



Stella Maris School

Assessment Policy

2025 - 2026

Updated: Sept. 2025
Review Date: Sept. 2026

Stella Maris School is committed to Safeguarding and promoting the welfare and well-being of all members of the school. All school staff and volunteers who work in the school are expected to share this commitment and vision.

This Policy was written in consultation with the Trustees, Headteacher and the staff of Stella Maris School with due regard to our mission statement.

“At Stella Maris we endeavour to put the children at the centre of everything we do. Our mission is to educate, nurture and instil traditional values and cherish our children. We inspire them to achieve their best in every aspect of their lives.”

ASSESSMENT, RECORDING AND REPORTING POLICY

Introduction

Assessment is an integral part of our Curriculum planning at Stella Maris School. We believe that effective assessment provides information which improves both teaching and learning. Regular feedback is given to our children so they are a key part of the process and they can understand what it is they need to do better to make further progress. Parents are given regular progress reports, so they are also part of the process. We believe that when parents, children and teachers all work together the process of assessment and the progress of the children is enhanced.

Types of Assessment

Assessment of Learning

Assessment of learning is a summative assessment to ascertain the level a child has reached at a given point in the school year. This can be determined on a termly, annually or at the end of a key stage basis, for example through the Foundation Stage profile, Burt and Schonell reading tests, weekly spelling tests and individual class tests and levelling of Literacy and Numeracy work in line with National Curriculum (NC) standards at key points during the school year.

Assessment for Learning

Assessment for learning is the ongoing day-to-day formative assessment that takes place to gather information on what a child or group of children understand or do not understand and how teaching can be adapted to account for this. Effective examples of this type of assessment are observations by the class teacher, questioning techniques, class and peer group discussions and self-evaluation. Good practice by the class teacher would also ensure that work is analysed, marked and reported back to the children and feedback given. Tests also help to inform this assessment process.

Planning for Assessment

Assessment takes place at all planning stages. Opportunities are planned on a yearly, termly and class lesson basis. Lessons have clear learning objectives and are differentiated where necessary. Assessments are recorded by the class teachers and monitored by the Headteacher.

The Objectives of Assessment for Stella Maris School

Our objectives aim to:

- Evaluate children's strengths and weaknesses and support their learning
- Encourage the children to evaluate their own progress
- Enable children to demonstrate what they understand
- Help the children to understand what they need to do next
- Empower teachers to identify the needs of individual children
- Give additional help and support where needed
- Inform staff to plan work which reflects individual ability
- Evaluate success of planning and teaching
- Be a tool for informing parents about the progress of their child
- Provide the Headteacher and Senior Teacher with evidence of how effective teaching and learning is in the school

Underlying Principles of Assessment

Our policy is based on a series of principles which helps us to achieve the above objectives.

These principles are:

- Planned frequent assessment following our school schedule
- Shared understanding of the criteria used so both teachers and children are clear about the assessment of learning
- Children being actively involved in the process and taking responsibility for their own learning
- Developing the children's ability to self-correct and set realistic targets for their own learning
- Effective planning for teaching and learning
- Recognising assessment as central to classroom practice
- Importance placed on assessment as a key professional skill which is essential for teachers
- Using assessment as a way to motivate learners and engage them in the process of moving forward in their understanding

Target Setting

Target setting takes place across the whole school from Pre-Prep to Year 6.

Pre-Prep

Targets are agreed by staff and pupils and shared with the parents on a termly basis.

We have a whole class target based on one of the prime areas – CL, PSED, PD, reflecting what the majority of the children in the class need to work on.

KS 1

Literacy and Numeracy targets are set and agreed between teachers and children at the start of each term and shared with parents via the reading record books. The children also set some class targets and these are displayed in their classrooms at the beginning of each term.

KS 2

Literacy and Numeracy targets are set and agreed between teachers and children at the start of each half-term. The children also set individual targets for themselves.

RECORDING OF PUPIL PROGRESS

The purpose of recording is to provide information on each child's acquisition of skills and achievements, their progress over a given time and their abilities.

It should:

- Regularly update information to reflect current achievements
- Clearly show the strengths and achievements of each child
- Show the targets for each child
- Enable the management of the school to analyse strengths and development areas

The Responsibilities for the Implementation of this Policy

Headteacher

- To be aware of the assessment and reporting activities taking place within school.
- To receive regular updates on pupil progress within each year group.
- To work with the Curriculum Leader in developments and other areas.

Subject Coordinators/Curriculum Leaders

- To know current levels of attainment within subject areas.
- To plan for subject improvement/developments.

Teachers

- To follow the requirements of this policy in planning their programmes of study
- All additional teachers, mentors and teaching assistants need to be involved in the assessment arrangements for the children in their classes and groups.
- Clear records which inform and contribute to the agreed plans should be kept.
- Learning outcomes for lessons are carefully planned and shared.

- Be aware of the expectations regarding assessment procedures and activities.
- Consider the next steps to take a child forward in their learning journey.

ASSESSMENT SCHEDULE FOR EACH YEAR GROUP

YEAR GROUP.....Pre-Prep

| TERM | ACTIVITY |
|---------------|---|
| AUTUMN | <p>Beginning of Term PP1 & 2 Settling in meeting</p> <p>PP1 EYFS Development Matters 3 + 4 year olds – Prime areas and Specific Areas check sheet Draw a person assessment</p> <p>PP2 Reception on entry Prime Areas Assessment Sounds check Number check Tricky word check</p> <p>Mid-Term PP1 & 2 Parent Meetings – Nov</p> <p>End of Term N/A</p> |
| SPRING | <p>Beginning of Term N/A</p> <p>Mid-Term PP1 & 2 Parent Meetings – Feb</p> <p>End of Term PP2 Sounds check Number check Tricky word check Handwriting check Spring Report</p> |
| SUMMER | Beginning of Term |

| | |
|--|--|
| | Settling In visits for new starters Mid-Term N/A End of Term PP1 EYFS Development Matters 3 + 4 year olds – Prime areas and Specific Areas check sheet Draw a person assessment PP 2 Reading Age Sounds check Number check Tricky word check Handwriting check EYFS P PP1 & 2 End of year Reports |
|--|--|

| Ongoing Assessment | Continuous Assessment | Through Observation |
|---|---|----------------------|
| <i>Writing -in book</i> | <i>Observation</i> | <i>Child's Voice</i> |
| <i>Daily reading with class teacher</i> | <i>'WOW' moments - parents' Observations</i> | <i>Comments</i> |
| | <i>Annotated Photographs</i> | |
| | <i>Input from specialist services e.g. speech and language</i> | |

YEAR GROUP.....Year 1.....

| TERM | ACTIVITY |
|---------------|--|
| AUTUMN | <p>Beginning of Term Level piece of writing Level Maths test BURT reading test Set Maths/English target for each child Settling-in meeting for all parents</p> <p>Mid-Term In-house assessment tests</p> <p>End of Term Autumn Progress Report</p> |
| SPRING | <p>Beginning of Term Level piece of writing Level Maths test Set Maths/English targets</p> <p>Mid-Term Parent meetings</p> <p>End of Term Class tests for assessment Spring Progress Report</p> |
| SUMMER | <p>Beginning of Term Level piece of writing/ Maths test Phonics testing Set Maths/English targets</p> <p>Mid-Term Exams/Class tests Spelling/reading tests Final report Parent meeting</p> <p>End of Term End of year assessment tests End of year Academic Report</p> |

YEAR GROUP.....Year 2.....

| TERM | ACTIVITY |
|--------|---|
| AUTUMN | <p>Beginning of Term Level piece of writing Level Maths test Burt reading test Set Maths/English target for each child</p> <p>Mid-Term In-house assessment tests</p> <p>End of Term Autumn Progress Report</p> |
| SPRING | <p>Beginning of Term Level piece of writing Level Maths test Set Maths/English targets</p> <p>Mid-Term Parent meeting</p> <p>End of Term Spring Report Class tests</p> |
| SUMMER | <p>Beginning of Term Level piece of writing Level Maths test Set Maths/English targets</p> <p>Mid-Term Exams/Class tests Spelling/reading tests Final report Parent meeting</p> <p>End of Term End of year assessment tests End of year Academic Report</p> |

YEAR GROUP.....Year 3.....

| TERM | ACTIVITY |
|--------|--|
| AUTUMN | <p>Beginning of Term Reading Age Test (Burt) Spelling Age Test Writing Task Reading Comprehension Mathematics Skills Test</p> <p>Mid-Term NFER Tests – English/Maths/VR</p> <p>End of Term English/Maths/VR assessment tests Teacher assessment in non-core subjects Christmas Progress Report</p> |
| SPRING | <p>Beginning of Term N/A</p> <p>Mid-Term Reading Age Test (Suffolk)</p> <p>End of Term</p> <ul style="list-style-type: none"> • Internal core subject tests • Teacher assessments in non-core subjects based on classwork and general progress <p>Spring Progress Report</p> |
| SUMMER | <p>Beginning of Term N/A</p> <p>Mid-Term N/A</p> <p>End of Term Tests in the following areas:</p> <ul style="list-style-type: none"> • Language (comprehension/writing) • Spelling Age • Reading Age • Maths – (Number/problem solving/tables/MA) • VR • History/Geography/Science/RE/French <p>Teacher assessment in PE/Art/Music/PSHE-RSE End of year Academic Report</p> |

YEAR GROUP.....Year 4.....

| TERM | ACTIVITY |
|---------------|--|
| AUTUMN | <p>Beginning of Term Reading Age Test (Burt) Spelling Age Test Writing Task Reading Comprehension Mathematics Skills Test</p> <p>Mid-Term NFER Tests – English/Maths/VR</p> <p>End of Term English/Maths/VR assessment tests Teacher assessment in non-core subjects Christmas Progress Report</p> |
| SPRING | <p>Beginning of Term N/A</p> <p>Mid-Term Reading Age Test (Suffolk)</p> <p>End of Term</p> <ul style="list-style-type: none"> • Internal core subject tests • Teacher assessments in non-core subjects based on classwork and general progress <p>Spring Progress Report</p> |
| SUMMER | <p>Beginning of Term N/A</p> <p>Mid-Term N/A</p> <p>End of Term Tests in the following areas:</p> <ul style="list-style-type: none"> • Language (comprehension/writing) • Spelling Age • Reading Age • Maths – (Number/problem solving/tables/MA) • VR • History/Geography/Science/RE/French <p>Teacher assessment in PE/Art/Music/PSHE-RSE End of year Academic Report</p> |

YEAR GROUP.....5.....

| TERM | ACTIVITY |
|--------|---|
| AUTUMN | <p>Beginning of Term Burt Reading Test Levelled piece of creative writing Maths skill test to determine level of ability</p> <p>Mid-Term NFER Language/Maths/Verbal/Non-Verbal</p> <p>End of Term Christmas Progress Report – teacher assessment</p> |
| SPRING | <p>Beginning of Term Levelled piece of writing Level 4/5 Maths skills test</p> <p>Mid-Term Reading Comprehension Test (SUFFOLK)</p> <p>End of Term Internal core subject tests for written report Non-core teacher assessments based on class work/progress Spring Progress Report</p> |
| SUMMER | <p>Beginning of Term Levelled piece of writing</p> <p>Mid-Term Schonell Reading Test Schonell Spelling Age Test</p> <p>End of Term Tests in the following areas: <ul style="list-style-type: none"> ● Language (comprehension/writing) ● Spelling Age ● Reading Age ● Maths – (Number/problem solving/tables/MA) ● VR ● History/Geography/Science/RE/French Teacher assessment in PE/Art/Music/PSHE-RSE End of year Academic Report</p> |

Targets for Numeracy and Literacy set at beginning of each half term.

YEAR GROUP.....Year 6.....

| TERM | ACTIVITY |
|---------------|--|
| AUTUMN | <p>Beginning of Term BURT Reading Test Levelled piece of creative writing Level 5 Maths paper to determine security within levels</p> <p>Mid-Term 11+ Trafford Exams NFER Lang/Maths/Verbal/Non-Verbal Tests</p> <p>End of Term Confidential Headteacher's Ref. based on internal levels in Lang/Maths/Reasoning sent to Grammar Schools as part of the entrance exam process.</p> |
| SPRING | <p>Beginning of Term Levelled piece of creative writing Level 5/6 Maths paper Senior Schools Exams</p> <p>Mid-Term Reading Comprehension Test (SUFFOLK)</p> <p>End of Term Internal core subject tests for written report Non-core teacher assessments based on class work/progress Spring Progress Report</p> |
| SUMMER | <p>Beginning of Term Levelled piece of creative writing</p> <p>Mid-Term Schonell Reading Age/Spell Test</p> <p>End of Term Tests in the following areas:</p> <ul style="list-style-type: none"> • Language (comprehension/writing) • Spelling Age Reading Age • Maths – (Number/problem solving/tables/MA) • VR • History/Geography/Science/RE/French • Teacher assessment in PE/Art/Music/PSHE-RSE <p>End of year Academic Report Teacher assessment in PE/Art/Music/PSHE-RSE End of year Academic Report</p> |

Targets for Numeracy and Literacy set at beginning of each half term

Reporting to Parents

We have a range of strategies which keep parents fully informed of their child's progress in school. Parents are encouraged to communicate with the class teacher daily by signing the reading record book and raising any concerns about homework etc. They are also welcome to contact school at any time and talk to the class teachers. Teachers are available in their classrooms from 8.45 am to 9 am and from 3.05 pm to 3.30 pm. For a longer more formal chat an appointment can be made with the class teachers.

SCHEDULE FOR REPORTING

Autumn

- Introductory meeting during first couple of weeks
- Targets for Literacy and Numeracy sent home
- Progress Report (Years 1-5)
- Parent Meetings for Year 5 and Year 6
- Parent Consultations for Pre-Prep
- Confidential References sent to Senior Schools for Year 6 children who are taking entrance exams at local Grammar Schools

Spring

- Targets for Literacy and Numeracy sent home
- Parent Meetings to report on progress for Years 1 - 4
- End of Term Reports (Reception – Year 6)

Summer

- Targets for Literacy and Numeracy sent home
- End of year Parent meetings
- End of Year Academic Reports for all age groups

Marking

At Stella Maris School, we believe that marking is an essential part of planning, assessment, teaching and learning. Through careful marking we can assess what children are learning, how they are learning it and what their strengths and weaknesses are. Responding to pupils' work through constructive comments acknowledges achievement, promotes positive attitudes and behaviour, and leads to an improvement in standards.

We believe that marking should always inform planning and provide information for assessment. Marking should always encourage, motivate, support, and promote positive attitudes and provide constructive feedback to pupils. The use of effective marking shows that teachers recognise achievement, presentation and effort, and value pupils' work.

Marking should always promote higher standards, correct errors and clear up misunderstandings. The end goal of marking should be to assist learning and to allow pupils to reflect on their performance and to set new targets together with their teacher for future progress.

Key Principles:

Marking should:

- be constructive
- be related to needs, attainment and ability
- be related to specific learning objectives and curricular targets
- where possible, be accompanied by verbal feedback/comments
- follow consistent practice throughout the school
- ensure that pupils know how well they are doing and what they need to improve to make further progress (next steps)
- provide pupils with opportunities to assess their own work and that of others
- show the pupils that we value their work
- aid teachers in the evaluation of their lessons - helping them to identify any pupils who may be struggling and how they can adapt/scaffold their lessons

It will also allow them to identify pupils who found the tasks too easy and how they can further extend their learning.

Feedback to pupils:

This is a very important part of our Assessment Policy as children are always encouraged to take ownership of their own work and learning at Stella Maris School. Verbal feedback on a daily basis is of paramount importance, as it clearly informs a child on how they have performed in an activity and what the next steps are in moving on in their understanding and competence, as well as clearing up any misconceptions.

This verbal feedback can be done in a range of ways, depending on the age and ability of the child. It can be carried out on an individual basis, in a group session, or as part of a peer group activity. Children who engage in peer assessment must be taught how to do this to ensure that it is fit for purpose and is constructive.

However, it is important that all verbal feedback is given as soon as possible after an activity or piece of work and it must be clear, constructive and informative.

Written Feedback/Marking of Work

We believe that effective marking and written feedback is a very important part of the assessment process and provides a key tool in providing children with the next clear steps which need to be taken to move children on in their understanding and at a level they are working at. Marking must be scaffolded as appropriate to allow all children to benefit from effective marking. This means that marking will look different across the stages of school life.

Types of marking

Within school, there are two types of marking, which we will refer to as hard marking and soft marking. The majority of this section of the policy relates to hard marking, which is marking to identify progress and next steps to learning. There is a place for soft marking, which is marking with a tick or a single comment such as "Good." A tick simply informs the pupil that their work has been seen and that it is correct.

Soft Marking

This could be used for:

- Individual Maths calculations
- Writing a sentence using given criteria in a class lesson, which is then shared around the class
- A Spelling Test
- Answering questions in a Science Task

A single word comment such as "Good" tells the pupil that they have successfully completed the task given and there is no follow up necessary.

Hard Marking

At Stella Maris School, we always aim to focus on the learning objective for the lesson when giving written feedback, so that we are not overwhelming the child with instructions and information.

Marking is given in the form of a two-part process:

1. Written feedback at the end of the piece of work will inform the child of how it has been assessed and the level achieved, linked to the objective for the activity.
2. There will also be a closing comment, with the focus on a positive statement which either gives clear next steps or a recommendation.

Where necessary, punctuation marks or “sp.” for spelling mistakes will be noted in red to ensure that they are clearly visible when a child is looking back at the written feedback given for a piece of work. Generally written feedback will always be given to the child at a time when they are in the presence of the marker so discussions surrounding the piece of work or any other general misunderstandings can be talked about.

Written comments and advice will be clear and meaningful and written in a way which will allow the child to understand and act on what is being said.

After Marking

Time needs to be given to pupils to reflect upon marking to ensure that they benefit from it. Pupils must be given time to respond to marking, therefore marking needs to be explicit about what the pupil needs to do. Corrections should support the child's learning and it should be remembered that too many corrections can overwhelm and demoralise a pupil. Concepts that are persistently misunderstood by individual children need to be recorded by the teacher and explained personally. Where a large proportion of the class have misunderstood a concept, this will be planned into the teaching session of the next lesson.

Pre-Prep Stage

In this Foundation Stage, positive comments are accompanied by achievement stamps or stickers. Wherever appropriate we provide the child with a simple Next Steps target. On all pieces of work it is indicated whether the child has completed the work independently or with some assistance.

I - Independent work

T - Work supported by teacher or other adult helper

Children always receive verbal feedback and positive reinforcement. Stamps and/or stickers are used as additional rewards and ‘Dojo’ points are given out.

In Conclusion

In applying these principles, we will maintain a consistency throughout school that will support all children in their learning, by focusing explicitly on what children 'can do' and identifying clearly 'next steps' for their continued progress and improvement.

Success Criteria

We know our Assessment Policy is working if:

- there is evidence that work is being marked regularly
- marking informs future planning
- pupils acknowledge targets or 'next steps' and work towards achieving them.