



Brimscombe C of E (VA) Primary School

Assessment Policy

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***'Stay alert and hold firmly to all you believe. Be mighty and full of courage. Let love and kindness be the motivation behind all that you do.'* 1 Corinthians 16:13-14**

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1. 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

2. 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](#)
- [2024 assessment and reporting arrangements \(phonics screening check\)](#)
- [2024 key stage 2 assessment and reporting arrangements](#)

3. Principles of assessment

Assessment helps us understand what pupils know, what they can do and what they need to learn next. It is part of teaching and is used to improve learning for every pupil.

We use different types of assessment for clear purposes:

- **Assessment at the start of learning** helps teachers identify pupils' starting points, prior knowledge and any gaps or misconceptions.
- **Assessment during learning** helps teachers check understanding and adapt explanations, practice or support. This includes questioning, discussion, observing pupils and reviewing their work.
- **Assessment after a period of learning** helps teachers and leaders evaluate what pupils have remembered and can use independently. It informs future planning and, where appropriate, reports on attainment and progress.
- We choose assessment methods that fit what is being learned. A pupil's difficulty with writing, for example, should not prevent them from showing their understanding of a science concept when writing is not the focus of the assessment. Teachers take account of pupils' individual needs, including SEND and English as an additional language, so that assessment is accessible and useful for all.
- Assessment should provide information that leads to action. Teachers use it to address gaps, revisit important knowledge and provide further challenge. Leaders use it alongside pupils' work, classroom visits and discussions with pupils to understand the impact of the curriculum.
- We keep assessment proportionate. Routine checks are built into lessons wherever possible, and teachers are not expected to collect or record information that does not help them teach, support pupils or meet a clear reporting requirement.

4. Assessment approaches

At Brimscombe C of E Primary School 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.

4.1 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

Formative assessment is part of everyday teaching at Brimscombe C of E Primary School. Teachers use it to check pupils' knowledge, skills and understanding, identify gaps or misconceptions, and decide what needs to happen next.

Teachers use a range of techniques suited to the subject and task. These include (but are not limited to):

- **Questioning and inclusive cold calling** to hear from a wide range of pupils and explore how they reached an answer.
- **Short recap activities and quizzes** to check what pupils remember from earlier lessons and units.
- **Observation and discussion** to assess pupils' understanding during practical work, play, reading and group activities.
- **Reviewing pupils' work** to see how well they can apply learning independently and where they need further teaching or practice.
- **Marking and feedback** to recognise what pupils have done well and give them a clear next step. Feedback may be verbal or written, depending on what will be most useful.
- **Self and peer assessment** to help pupils reflect on their work, use clear success criteria and learn to give constructive feedback.

4.2 In-school 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
- **Teachers** to evaluate learning at the end of a unit or period, and the impact of their own teaching
- **Pupils** to understand how well they have learned and understood a topic or course of work taught over a period of time. It should be used to provide feedback on how they can improve

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

Summative assessment helps us understand what pupils have learned and retained after a unit of work or over a longer period. It is used alongside everyday formative assessment to evaluate progress, plan future teaching and share a clear picture of attainment with pupils and families.

At the end of a unit, teachers may use a short assessment task, quiz, piece of independent work or discussion to check whether pupils have secured the intended knowledge and skills. At key points during the year, teachers review this evidence alongside pupils' work and their knowledge of each pupil to make an overall judgement. For pupils with SEND, reviews of individual targets and provision helps recognise progress that may not be fully reflected in a curriculum assessment.

Teachers use the findings to identify knowledge that needs revisiting, adjust future units and plan support or further challenge. Looking at evidence across the year helps to see whether pupils are building on earlier learning and making progress over time.

Assessments must measure what they are intended to measure. Where we use a published test, we consider whether it aligns with the curriculum taught, is accessible to pupils and provides information that teachers can act on. A test result is considered alongside other evidence; it is not used on its own to define a pupil's ability or progress.

Teachers discuss and moderate their judgements with colleagues, using curriculum expectations and examples of pupils' work to support consistency. Leaders review assessment information alongside work in books, classroom practice and pupil discussions to check that judgements are accurate and useful. We keep assessment proportionate and avoid testing or recording information without a clear purpose.

4.3 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 with 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) 2 (year 6)

5. Collecting and using data

We record assessment information when it has a clear purpose: to support teaching, track progress over time, review additional provision, report to parents or carers, or meet statutory requirements. Teachers do not need to record every check of understanding made during a lesson. They act on that information as part of their teaching.

At agreed points in the year, teachers record relevant attainment judgements and assessment outcomes using the school's systems. They use pupils' work, assessment tasks and their professional judgement to make these records accurate. Information about pupils with SEND, including progress towards individual targets, is recorded and reviewed through the school's SEND processes.

Teachers and leaders use recorded information to identify pupils or groups who may need further support, check the impact of teaching and provision, and plan next steps. Information is shared with the staff who need it to support the pupil, including the SENCO and relevant teaching assistants. Parents and carers receive clear information about their child's learning and progress through the school's reporting and review arrangements. Statutory information is shared with external bodies where required.

When communicating assessment information, we explain what it shows and what action follows. A score or judgement is considered alongside other evidence and the pupil's wider learning. To protect teachers' time, we use existing records wherever possible, avoid entering the same information more than once and review data collection to ensure it remains useful.

6. 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 Gemini. Brimscombe C of E Primary 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, including internal and external assessments, and coursework
- To write their homework or class assignments, 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

7. Reporting to parents/carers

We keep parents and carers informed about their child's learning throughout the year. Parents' evenings take place twice a year and provide opportunities to talk about achievements, progress, any areas where support is needed and how home and school can work together. Where a pupil has SEND, review meetings provide further opportunities to discuss progress towards individual targets and the support in place.

At the end of the summer term, we provide a written report for each pupil. This will include:

- Brief details of achievements 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 the reception year. For children in Year 1-6, the reporting of attendance should include:
 - 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
- At the end of KS2:
 - Outcomes of statutory National Curriculum teacher assessments in English writing and science
 - The results of any National Curriculum tests taken, including the pupil's scaled score, and whether or not they met the 'expected standard'
 - 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 and, in the core subjects, pupils of the same age nationally

8. 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.

9. Training

All teachers are expected to understand the purpose of the assessments they use, how to interpret the information gathered and how to act on it. Assessment practice is included in induction for new staff and revisited through staff meetings, professional development and discussion of pupils' work.

School leaders are responsible for identifying staff development needs and arranging relevant training. Subject leaders support colleagues with assessment in their subjects, while the SENCO advises on assessing and recognising progress for pupils with SEND. Teachers have opportunities to plan together, review examples of work and moderate judgements so that assessment is consistent across classes.

Leaders keep staff informed about changes to statutory assessment requirements and relevant guidance. They review evidence of effective practice and share useful approaches with staff. Feedback from teachers, moderation and monitoring helps us refine our assessment practice, with a focus on improving teaching and learning without creating unnecessary workload.

10. Roles and responsibilities

10.1 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

10.2 Headteacher

The headteacher is responsible for:

- Ensuring this 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, marking and feedback competently and confidently, including training and moderation opportunities

10.3 Assessment and Data lead

The assessment and data lead is responsible for:

- Supporting the headteacher with assessment responsibilities
- Continuing professional development (CPD) for middle leaders/subject specialists on how assessment points should be planned and delivered and, for teachers, how to get pupils to the assessment points
- Tracking completed assessments and making sure they are moderated, data is collected and teachers respond to the results appropriately

10.4 Teachers

Teachers are responsible for:

- Following the assessment procedures outlined in this policy, including for effective marking and feedback
- Creating and sharing clear mark schemes for the purposes of moderation
- Being familiar with the standards for the subjects they teach
- Keeping up to date with developments in assessment practice

11. Monitoring

This policy will be reviewed annually by the Headteacher and SLT. At every review, the policy will be shared with the governing board.

All teaching staff are expected to read and follow this policy. The Headteacher and SLT responsible for ensuring that the policy is followed.

The Headteacher will monitor the effectiveness of assessment practices across the school, through lesson observations, book scrutinies, moderation and pupil progress meetings.

12. Links with other policies

This assessment policy is linked to our:

- Marking and Feedback policy
- Early Years Foundation Stage policy and procedures