestones (termly Pupil Progress Meetings)
- To manage the whole school data systems.
- To keep up to date and inform staff on latest information and requirements.
- To lead pupil progress meetings.
- To inform Governors about the school's performance on at least a termly basis.

### **Assessment Lead**

- To lead all staff in meeting expectations and keeping up to date with changes to assessment arrangements from County and STA
- To review and update the policy.
- To monitor and evaluate the policy in practice.
- To have a clear and detailed understanding of what the assessment information means about the school's performance.
- To utilise assessment information to raise standards at a whole school level, leading developments and changes in assessment practices.
- To ensure consistency in assessment procedures and judgements, including through internal moderation procedures.
- To remain up to date with Assessment pedagogy and practices.
- To monitor the attainment and progress of all groups of children across the school.
- To monitor Intervention Provision Maps on a termly basis.

### **SENCo**

- To monitor and report on the progress of pupils on the SEN register.
- To use assessment data to update the SEN register, in consultation with other staff.
- To ensure all tests for SEN children are administered, and results collated.
- To ensure Personal Plans are reviewed and new targets set termly, in line with the SEN policy.
- To provide guidance and support in assessment procedures for children on the SEN register.
- To ensure structured interventions are in place for SEN children and guide and support staff in delivering and assessing these.

### **Subject Leaders**

- To ensure plans include clearly defined learning objectives and identify assessment opportunities.
- To ensure an overview of the progression of skills across all year groups is taught in line with curriculum expectations
- To advise colleagues on assessment and recording in their subject.
- To utilise assessment information to inform them of the effectiveness of practice within their subject and to use this information to inform subject action plans and raise standards within their subject area.

## Class Teachers

- To identify learning objectives to be assessed on planning.
- To mark children’s work in accordance with the Marking, Feedback and Presentation policy.
- To make regular assessments against end of year expectations on Arbor
- To prepare and write annual reports for parents.
- To provide samples of assessments and marking for monitoring and moderation.
- To keep appropriate records of children’s attainment and progress.
- To ensure that the specific assessments requested by the Special Educational Needs Coordinator are carried out for pupils with S.E.N and that Personal Plans are maintained and regularly reviewed in accordance with the school’s S.E.N. Policy.

## LSAs

- To deliver intervention programmes under guidance from the SENCo and class teachers.
- To annotate and mark children’s work as appropriate and in line with the Marking, Feedback and Presentation Policy in order to inform teacher assessment.
- To maintain regular communication with class teachers and other staff regarding pupil progress and attainment.
- To support teachers in the delivery of assessment tasks and tests, ensuring children’s independence.
- To provide specific and focussed assessment evidence for KPIs taught each week, through completion of LSA assessment sheets.

## Annual Assessment Cycle

Autumn	Spring	Summer
<ul style="list-style-type: none"> <li>• Sept: YR Reception Baseline Assessment with first 6 weeks. (HT declaration by November)</li> <li>• Sept: Target Setting</li> <li>• Sept: Report to governors previous year data</li> <li>• Oct: Progress against objectives &amp; initial assessment summary shared with parents at Parent Consultations (before October half-term)</li> <li>• Nov: Autumn NTS tests/Past SATS papers to be carried out</li> <li>• Dec: Autumn assessments on Arbor and data analysis to be completed (by early December)</li> <li>• Dec: Pupil Progress Reviews with teachers (early December)</li> </ul>	<ul style="list-style-type: none"> <li>• Jan: Report to governors</li> <li>• Feb: Progress &amp; on track data shared with parents at Parent Consultations (before February half-term)</li> <li>• Mar: Spring NTS assessments/Past SATS papers to be carried out</li> <li>• Mar: Spring assessments on Arbor and data analysis to be completed (by end of March)</li> <li>• Mar: Pupil Progress Reviews with teachers (by end of March)</li> </ul>	<ul style="list-style-type: none"> <li>• Apr: Report to governors</li> <li>• May: KS2 SATs (set week in May)</li> <li>• June: Y1 phonics testing week</li> <li>• June: Y4 Multiplication Check (3 week period)</li> <li>• June: Summer NTS assessments to be carried out</li> <li>• July: Summer assessments on Arbor and data analysis to be completed (by early July)</li> <li>• July: Pupil Progress Reviews with teachers (early July)</li> <li>• July: Annual Reports to Parents</li> <li>• July: Report to governors</li> <li>• July: End of Year Data Analysis</li> </ul>
<ul style="list-style-type: none"> <li>• Termly SEN, Pupil Premium, English and Maths data and analysis.</li> <li>• Ongoing: Year 6 termly tests/practice papers</li> </ul>		

**Reviewed: November 2025**

**Next Review: November 2026**