Queen's Park Mission Statement

Bravely navigate a changing world—with curiosity, confidence, and joy.

Queen's Park Vision

Our children love coming to school. They experience success through strong, trusting relationships, a deep sense of belonging, positive connections with others, and the courage to challenge themselves.

We celebrate the strength of our diverse community. We create a safe, welcoming environment where every child is seen, heard, and truly valued. Learning is exciting and challenging, with plenty of opportunities to explore new ideas, aim high, and discover individual talents.

We encourage children to ask big questions, stand up for what they believe, and understand different perspectives.

Together with families, we help children develop the knowledge, skills, and character they need to thrive in a changing world. We want every child to feel proud of who they are—and brave enough to shape a better future.

Queen's Park Values

Kindness - Integrity - Excellence - Collaboration

Assessment Policy

Date	May 2025
Review Date	May 2026

Contents

Assessment Policy

1. **Key Principles for Assessment**

Assessment is integral to high-quality teaching and learning. All assessments used to inform decisions about pupil learning is high-quality and purposeful.

Across our school, we will ensure that:

- Assessment is fair, inclusive and free from bias.
- Assessment complies with National Curriculum expectations.
- Assessment procedures are transparent.
- Assessment secures high expectations for all.
- Assessment is appropriate to age, task and desired information.
- Assessment is accurate and consistent.
- Assessment supports school evaluation
- Assessment outcomes provide meaningful and understandable information for pupils, parents and school staff

Before assessing pupils, we consider these three steps:

1. The construct: We identify the specific knowledge, skills or understanding (drawn from the curriculum) that we intend to assess

2. The end use: We identify what we want to do - the interpretation, the decision or action - with the information generated by the assessment process

3. The best tool: We identify the most appropriate, effective and efficient way to assess in each instance

(Evidence based education)

2. **Approaches to Assessment**

At Queen's Park we see assessment as an integral part of teaching and learning, and it is inextricably linked to our curriculum.

We use three broad overarching forms of assessment:

- Assessment *for* Learning - in-school formative assessment
- Assessment *of* Learning in-school summative assessment and nationally standardised summative assessment
- Assessment *as* Learning – effective use of retrieval practice as part of the learning process

Validity

To ensure staff are able to infer relevant findings from assessments we ensure the assessments are fit for purpose and that there are no barriers to performance outside of the intended measure e.g. language or fine motor control.

As a leadership team, we ensure the marking ranges used in standardised assessments are appropriate and meaningful through regular evaluation.

Reliability

To increase reliability of assessments we;

Assessment Policy

- participate in standardisation activities
- use exemplars
- participate in unnamed moderation
- participate in moderation within the cluster
- participate in moderation across the city

- **Value**

  Before assessing pupils, we consider the value the assessment will offer to the teaching and learning experiences of our pupils.

  > *"It is well-designed, purposeful, planned assessments which bridges the gap between teaching and learning."*

  (Evidence-Based Education,2021)

- **Celebration**

  We celebrate progress. Assessment enables pupils to see the distance they have travelled and this is deeply rewarding for them.

- **In-School Formative Assessment**

  Effective in-school formative assessment enables:

  - **Staff** to effectively design powerful learning experiences which maximise progress within and between lessons. All staff use assessment to provide timely, effective intervention through both support and challenge

  - **Pupils** to use self and peer assessment to measure their knowledge and understanding against learning objectives and by using success criteria to identify areas in which they need to improve. It demonstrates the knowledge and skills to be retained for later retrieval

  - **Parents** to gain a broad picture of their child's strengths and next steps in learning.

Day-to-day in-school formative assessment:
- Diagnostic assessment
- High-quality conversation
- Effective questioning
- Listening
- Observing (process over product)
- Use of mini whiteboards
- Marking of pupils' work – including with the pupils
- Live feedback
- Low stakes quizzing

Assessment Policy

In-School Formal Summative Assessment

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

- **Staff** to evaluate learning at the end of a unit or period and employ question level analysis to inform future learning

- **Teachers** to review 'Data, So What?' Action Plans termly.

- **Pupils** to understand how well they have learned and understood a topic/unit. It should be used to provide feedback on how they can improve. It enables pupils to develop a growth mindset and overcome the fear of 'testing'

- **Parents** to stay informed about the achievement, progress and wider outcomes of their child across a period

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

Nationally standardised summative assessments include:

- Early Years Foundation Stage (EYFS) profile at the end of reception

- Phonics screening check in year 1

- Multiplication times tables check at year 4

- National Curriculum tests and teacher assessments at the end of Key Stage 1 (year 2) and Key Stage 2 (year 6)

3.   Reporting to Parents

Teachers will report pupils' attainment levels at parent consultations, including SEN consultations. End of year levels will also be put onto the end of year pupil report to parents, which will also include:

- How pupils have achieved in relation to the Key Performance Indicators and areas for development in the form of 'Next Steps' in reading, writing and maths.

- Arrangements for discussing the report with the pupil's teacher if necessary

- Along with the end of year report to parents, an attendance record will also be enclosed, providing parents with:

Assessment Policy

- o The total number of possible attendances for that pupil, and
  - o The total number of unauthorised absences for that pupil, expressed as a percentage of the possible attendances
- The results of any public examinations taken, by subject and grade

4. Feedback for Learning – refer to the Feedback for Learning Policy

5. Target Setting Overview

Targets are set at the beginning of the year for all year groups as part of the 'Data, So What?' and appraisal process. They will be set for Communication and Language, Reading, Writing and Maths and these are subsequently reviewed termly through Pupil Progress Meetings (PPM).

Assessment Tests
At the end of the autumn, spring and summer terms, a standardised test will be administered to support teacher assessment and provide pupils with the opportunity for test practice. It will not solely form the basis of assessment, but will complement the other strands of assessment that are carried out.
All end of term tests must be marked by the class teacher to support question level analysis (QLA), ensure clarity over errors vs. misconceptions and focus on process over product.

All results and any QLA are passed to the next year group to support transition.

6. Procedures
After data week, the following should be updated before the pupil progress meeting (PPM).

Reception
Communication and language
Personal, Social and emotional Development
Physical Development
Literacy
Mathematics

Year 1 – Year 6
- Reading
- Writing
- Maths

All assessments are updated 3 times per year, at the end of each term. Reception data is updated during the first half of each term and finally for GLD in the Summer Term.

An additional baseline assessment is conducted upon entry to reception.

SLT, teachers and support staff analyse this data and discuss support allocated to pupils at termly PPMs.

Phonics

Assessment Policy

Children who are learning within the phonics programme will be assessed half-termly regardless of year group.

Pupil Groups

SLT, Subject Leaders and Teachers must track progress across the subject areas and focus on analysing outcomes by pupil group.

Average 'On Track' Progress and end of year expectations

Year	Entry	Autumn	Spring	Summer
R	40b	40b+	40 S	GLD
1	GLD	1b	1w	1s
2	End of Y1	2b	2w	2s
3	End of Y2	3b	3w	3s
4	End of Y3	4b	4w	4s
5	End of Y4	5b	5w	5s
6	End of Y5	6b	6w	6s

7. Pupil Progress Meetings

Termly Pupil Progress Meetings allow tracking of attainment and progress for all significant groups and individuals.

Reports

The following reports should be used to support dialogue at PPMs and to track with a focus on pupil groups:

Age-Related Summary Report

File path - Primary or EYFS Reports > Attainment & Targets > Age Related Expectation Summary

- Ensure Term is correct
- Select Summary
- Apply & Close

Your report should like this for each subject:

Assessment Policy

| Reading (37 pupils) Yr3 Sum2	No. (%)	Missing Assessment	Below	Risk	At	Above	Significantly Above
All Pupils	37 (100%)	1 (2.7%)	17 (47.2%)	5 (13.9%)	14 (38.9%)	0 (0%)	0 (0%)
Males	17 (45.9%)	1 (5.9%)	8 (50.0%)	2 (12.5%)	6 (37.5%)	0 (0%)	0 (0%)
Females	20 (54.1%)	0 (0%)	9 (45.0%)	3 (15.0%)	8 (40.0%)	0 (0%)	0 (0%)
FSM	22 (59.5%)	1 (4.5%)	13 (61.9%)	1 (4.8%)	7 (33.3%)	0 (0%)	0 (0%)
Not FSM	15 (40.5%)	0 (0%)	4 (26.7%)	4 (26.7%)	7 (46.7%)	0 (0%)	0 (0%)
Pupil Premium	22 (59.5%)	1 (4.5%)	13 (61.9%)	1 (4.8%)	7 (33.3%)	0 (0%)	0 (0%)
Not Pupil Premium	15 (40.5%)	0 (0%)	4 (26.7%)	4 (26.7%)	7 (46.7%)	0 (0%)	0 (0%)
SEN Support	6 (16.2%)	0 (0%)	6 (100%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)
Education, health and care plan	1 (2.7%)	0 (0%)	1 (100%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)
Not SEN	30 (81.1%)	1 (3.3%)	10 (34.5%)	5 (17.2%)	14 (48.3%)	0 (0%)	0 (0%)
EAL	11 (29.7%)	1 (9.1%)	4 (40.0%)	4 (40.0%)	2 (20.0%)	0 (0%)	0 (0%)
Not EAL	26 (70.3%)	0 (0%)	13 (50.0%)	1 (3.8%)	12 (46.2%)	0 (0%)	0 (0%)

Useful for – Comparing attainment of different pupil groups

- **Age-Related Profiles for Reading, Writing and Mathematics**

File path - Primary or EYFS Reports > Attainment & Targets > Age-Related Profile

- Select Subject > e.g. Reading
- Ensure the following are ticked: Pupil Counts (%); Progress over year; Full name; End of previous year; Current Term 2 (as below for the autumn term, spring 2 will be ticked at spring PPM and summer 2 at summer PPM)
- Toggle between subjects once set up (Writing/Maths) and the previous ticks should remain

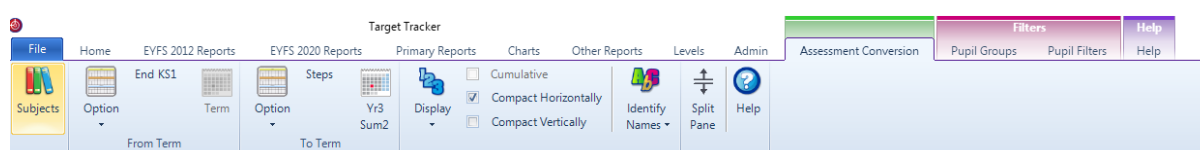Your top banner should be set up like this:
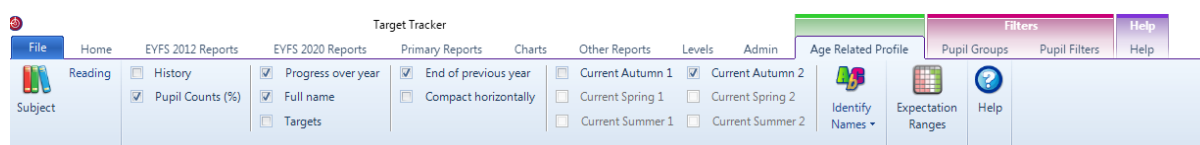
Useful for – Checking progress of children over time

Assessment Conversion with pupil names on

File Path - Primary or EYFS Reports > Attainment & Progress > Assessment Conversion)

- Ensure correct Term
- Select "123 Display" icon > Show names
- Compact horizontally

Your top banner should be set up like this:

Assessment Policy

Useful for – Checking that children who were on track/Greater depth at the end of the last reportable data drop are still on track

Venn with pupil names

File Path - Primary Reports > Attainment & Progress > Venn (NOT EYFS)

- Select 'Attainment' button top left
- Ensure Step is set to end of term expectations i.e. Aut2 = b; Spr2 = w; Sum2 = s
- Tick Show Names

Your top banner should look like this:
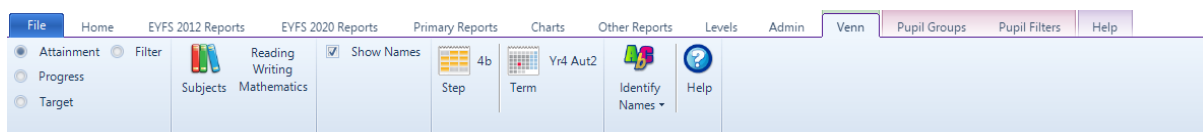
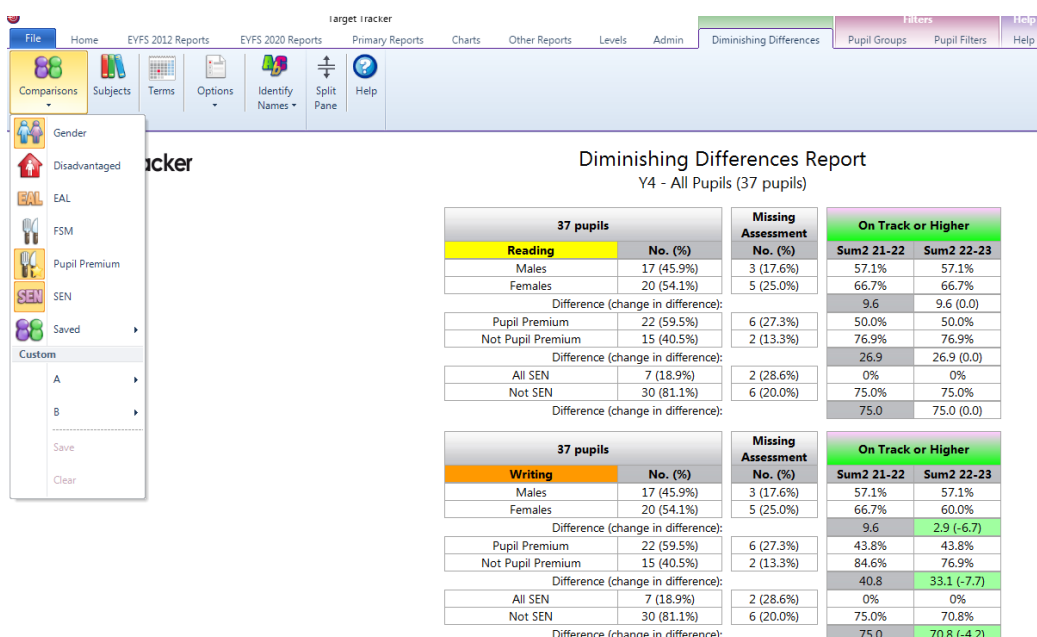**Useful for –** Seeing who needs what subject to be on track for combined (RWM)

Diminishing Differences

File Path - Primary or EYFS Reports > Attainment & Progress > Diminishing Differences

- Select comparisons
- Ensure you select the following from the drop down – Gender, Pupil Premium, SEND, EAL

Useful for – Seeing whether the gap between pupil groups is closing or widening.

You will get a report that looks like:

Diminishing Differences Report
Y4 - All Pupils (37 pupils)

37 pupils	No. (%)	Missing Assessment No. (%)	On Track or Higher Sum2 21-22	On Track or Higher Sum2 22-23
Reading				
Males	17 (45.9%)	3 (17.6%)	57.1%	57.1%
Females	20 (54.1%)	5 (25.0%)	66.7%	66.7%
Difference (change in difference):			9.6	9.6 (0.0)
Pupil Premium	22 (59.5%)	6 (27.3%)	50.0%	50.0%
Not Pupil Premium	15 (40.5%)	2 (13.3%)	76.9%	76.9%
Difference (change in difference):			26.9	26.9 (0.0)
All SEN	7 (18.9%)	2 (28.6%)	0%	0%
Not SEN	30 (81.1%)	6 (20.0%)	75.0%	75.0%
Difference (change in difference):			75.0	75.0 (0.0)

37 pupils	No. (%)	Missing Assessment No. (%)	On Track or Higher Sum2 21-22	On Track or Higher Sum2 22-23
Writing				
Males	17 (45.9%)	3 (17.6%)	57.1%	57.1%
Females	20 (54.1%)	5 (25.0%)	66.7%	60.0%
Difference (change in difference):			9.6	2.9 (-6.7)
Pupil Premium	22 (59.5%)	6 (27.3%)	43.8%	43.8%
Not Pupil Premium	15 (40.5%)	2 (13.3%)	84.6%	76.9%
Difference (change in difference):			40.8	33.1 (-7.7)
All SEN	7 (18.9%)	2 (28.6%)	0%	0%
Not SEN	30 (81.1%)	6 (20.0%)	75.0%	70.8%
Difference (change in difference):			75.0	70.8 (-4.2)

Assessment Policy

HT, DHT, SENDco, and teachers should attend PPMs.

Statutory Data Drop for End of Key Stage Data

Reception
At the end of the reception year, the reception team update Arbor with the outcomes for all areas of learning in reception **1 week prior** to the Local Authority Deadline.

Setting up the Marksheet
To set up the marksheet, click:

Students > Assessments > DfE Assessments > Mark Entry

Find 'Foundation Stage Profile' and click Add:

Foundation Stage Profile	➕ Add

Complete the box 'students' with Year R from the drop down selection
Add today's date
Click 'Set up Assessments'

Setup Assessments

Template ❓	Foundation Stage Profile
Academic year	2024/2025
Students* ❓	▼
Assessment date* ❓	📅
Students with SEN only	☐

Cancel   **Setup assessments**

The marksheet for reception will then show up on the screen:

Foundation Stage Profile		➕ Add
18 Jun 2025	Year R	▶

Click on the marksheet and then select 'Input Marks'.

Assessment Policy

This will show the marksheet with each area.

Teachers can bulk action all children to number 2 (Met) for each area.

Next, go through and change any child who has not met the expected standard to 1 (Not met) for each area.

Confirm that the sheet is complete to the headteacher and office team.

The headteacher will check the marksheet and ask the office team to send the data off to the LA via SENDIT.

Year 1 Phonics Screening + Year 2 retakes

At the end of year 1, the phonics lead updates Arbor with the outcomes for phonics screening **1 week prior** to the Local Authority Deadline.

Setting up the Marksheet
To set up the marksheet, click:

Students > Assessments > DfE Assessments > Mark Entry

Find 'KS1 Phonics Screening Check' and click Add:

KS1 Phonics Screening Check	● Add

Complete the box 'students' with Year 1 from the drop down selection
Add today's date
Click 'Set up Assessments'

Setup Assessments

Template ●	KS1 Phonics Screening Check
Academic year	2024/2025
Students* ●	▼
Assessment date* ●	📅
Students with SEN only	☐

Cancel   **Setup assessments**

Assessment Policy

The marksheet for phonics screening will then show up on the screen.

Click on the marksheet and then select 'Manage Assessments'.

Click on 'Add Students.'

Add all students completing the phonics retake in year 2 individually.

Now enter the mark sheet and add each child's phonics score.

Confirm that the sheet is complete to the headteacher and office team.

The headteacher will check the marksheet and ask the office team to send the data off to the LA via SENDIT.

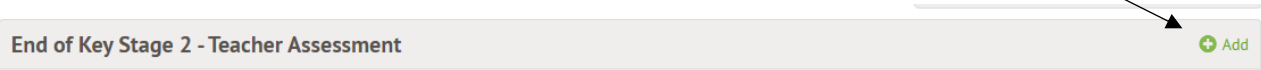**End of Key Stage 2 (Year 6) Writing and Science Outcomes**

At the end of year 6, the year 6 team update Arbor with the outcomes for writing and science **1 week prior** to the Local Authority Deadline.

Setting up the Marksheet
To set up the marksheet, click:

Students > Assessments > DfE Assessments > Mark Entry

Find 'End of Key Stage 2 – Teacher Assessment' and click Add:

End of Key Stage 2 - Teacher Assessment	⊕ Add

Complete the box 'students' with Year 6 from the drop down selection
Add today's date
Click 'Set up Assessments'

Assessment Policy

Setup Assessments

Template ❷	End of Key Stage 2 - Teacher Assessment
Academic year	2024/2025
Students* ❷	▼
Assessment date* ❷	📅
Students with SEN only	☐

Cancel   Setup assessments

The marksheet for year 6 will then show up on the screen:

End of Key Stage 2 - Teacher Assessment	➕ Add
17 Jun 2025 Year 6	▶

Click on the marksheet and then select 'Input Marks'.

This will show the marksheet with each area.

Teachers can bulk action all children to EXS (Met) for Writing and Science.

Next, go through and change any child who has not met the expected standard to WTS (Not met) or GDS (Greater Depth) for each area.

Confirm that the sheet is complete to the headteacher and office team.

The headteacher will check the marksheet and ask the office team to send the data off to the LA via SENDIT.