Penpol School

Assessment and Moderation Policy

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Statement of intent

Assessment is integral to effective teaching and learning. Through internal assessment, such as observation, questioning, discussions and feedback, we can gather information about each pupil's abilities, learning needs and performance, and use this information to adapt teaching and learning practices to meet a pupil's individual needs.

Via this continuous feedback mechanism, we can ensure that each pupil receives teaching specific to their needs, enabling them to reach their full potential.

We believe that assessment for learning should:

- Be at the heart of classroom practice.
- Focus on how pupils learn.
- Promote a commitment to learning goals.
- Provide pupils with constructive guidance to enable improvement.
- Develop pupils' ability to self-assess, to enable them to become reflective self-learners.
- Recognise the achievements of all learners.

Aims

We aim to:

- Enable every pupil to progress through the curriculum at an appropriate level.
- Create a picture of each pupil's performance and use this information to challenge, inspire and motivate.
- Celebrate pupils' achievements.
- Only use additional assessment as necessary, for example, to inform classroom practice, introduce further adaptations and plan the necessary support for pupils with SEND.
- Ensure judgements are made in an honest and transparent manner and are supported by other professionals from both inside and outside the school.
- Use assessment data to track pupils' progress, to ensure they reach their full academic potential.

1. Legal framework

1.1. This policy has due regard to all relevant legislation and statutory guidance including, but not limited to, the following:

- Equality Act 2010
- Education Act 2002
- Data Protection Act 2018
- The General Data Protection Regulation (GDPR)
- STA (2025) 'Key stage 2 assessment and reporting arrangements (ARA)'
- STA (2025) 'Key stage 2 teacher assessment guidance'

1.2. This policy operates in conjunction with the following school policies:

- Feedback on Learning Policy
- Behaviour for Learning Policy
- Recovery Curriculum, Catch up Premium Policy

2. Roles and responsibilities

2.1. The governing board is responsible for:

- Monitoring and evaluating the effectiveness of this policy through discussions with the headteacher, the SLT and teaching staff, in addition to relevant reports.

2.2. The headteacher is responsible for:

- Monitoring the performance of the SLT.
- Supporting the SLT and subject leaders with regards to effective assessment and the pursuit of outstanding teaching standards.
- Ensuring Phase Leaders are effective and meetings take place weekly to incorporate agendas such as assessment and monitoring. Respond to feedback and support interventions where necessary.

2.3. The SLT/Phase Leaders are responsible for:

- Setting priorities for improvement based on evidence gathered via monitoring procedures such as classroom observations, learning walks, book reviews, pupil conferencing and outcomes.
- Ensuring there is a common understanding of what good and outstanding assessments look like.
- Monitoring the accuracy and input of assessment information.
- Tracking the attainment and progress of pupils over time.
- Comparing data to ensure that no groups of pupils or individual pupils are disadvantaged, whatever their ability.
- Liaising with the curriculum lead and phase leaders regarding pupils' progress and the use of assessment.

- Ensuring statutory assessments are followed and organised as detailed by STA and DFE.
- Ensuring appropriate interventions take place when pupils are underperforming.

2.4. Subject leaders are responsible for:

- Ensuring that data from transition points is used to enable pupils to build on prior learning.
- Ensuring that all learning sequences have assessment as an integral part of teaching and learning.
- Using assessment data to review the performance of year groups, vulnerable groups and individuals across the subject they are responsible for.
- Ensuring staff record assessment data in line with agreed policy.
- Liaising with classroom teachers and communicating to teachers any concerns regarding assessment.

2.5. Classroom teachers are responsible for:

- Pupils' progress in their classes.
- Assessing and marking pupils' learning in line with the school's Feedback on Learning Policy.
- Setting home learning and ensuring that this enables pupils to make progress and track their progress effectively.
- Ensuring that assessment data is accurate and reliable.
- Using assessment data as a diagnostic tool to inform planning.
- Using assessment data to differentiate learning to match pupils' needs.
- Using their analysis of marking and assessment data to develop intervention strategies and stimulate pupils' learning where appropriate.
- Encouraging pupils to reflect on their learning and helping them to identify their next steps for improvement.
- Using the expertise of, and feedback from, TAs to inform teaching and assessment.
- Celebrating and rewarding success.

2.6. TAs and 1:1 support staff are responsible for:

- Gathering and submitting assessment data as required, either verbally or using written templates.
- Supporting the teacher to carry out interventions following assessment to target individuals and groups as required, linked to the Feedback on Learning Policy.

2.7. Pupils are responsible for:

- Seizing opportunities to extend their learning beyond the classroom by completing home learning and meeting deadlines.
- Arriving to lessons on time and with the requisite equipment.
- Reflecting on their learning and setting themselves challenging targets, with the support of their teachers.
- Asking for help when needed and accepting support from others where offered.
- Understanding the targets set and working hard to achieve them.

2.8. Parents are responsible for:

- Checking that home learning is completed and deadlines are met.
- Encouraging their child to reach the targets set by the school.
- Contacting the relevant member of school staff where any issues or concerns arise.
- Supporting extra-curricular activities.
- Attending parents' meetings or equivalent arrangements.

3. Assessment for learning

3.1. Teachers use assessment for learning to provide ongoing assessment, through the use of feedback marking and/or observations of pupils' learning, against learning objectives and success criteria. This information is then used to assess progress towards meeting learning objectives, and to identify and set next step targets for each pupil.

3.2. Assessment for learning may take the following forms:

- Observing pupils' interactions, holding discussions with pupils and observing pupils' learning against specific objectives and learning criteria
- Checking understanding as a group and as individuals
- Targeted questioning to determine how secure pupils' understanding is
- Using lesson objectives and success criteria to make pupils aware of what they are learning and how they can deepen their understanding
- Self-assessment and peer assessment, enabling pupils to review, edit and improve their learning and become reflective learners
- Coaching pupils using verbal feedback to guide them and prompt improvement

- Providing verbal and occasionally written feedback to pupils that is closely matched to their learning needs
- Assessment of exemplar learning of different levels
- The use of assessment criteria and examination materials

3.3. Class Marking sheets are used to record daily progress in Maths, Whole Class Reading and English writing/SPAG against specific learning targets. Science is assessed on Sonar.

3.4. Annotated learning plans are used to record other important information about pupils' progress.

3.5. Termly tests are used to identify progress and gaps in learning. The tests help to inform teacher assessment as a part of a broader evidence base.

3.6. Termly pupil progress reviews are used to identify and analyse progress and set targets in reading, writing and maths for classes and cohorts.

3.7. Pupils receive timely verbal feedback on their progress as per the Feedback on Learning Policy.

Planning for assessment:

3.8. The national curriculum programmes of study are used to guide our teaching. These documents provide us with the framework to ensure breadth and balance in our curriculum.

3.9. Lessons contain clear learning objectives, based on the teacher's detailed knowledge of each pupil. We strive to ensure all tasks set are appropriate to each pupil's level of ability.

3.10. Results of published tests are used to contribute to overall teacher assessments.

3.11. Assessments are recorded termly on SONAR. This is assessed summatively for all core subjects and formatively for core subjects and foundation subjects designed around our curriculum themed approach that term to ensure teachers have knowledge of individual progress from term to term as well as when children move onto the next year group. Previous assessments are used to build on prior learning.

Reporting:

3.12. Reporting to parents provides the opportunity for communication about their child's achievements, abilities and future targets. Mid-year reports are written so that they have a positive effect on pupils' attitudes, motivation and self-esteem.

3.13. We provide opportunities for two-parent consultation evenings so that parents can discuss how well their child has settled and are able to be involved in the target setting process.

3.14. We provide parents with a mid-year written report before the end of the spring term, which gives information relating to progress and attainment as well as identifying future learning targets.

3.15. We give parents further opportunity to discuss their child's progress by appointment.

3.16. Parents of Y6 will receive outcomes from statutory end of KS2 tests in the summer term.

3.17. We publish the following KS2 results on our school website:

- Average progress scores in reading, writing and maths
- Average 'scaled scores' in reading and maths

- The percentage of pupils who achieved the expected standard or above in reading, writing and maths
- The percentage of pupils who achieved a high level of attainment in reading, writing and maths

3.18. We will provide a link to our performance tables on our school website on https://www.penpolschool.co.uk/performance-data-ks2-results/

KS2

3.19. Outcomes sent to parents for pupils at the end of KS2 will include:

- The outcomes of any national curriculum tests taken, including the pupil's scaled score, and whether they met the expected standard.
- The outcomes of statutory national curriculum teacher assessments in reading, writing, maths and science.
- Where appropriate, a statement explaining why any national curriculum test has not been taken.
- Comparative information about the attainment of pupils of the same age in the school.
- Comparative information about the attainment in the core subjects of pupils of the same age nationally.
- Arrangements for discussing the outcomes with the pupil's teacher.

Moderation

3.20. Regular moderation of assessment takes place throughout each term to ensure consistency. Teachers meet in phase groups or in cross-phase groups to analyse pupils' work against national curriculum or EYFS requirements. Teachers also meet termly within the Crofty Education Trust to moderate writing. During the Summer term, teachers in Reception, Year 1, Year 4 and Year 6 are involved in statutory teacher assessments and testing which can be subject to LA moderation.

3.21. Phase groups moderate pieces of work together regularly, allowing teachers to share knowledge, demonstrate best practice and plan for progress. A phase meeting gives a structured session in which to reflect on their own practice and make suggestions for specific or whole-school training.

4. Baseline assessment

4.1. Pupils joining the school will receive a baseline assessment when they start.

4.2. The school follows the DfE's Reception Baseline Assessment guidance, using the supplied resources and carrying out the assessments within the

first six weeks of pupils starting school. Class teachers conduct these assessments and undergo DfE directed training.

4.3. Pupils' speech and language are assessed during their first few weeks in Reception. Any pupil with significant speech and language difficulties is referred to a speech and language therapist.

5. Formative assessment

5.1. Formative assessment creates a positive learning environment where pupils can see the steps necessary for their own success. It enables teachers to set appropriate work at the level necessary for pupils' continuing progress.

5.2. Formative assessment is a powerful way of raising pupils' achievement. It is based on the principle that pupils will improve most if they understand the aim of their learning, where they are in relation to this aim and how they can achieve the aim.

5.3. Formative assessments are recorded on daily class marking sheets for core subjects and are used to:

- Identify pupils' strengths and gaps in their skills/knowledge.
- Identify the next steps for learning.
- Inform future planning.
- Enable appropriate strategies to be employed.
- Facilitate the setting of appropriate targets for the class, group and individual.
- Track the pupil's rate of progress.
- Facilitate an evaluation of the effectiveness of teaching and learning.
- Inform future teaching and learning strategies.
- Identify individuals and groups for specific intervention support.

5.4. Formative assessment is not punitive. It is used to guide teaching and learning and help pupils achieve their targets. It is not used to judge a teacher's performance.

5.5. Methods of formative assessment include the following:

- Question and answer sessions
- Hot seating and quizzes
- Self-assessment
- Sonar Tracking system

6. Summative assessment

6.1. Summative assessment is important for:

- Accurate information regarding a pupil's attainment and progress.

- Informing both parents and teachers of a pupil's attainment and progress.

6.2. Summative assessments:

- Identify attainment through one-off tests at any given point in time.
- Record performance in a specific area on a specific date.
- Provide end of key stage test data against which the school will be judged.
- include statutory assessments in EYFS, Y1, Y4 and Y6.
- Provide information about cohort areas of strength and weakness to build from in the future.
- Are used to determine a pupil's final grade.
- Are used to judge a teacher's performance.
- Are used to monitor the progress of individuals and groups of pupils.

6.3. Methods of summative assessment include:

- End of year statutory tests.
- Termly tests for Y1 to Y6– Testbase (Spring and Summer)
- Star Reading.
- End of unit tests, for example, White Rose End of Unit Tests.
- Sonar Tracker – a pupil assessment and progress tracker
- Other software packages that support curriculum and learning assessments.

7. EYFS

7.1 Assessment and Monitoring

Ongoing observational assessment techniques are used to understand each child's development and plan next steps in their learning journey through:

- Observations
- photographs
- digital documentation
- the EYFS profile
- birth to 5, development matters documentation
- reflective practice in the form of staff meetings
- discussions with staff to discuss next steps

We regularly communicate with parents through formal and informal methods to share information about their child's development and involve them in the learning process.

7.2 Review and Evaluation

We regularly review and evaluate the effectiveness of the teaching and learning policy, taking into account feedback and training from educators, parents, and governors.

We make necessary adjustments to ensure continuous improvement and alignment with the evolving needs of the children and the community.

This Teaching and Learning Policy serves as a guiding document for our EYFS provision, ensuring that every child experiences a rich and supportive foundation for their educational journey.

8. KS1 and KS2

8.1. Teachers use assessment for learning to provide ongoing assessment, through the use of focussed class marking and/or observations of pupils' learning, against learning objectives and success criteria. This information is then used to assess progress towards meeting learning targets, and to identify and set next step targets for each pupil.

8.2. Termly and end of unit tests may be used to identify progress and gaps in learning. These are used to set targets in reading, writing and maths for individual pupils and groups.

8.3. Termly pupil progress reviews are used to identify and analyse progress and set targets in reading, writing and maths for classes and cohorts.

8.4. Pupils receive timely verbal feedback on their progress.

8.5. The national curriculum programmes of study are used to guide our teaching. These documents provide us with the framework to ensure breadth and balance in our curriculum.

8.6. Lessons contain clear learning objectives, based upon the teacher's detailed knowledge of each pupil. We strive to ensure all tasks set are appropriate to each pupil's level of ability.

8.7. Teachers and support staff use whole class feedback marking to assess pupils' progress in relation to the planned learning objectives, and then take purposeful steps to support pupils and plan the next steps based on this assessment.

Assessment methods/materials

8.8. Teachers use a range of assessment tools and materials (including analysis of pupils' work in books, reading records and results of class tests/published tests), alongside ongoing marking and notes of pupil observations, to inform their assessment of progress for individual pupils and groups.

8.9. Results of published tests are used to contribute to overall teacher assessments.

9. Catch-up Premium and Assessment (Covid 19)

9.1. Children and young people across the country have experienced unprecedented disruption to their education. Those from the most vulnerable and disadvantaged backgrounds will be among those

pupils hardest hit. The government has announced £1 billion of funding to support children and young people to catch up.
It is imperative that this money is used to support the children who are off track from reaching their potential. Using high impact intervention, assessment to find out what they need and achieving accelerated progress.

9.2. At Penpol we are using the money in the following way:

- Additional support in each year group to deliver focused interventions and catch up support.
- Additional teacher allocations to support in key year groups.
- Additional SENDCO allocation to provide added support for pupils on the SEND register.

We believe that using this money to boost support during the school day allows a more adaptive and fluid response to children's developing needs.

9.3. Impact:

To ensure maximum impact of this additional support we will make full use of our existing provision mapping processes alongside clear progress records.

Weekly Phase leader meetings, inclusion meetings and phase meetings discuss progress for individual children and across a cohort.

9.4. Assessment:

It is essential that children's learning is assessed and gaps identified to ensure their continued progress and attainment.

These gaps need to be addressed with quality first teaching followed, or preceded by, targeted support to give opportunities for coaching, small group teaching and therefore providing the best environment for success.

There are many ways to provide a true learning picture of each child and at Penpol we know how essential this is to progress, as well as creating a positive learning attitude for each child. Understanding how children learn and retain information, as well as providing support at the point of learning, means unlocking the curriculum for each and every child.

9.5. Maths:

In maths there are a variety ways that effective and informative assessment can be carried out and used to provide maximum impact on children's progress:

- each time a new set of objectives are taught the children will be introduced to the previous years end of block assessment from the White Rose Scheme. This will inform teachers of where to start pitching

the learning episode and any groups or individuals who would benefit from a pre-teach or specifically targeted learning in the lesson.

- Teachers include opportunities for discussion with themselves and peers, independent completion of questions or a small group approach.

- Teachers use Sonar, a tracking system, to monitor progress of individuals, groups and cohorts in this subject area.

- Class marking provides specific information against the learning objective for each pupil. Those that have been successful and will need to be challenged, as well as those who would benefit from a pre-teach session or guided group to return to the lessons teaching points.

- Use of White Rose recap questions. These consist of a small set of questions that contain a variety of questions from the previous year's learning. These give a valuable picture of a child's retention of previous learning and can be used to inform intervention and the content of the next lesson.

9.6. Writing:

Children will be assessed and their progress monitored in line with the schools Assessment Policy.

- Formative assessments will be carried out throughout the year and used to inform teachers planning. English Whole Class Marking takes place for each piece of English learning.
- A recording sheet is used and kept in a file organised by subject and clearly dated. Whole class marking evaluates children's learning at the point of action and, therefore, is extremely proactive in giving teachers and supporting staff immediate feedback upon gaps in children's understanding.
- Success Criteria's are used to clearly identify the skills the children are learning during the lesson. Children and teachers have the opportunity to reflect on the success criteria during the lesson.
- Summative assessments are carried out at the end of a unit by using Sonar. Teachers are also required to make summative assessments each term using Sonar. This informs progress review meetings with a member of SLT.
- Teachers on-going assessments enable them to quickly identify individuals or groups of children who requires further support. If a child requires further support, there are a range of strategies that can be implemented including: The EEF Five a Day Strategies and The Graduated Response.

9.7. Reading:

Reading is threaded throughout all our curriculum delivery using high quality texts as well as class reading sessions.

- Every child completes a termly star reading test to identify their current ZPD range and also those children who may have fallen behind their predicted reading progress.
- Daily class reading sessions.
- Children in KS1 are taught through the RWI programme in highly effective groups providing the correct level of learning. Children are regularly assessed by the phonics team and moved groups when necessary to ensure challenge as well as added levels of support.
- Termly assessments for Phonics.
- Teachers use Sonar, a tracking system, to monitor progress of individuals, groups and cohorts in this subject area.
- Daily whole class reading sessions take place and class teachers complete whole class marking to evaluate children learning at point of teaching.
- Phonics Screening Check statutory assessment at end of Y1.

10. Monitoring meetings

10.1. The headteacher, SLT and subject leaders meet regularly with the aim of monitoring the effectiveness of assessment, analysing performance data, setting targets for improvement, discussing training requirements and ensuring high standards are upheld.

10.2. Subject/Phase leaders review the quality of marking and assessment to determine if any staff members are in need of development, conduct data analysis, and discuss progress towards targets and subject-specific issues.

11. Assessing pupils with SEND

11.1. Assessment provides pupils with SEND with the support they need to reach their full potential and allows teachers to develop a long-term learning pathway for every pupil.

11.2. Assessment is used to identify pupils' SEND requirements and determine their ongoing support needs as early as possible.

11.3. Assessment methods are adapted for some pupils with SEND. Adaptations include:

- Adapting the use of questioning to allow sufficient response time.
- Using visual stimuli.
- Using alternative means of communication.
- Adapted tests, such as the use of braille, large print, readers and scribes, and extended time.

11.4. High expectations are held for pupils with SEND and SMART targets are set within their Assess, Plan, Do, Review records or Star plans in the Provision Map software. PIVATS is also used an assessment tool for those learning at pre-key stage levels.

11.5. When teachers assess pupils with SEND against the expected standards – the statutory framework is used to make judgements. Any pupil not working at the expected standard will be assessed at pre-key stage standards or the engagement model. (PIVATS)

11.6. If a pupil has a disability that prevents them from demonstrating attainment as described in their learning goals, assessments are based on their preferred method of communication.
11.7. Teachers aim to ensure that all pupils can demonstrate attainment of learning goals with reasonable adjustments in place, but assessment standards are never compromised.
11.8. PIVATS will be a formative assessment tool to map performance indicators against learning goals in reading, writing, listening and maths.
11.9. During termly pupil progress meetings, teachers can meet with the SENDCO to analyse pupils' needs and plan support. Analysis is based on formative/summative assessments, the views of parents, the views of the pupil, and information from external professionals.

12. Malpractice and cheating

12.1. Teachers will ensure that assessments are fair. They will remain vigilant to malpractice and escalate any alleged, suspected or actual incidents of malpractice/cheating.
12.2. Pupils found to be cheating during assessments will be disciplined in line with the respected policies internally or externally depending on the nature of the test and their assessments will be scrutinised and adjusted or dismissed in line with teachers' professional judgements.
12.3. Teachers who fail to report malpractice/cheating, or are found to be manipulating pupils' assessment scores, will be dealt with in line with the Disciplinary Policy and Procedures.

13. Reporting to parents

13.1. The headteacher will send an annual report to pupils' parents and make arrangements for parents to discuss the report with their child's teacher if necessary.
13.2. The reports will start from the day after the last report was given and will be available to parents before the end of the Spring term.
13.3. The report will cover the pupil's achievements, general progress, attendance record and additionally results from national curriculum tests and outcomes of teacher assessments will be sent out in the Summer term.
13.4. For pupils who did not take one or more of the tests, the headteacher will notify the parent/carer as to why they did not take the tests, any action that has been taken to support the pupil, procedures used by the school to monitor the pupil's needs, and whether these circumstances are likely to be long or short term.
13.5. A report will be sent to the pupil's parents and the chair of the governing board and the information will be placed on the pupil's educational record.
13.6. If a pupil changes school before the end of the academic year, the headteacher at the receiving school will write their annual report, having received the necessary information from the headteacher of the pupil's former school.
13.7. If a pupil is registered at more than one school, both headteachers will write an annual report.

14. Record keeping

14.1. The school ensures that the collation, retention, storage and security of all personal information complies with data protection legislation.

14.2. The school keeps curricular records on every pupil, including a formal record of all academic achievements, skills, abilities and the progress they make at school – these will be updated once a year.
14.3. When transferring records to a pupil's new school, the headteacher will ensure the statutory requirements for the transfer are fulfilled.
14.4. The school's GDPR Data Protection Policy will be followed at all times.

15. Monitoring and review

15.1. This policy will be reviewed annually by the Assessment Lead.
15.2. Any changes to this policy will be communicated to all members of staff.