

**BWI, St Mary's and Holy Trinity  
Church of England Primary Schools**

**Assessment Policy**

Governors' Committee Responsibility:	FGB
Staff Member:	SLT
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### 1. Values

We are believers that learning can only be achieved in an environment rooted in respect and love for each other. By growing this environment and growing this understanding in our children then we allow our children to flourish. This can only be achieved by working together as a school community – children, staff, parents, governors – showing faith in each other and to reap the fruits this will grow.

Best classroom practice comprises a virtuous circle of teaching, learning and assessment. Well-designed assessment is an integral feature of good teaching practice in our school. They provide valuable information which will benefit pupils by, for example, identifying learning gaps and allowing teachers to target their support accordingly. They can also identify or confirm good practice.

When making these decisions, consideration has been given to a range of factors, such as the purpose of each assessment, the type and mode of delivery, and when and how to use them. Such information allows the school to respond and make a difference to children, regardless of their background, ensuring that the virtuous circle continues.

### 2. Aims

This policy aims to:

- Provide clear guidelines on our approach to formative and summative assessment
- Establish a consistent and coherent approach to recording summative assessment outcomes and reporting to parents/carers
- Clearly set out how and when assessment practice will be monitored and evaluated

### 3. Legislation and guidance

Schools have been free to develop their own approaches to assessment since the National Curriculum levels were removed in 2014.

This policy refers to:

- The recommendations in the [final report of the Commission on Assessment without Levels](#)
- Statutory reporting requirements set out in [the Education \(Pupil Information\) \(England\) Regulations 2005: schedule 1](#)

### 4. Principles of assessment

Our approach to assessment is guided by the principle of triangulation. Rather than assessment being confined to many boxes on an individual spreadsheet, our approach focusses on the quality of teaching through initial planning, excellent formative assessment through effective feedback and marking, and summative judgements made based on evidence and reinforced through testing.

Having this approach allows our subject leaders to own their subject, doesn't overload our teachers and ensures that assessment is continuous rather than just something that happens at the end of the topic. This ensures that our pupils remain at the heart of the process – the planning is down for them; the teaching is done for them and the assessment is done for them.

We have worked with the Local Authority and the LDBS to create and continually improve this system and have demonstrated it to other schools.

## 5. Assessment approaches

We see assessment as an integral part of teaching and learning, and it is inextricably linked to our curriculum.

We use 3 broad overarching forms of assessment: day-to-day in-school formative assessment, in-school summative assessment and nationally standardised summative assessment.

### 5.1 In-school formative assessment

Effective in-school formative assessment enables:

- **Teachers** to identify how pupils are performing on a continuing basis and to use this information to provide appropriate support or extension, evaluate teaching and plan future lessons
- **Pupils** to measure their knowledge and understanding against learning objectives, and identify areas in which they need to improve
- **Parents/carers** to gain a broad picture of where their child's strengths and weaknesses lie, and what they need to do to improve

The majority of the in-school formative assessment that is completed is covered by our feedback and marking policy. This is reinforced by the planning and our assessment sheets in our books.

#### Reading

##### EYFS/KS1

To assess reading levels we use:

- Twinkl assessment sheets to assess phonics sounds completed by the child
- FFT Reading Assessment to track reading age and ability
- Reading is assessed weekly by staff and reading book levels are changed as required
- NFER tests used from year 1 upwards

##### KS2

To assess reading levels we use:

- FFT Reading Assessment to track reading age and ability
- Reading is assessed weekly by staff and reading book levels are changed as required
- NFER tests used from year 1 upwards

#### Writing

To assess writing we use the assessment sheets that are part of The Write Stuff curriculum which will be kept in a separate folder. Teachers will ensure a range of writing styles and genres are assessed across the year. At the end of each term, teachers will use their judgement and prior levels of the child to make an informed assessment of their writing and input this to FFT.



**Maths**

Through our use of the White Rose Maths Scheme each class completes a diagnostic test at the start of each unit to identify gaps and misconceptions. This is then followed by an end of unit test to see if these gaps have been closed or if they need further intervention. A comprehensive summative assessment is then completed at the end of each term.

**Science, RE, Geography, History**

During planning and after completing a lesson, a teacher can refer to the expected outcomes. This example is for a unit of lessons in year 1 Geography:

Unit	Lesson name	Lesson No.	Working towards/Learning Intention (WI)	Secure understanding (SU)	Greater depth (GD)
What is it like here?	Where in the world are we?	1	To locate the school on an aerial photograph.	Locating three features on an aerial photograph of the school and knowing the name of the country and village, town or city in which they live.	Locating more than three features on an aerial photograph of the school and knowing the name of the country and village, town or city in which they live.
	What can we see here?	2	To create an aerial map of the classroom.	Making a map of the classroom with four key features and representing the distance and direction of objects in the classroom.	Adding more than four features to their map of the classroom using objects and drawings and talking about the distance and direction using directional language.
	What can we find in our school grounds?	3	To locate key features of the playground.	Recognising four features in the school grounds using a map.	Drawing or writing labels to add two more features to the map.
	Where are the different places in our school?	4	To draw a simple map.	Adding three features to a map using simple symbols and using directional language to describe their location.	Adding three features to a map using simple symbols and labels and using directional language to describe their location in relation to other features.
	How do we feel about our playground?	5	To investigate how we feel about our playground.	Completing a questionnaire to explain how they feel about three areas of the playground and finding out how others feel by looking at the results of a survey.	Completing a questionnaire to explain how they feel about four areas of the playground and finding out how others feel by looking at the results of a survey.
	Can we make our playground even better?	6	To design a playground.	Drawing a design to improve three areas of the playground using the results from the survey.	Drawing a design with labels to improve three areas of the playground using the results from the survey.

As they mark the books, they are then able to tick off this sheet which accompanies the topic and is stuck in the child's book:

What is it like here?					
	Work completed	Self-assessment	WS	=	+
Where in the world are we?					
What can we see here?					
What can we find in our school grounds?					
Where are the different places in our school?					
How do we feel about our playground?					
Can we make our playground even better?					

This shows where the work has been completed, allows the child to self-assess and then the teacher can make a judgement when they have marked that lesson.

Once completed, the teacher can then make an overall judgement and upload this to our tracking system – FFT which is covered in the next section.

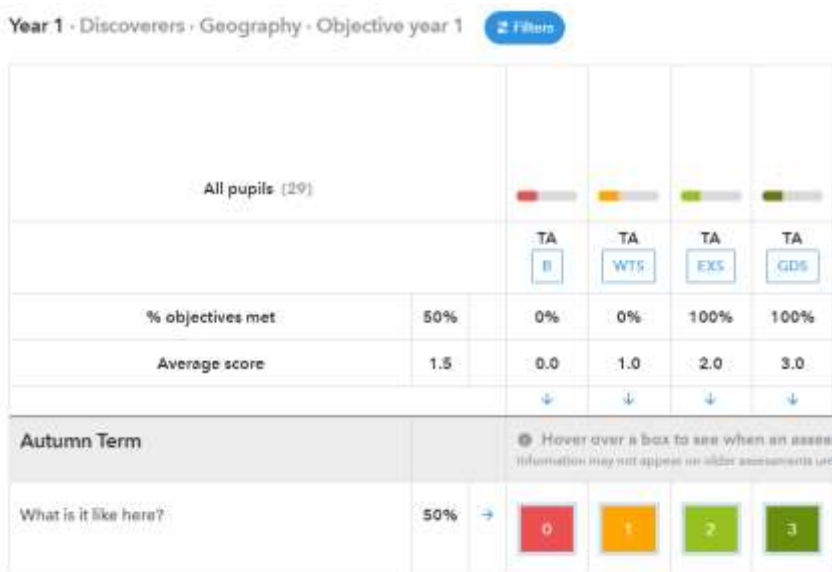


## All other subjects

All other subjects are summatively assessed by the teacher on FFT. Against each topic, children are awarded a score from 0-3:

- 0 – unable to access the lessons without adult support
- 1 – child is working towards the expected level in this unit and needs to re-visit the key skills and knowledge
- 2 – child has a secure understanding of this unit and its corresponding key skills and knowledge
- 3 - child has a secure understanding of this unit and its corresponding key skills and knowledge and is able to extend this further by forming patterns, relationships and connections between knowledge, skills and their application.

This is then inputted into the FFT as well as the teacher giving an expected outcome for the end of the year:



Subject leaders can then analyse this data to see where there are particular issues or to support in certain areas.

## 5.3 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/carers** 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
- National Curriculum tests and teacher assessments at the end of Key Stage (KS) 1 (year 2) and KS2 (year 6)

## 6. Collecting and using data

In terms of numerical or statistical attainment data, there are several types which our school collects. These include individual raw scores, standardised scores or scaled scores from national or NFER assessments, information drawn from question-level analysis of tests, and teacher assessment data expressed numerically. We also have background data on pupils, which can be used to analyse and compare attainment of particular groups, such as boys and girls or eligibility for Pupil Premium.

This data is used effectively and is valuable in enabling our school to highlight gaps in attainment, identify patterns of achievement and make insightful comparisons. For example, by comparing pupils' standardised scores over time, our school is able to identify pupils making more, the same or less progress than the national average. These scores can also be used to compare pupil attainment and progress across different subjects.

## 7. Artificial intelligence (AI)

Artificial intelligence (AI) tools are now widespread and easy to access. Staff, pupils and parents/carers may be familiar with generative chatbots such as ChatGPT and Google Bard. Our school recognises that AI has many uses to help pupils learn, but may also lend itself to cheating and plagiarism.

Pupils **may not** use AI tools:

- During assessments
- To write their homework, where AI-generated text is presented as their own work

Pupils **may** use AI tools:

- As a research tool to help them find out about new topics and ideas

## 8. Reporting to parents/carers

Assessment data will be reported to parents/carers through annual reports and parents' evenings.

Our reports to parents/carers include:

- Attainment in all subjects and activities forming part of the school curriculum, highlighting strengths and areas for development
- Comments on general progress
- Arrangements for discussing the report with the pupil's teacher
- The pupil's attendance record, except where the pupil is in Reception
- The attendance report includes:
  - The total number of possible attendances for that pupil, and
  - 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
- At the end of KS2:
  - Outcomes of statutory National Curriculum teacher assessments
  - Comparative information about the attainment of pupils of the same age in the school and pupils of the same age nationally
  - The results of any National Curriculum tests taken, including the pupil's scaled score, and whether or not they met the 'expected standard'

## 9. Inclusion

The principles of this assessment policy apply to all pupils, including those with special educational needs or disabilities (SEND).

Assessment will be used diagnostically to contribute to the early and accurate identification of pupils' special educational needs and any requirements for support and intervention.

We will use meaningful ways of measuring all aspects of progress, including communication, social skills, physical development, resilience and independence. We will have the same high expectations of all pupils. However, this should account for the amount of effort the pupil puts in, as well as the outcomes achieved.

For pupils working below the national expected level of attainment, our assessment arrangements will consider progress relative to pupil starting points, and take this into account alongside the nature of pupils' learning difficulties.

## **10. Training**

- Staff have access to assessment and moderation training each term given by the assessment lead.
- Additional CPD opportunities are offered through the year by outside bodies which key year group staff attend.
- New staff have a comprehensive introduction to our systems including FFT
- Staff are given the opportunity to share best practice following book scrutinies and learning walks through subject specific inset time

## **11. Roles and responsibilities**

### **11.1 Governors**

Governors are responsible for:

- Being familiar with statutory assessment systems, as well as how the school's own system of non-statutory assessment captures the attainment and progress of all pupils
- Holding school leaders to account for improving pupil and staff performance by rigorously analysing assessment data
- Monitoring that school staff are receiving the appropriate support and training on pupil assessment, to ensure consistent application and good practice across the school

### **11.2 Headteacher**

The headteacher is responsible for:

- Ensuring the policy is adhered to
- Monitoring standards in core and foundation subjects
- Analysing pupil progress and attainment, including individual pupils and specific groups
- Prioritising key actions to address underachievement
- Reporting to governors on all key aspects of pupil progress and attainment, including current standards and trends over previous years
- Making sure arrangements are in place so teachers can conduct assessment competently and confidently, including training and moderation opportunities

### **11.3 Teachers**

Teachers are responsible for:

- Following the assessment procedures outlined in this policy
- Being familiar with the standards for the subjects they teach
- Keeping up to date with developments in assessment practice
- Analysing assessment data for subjects they have responsibility for