

ST PETER'S C OF E PRIMARY SCHOOL



Policy for Assessment and Target Setting

Vision Statement

'Faith, Family, Future'

Jesus built his church upon the strength of St Peter – who was his rock. At St Peter's, we provide a solid foundation on which our community thrives through our rich, aspirational curriculum. As a family, we nurture and unlock individual potential through mutual love and respect; enabling all to flourish now and in the future.

'Each of you should use whatever gift you have received to serve others'

1 Peter 4 v10

Class Teachers will carry out ongoing assessment daily which will feed into their planning and inform teacher assessment at the end of each term. At St Peter's assessment will be carried out as follows:

Marking (See marking policy)

All work produced by children will be marked.

In Power of Reading sessions this marking will be in depth. The teacher will provide feedback to children, which will require a response from children. This will enable children to make improvements to their written work. Time is set aside each morning for children to make their response.

In maths, the majority of the marking will take place during the lesson. Books should be annotated where children have needed support. It should be obvious by the annotation how much support the child has required to complete the work and the manipulatives that have been used. Where appropriate, especially for younger children, photos may be used and annotated (in line with consent from parents and our use of images policy). Where children have made mistakes, corrections should be made alongside the original answer. Where work is marked after the lesson and children have corrections to make, these should

be completed during the feedback marking session the following morning. ALL Corrections must be made.

All work in other subjects will be marked, key questions will be used in RE. Learning objectives will be used in English, maths, art and design, DT, computing, geography, history, music, PE, PSHE and French. These key questions and Learning Objectives will be written on the work or stored on SeeSaw. Where appropriate more in depth feedback will be given.

Also see Marking of Spelling policy.

END OF TERM ASSESSMENT

In Terms 2, 4 and 6 formal assessments will be carried out in reading, writing and SPAG. An unaided piece of writing will be produced during these terms and internally moderated among staff. Rising Stars assessments for reading and SPAG assessment in Term 2, 4 and 6. White Rose Maths assessments will take place in Terms 2, 4 and 6. Formal assessments will not be made for Year 2 and 6 in term 6 as they will have been formally assessed in Term 5. This assessment will be used as their end of year assessment.

SATs tests will be used to assess Year 2 and 6 in the summer term.

Children who have reached the level of Blue books on RWI are assessed using the Star Reading test as part of Accelerated Reader. These will take place in terms 1, 2,4 and 6.

Following formal assessments, Star Reader tests and writing moderation, teachers will complete the individual tracking sheets for reading, writing, maths and SPAG for each child (All on One Page tracking grids). These will then be looked at during progress reviews and data inputted into Sonar (Term 2, 4 and 6).

Assessment of RE, science, PE, geography, history, art and design, DT, computing, music and French will be carried out at the end of each unit. These assessments take the form of teacher assessment as well as quizzes. The quizzes based on the planned learning outcomes of each topic are used to assess geography, history, science, RE, French, computing and where appropriate art, DT and music.

- RE Assessments are recorded on the RE tracking grid and assessments made against the learning objectives.
- Science, history, geography, art and design, DT, computing and music assessments will be recorded on the Kapow assessment spreadsheets.
- PE assessments are recorded in PE Planning assessment sheets.

TARGETS

Writing

Whole class writing targets are shared with children and link to the learning objectives and success criteria in their Power of Reading lessons. Individualised feedback marking ensures each child is supported in learning how to make improvements and next steps in their writing. (See marking policy)

Maths

Weekly maths targets are written on the maths working wall.

Reading

Read Write Inc. targets are used for children in EYFS and until children are assessed to have completed the RWI programme. Children are expected to have completed RWI by the end of Year 1, for those who have not reached the expected level, RWI lessons and targets as well as 1:1 support are put in place.

In Year 2-6 targeted questioning is used during whole class reading sessions. VIPERS are shared with children to support their awareness of the 6 reading domains of the reading curriculum. VIPERS is not a reading scheme but rather a method of ensuring that teachers ask, and students are familiar with, a range of questions. They allow the teacher to track the type of questions asked and the children's responses to these which allows for targeted questioning afterwards. VIPERS stands for: Vocabulary, Inference, Prediction, Explanation, Retrieval and Sequence or Summarise

Children who are using Accelerated Reader are set a Zone of Proximal Development in which to choose their reading books and set targets for word reading and comprehension within the AR programme.

Spelling

Children will be working on spelling words as part of their Spelling Shed lessons and homework. Appropriate high frequency words will be a focus for children to learn and will be displayed in the classroom to support children in learning spellings and checking their own work.

Reviewed – March 2026