



**BROCKENHURST CE PRIMARY SCHOOL & PRE-SCHOOL**

www.brockenhurstceprimary.co.uk | adminoffice@brockenhurst-primary.hants.sch.uk

*"We Enjoy and Excel  
In the Presence of God"*



**T: 01590  
623163**

# **Assessment Policy**

**Brockenhurst CE Primary School & Pre-School**

<b>Approved by:</b>	Board of Governors	
<b>Last reviewed on:</b>	January 2023	
<b>Next review due by:</b>	January 2024	

## Contents

1. Aims .....	2
2. Legislation and guidance .....	2
3. Principles of assessment.....	2
4. Assessment approaches .....	3
5. Collecting and using data.....	<b>Error! Bookmark not defined.</b>
6. Reporting to parents.....	5
7. Inclusion.....	5
8. Training .....	5
9. Roles and responsibilities .....	5
10. Monitoring.....	6
11. Links with other policies .....	<b>Error! Bookmark not defined.</b>

---

### 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
- 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](#)

### 3. Principles of assessment

To ensure that:

- Assessment is an integral part of teaching, based on best practice, focusing on the skills set out in the National Curriculum and that it lies at the heart of promoting children's education
- High quality, in depth teaching in supported and informed by high quality regular formative assessment (Ongoing assessment)
- The school ethos promotes and emphasises the opportunity for ALL children to succeed and hence assessment needs to be effective for each child's needs (inclusive)

- There is a clear purpose for assessing and the assessment is appropriate for the skills being assessed
- Assessment is used to focus on monitoring and supporting children's progress, attainment and wider outcomes
- Assessment provides information, which is clear, reliable and free from bias and informs teaching and learning
- Assessment supports instructive conversations with pupils and parents
- Children take responsibility for their learning and are encouraged to reflect on their progress, understand their strengths and identify what they need to do to improve through discussions and feedback from their teachers
- We assess without adding unnecessarily to teachers workload

#### 4. Assessment approaches

At Brockenhurst C of E Primary School we see assessment as an integral part of teaching and learning, and it is inextricably linked to our skills based 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** to gain a broad picture of where their child's strengths and weaknesses lie, and what they need to do to improve

The formative assessment techniques used include:

- marking and feedback
- questioning
- POP's (Proof of Progress)
- retrieval practice
- self and peer-assessment
- quizzes
- observations.

Formative assessment allows the teachers to assess the children's knowledge, skills and understanding and to identify gaps and misconceptions allowing for support or stretch to be provided, dependent on the Child's need. It allows the teacher to assess his or her own teaching and impact in order to inform future planning.

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

The in-school summative assessments will be used to monitor and support children's progress.

The range of approaches include:

- end-of-term tests, (NFER for Reading and Maths)
- independent writes
- end-of-topic or unit quizzes or assessment tasks
- termly teacher assessments as recorded on SIMS for Reading, Writing and Maths
- ongoing Phonics assessments
- reviews for pupils with special educational needs or disabilities.

## 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** to understand how pupils are performing in comparison to pupils nationally

Nationally standardised summative assessments include:

- A Baseline Assessment in Year R
- Early Years Foundation Stage (EYFS) profile at the end of Year R
- Phonics screening check in Year 1
- Multiplication Check in Year 4
- National Curriculum tests and teacher assessments at the end of Key Stage 1 (year 2) and Key Stage 2 (year 6)

## 5. Reporting to parents

Assessment data will be reported to parents, through a combination of annual reports, parents' evenings, and/or access to Tapestry.

Annual reports to parents 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 and attitude to learning
- Arrangements for discussing the report with the pupil's teacher
- The pupil's attendance record (except where the pupil is the reception year)

## 6. Inclusion

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

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.

## 7. Training

Teachers will be kept up to date with developments in assessment practice, best practice and how they will be able to develop and improve their practice on a regular basis through staff training. The Assessment Lead will ensure staff have access to continuing professional development opportunities on assessment and keep abreast of good practice.

There will be an emphasis on ensuring teachers have a good understanding of assessment and assessment practice.

## 8. Roles and responsibilities

### 8.1 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

## 8.2 Headteacher

The headteacher is responsible for:

- Ensuring that 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.

## 8.3 Teachers

Teachers are responsible for following the assessment procedures outlined in this policy.

## 9. Monitoring

This policy will be reviewed yearly by the Assessment Lead. At every review, the policy will be shared with the governing board.

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

The Assessment Lead will monitor the effectiveness of assessment practices across the school, through:

- moderation
- lesson observations
- work scrutiny
- pupil progress meetings.