



Assessment Policy

Aims and Principles of Assessment

At Bankfields Primary School, we ensure that:

- assessment is an integral part of teaching, based on best practice, focusing on the curriculum and that it lies at the heart of promoting children's education;
- high-quality, in-depth teaching, is supported and informed by high quality formative assessment. (on-going assessment);
- the school ethos promotes and emphasises the opportunity for all children to succeed if taught and assessed effectively;
- there is always a clear purpose for assessing and assessment is fit for its intended purpose.
- 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 informative and productive conversations with pupils and parents
- children take responsibility for achievements and are encouraged to reflect on their own progress, understand their strengths and identify what they need to do to improve;
- we achieve our assessment requirements without adding unnecessarily to teacher workload;
- assessment is inclusive of all abilities;
- a range of assessments are used including formative, summative and National standardised assessments;

Types of Assessment

Formative Assessment

Formative assessment is an integral part of teaching and learning at Bankfields Primary School. It helps children to measure their own strengths and areas for development. It allows teachers to understand pupil performance on a continuing basis, enabling them to identify when pupils are struggling, when they have consolidated learning and when they are ready to progress. In this way, it supports teachers to provide appropriate support and interventions or enrichment activities to deepen understanding as necessary and informs progress. It enables teachers to evaluate their own teaching of particular topics or concepts and to plan future lessons accordingly.

Assessment for learning across the curriculum creates a culture of continuous improvement in all subjects. Effective AFL strategies help teachers understand pupil learning, identify areas for improvement, and adapt teaching strategies to individual needs; thus, enhancing pupil attainment. Through AFL techniques, pupils are more involved in the learning process and from this gain confidence in what they are expected to learn and to what standard. Pupils think more actively about where they are now, where they want to go and how they can get there and can increase learners' confidence in their ability to reach targets through hard work and determination. AFL enables our pupils to become less passive in the classroom, creating independent learners, and helps to create a supportive and cooperative classroom.

Five Key AFL Principles

- Clarifying and sharing learning intentions and success criteria.
- Using classroom discussions, questions and tasks to gather evidence of learning.
- Encouraging pupils to support each other's learning.
- Empowering pupils to take ownership of their learning.
- Providing feedback that promotes progress.

Through formative assessment we will:

- support children in measuring their knowledge and understanding against learning objectives and wider outcomes, identifying where they need to target their efforts to improve;
- ensure that problems are identified at the individual level and that every child will be appropriately supported to make progress and meet expectations;
- inform future planning and teaching, ensuring that our lessons effectively meet the needs of our children.

A range of formative assessments will be used:

- making use of rich question and answers-marking of pupils' work following our school marking and feedback policy;
- Observations;
- Discussions with children;
- Pupil self-assessment;
- Peer marking;
- Use of pre and post learning assessments.

Summative Assessment

In-school summative assessments will be used to monitor and support children's performance in reading, SPaG and mathematics. These tests will support the teachers when making judgements on their pupil's progress. They will provide children with information about how well they have learned and understood a topic or course of work taught over a period of time, providing feedback on how they can continue to improve. Summative assessments will also inform parents about achievement, progress and wider outcomes.

A range of summative assessment resources will be used including:

- Previous SATs papers (Years 2 and 6)
- Testbase assessments
- CGP assessment papers
- AR Star Reading Test

National Standardised Summative Assessment

Nationally standardised assessments will be used to provide information on how children are performing in comparison to children locally and nationally. They will provide parents with information on how the school is performing in comparison to schools locally and nationally. Teachers will have a clear understanding of national expectations and assess their own performance in the broader national context. Nationally standardised summative assessment enables the school leadership team to benchmark the school's performance against other schools locally and nationally and make judgements about the school's effectiveness. The government and OFSTED will also make use of nationally standardised summative assessment to provide a starting point for Ofsted's discussions, when making judgements about the school's performance.

A range of nationally standardised summative assessments will be used:

- A baseline assessment in Reception
- A phonics test in Year 1
- National Curriculum teacher assessments at the end of Key Stage 1
- Y4 Multiplication Tables Check
- National Curriculum tests at the end of Key Stage 2

Pre-key stage standards are used for pupils who are working below the overall standard of national curriculum assessments in KS1 and KS2 but are engaged in subject-specific study. For pupils who are working below the level of

the national curriculum and who are not engaged in subject-specific study, they are assessed using the engagement model. The model has five areas: exploration, realisation, anticipation, persistence and initiation.

Moderation

At Bankfields Primary School, we take part in termly internal and external moderation of reading, writing and mathematics assessments. This enables us to develop robust, accurate and effective assessment procedures across the school. External moderation takes place with other schools in the Steel River Trust. These moderation opportunities also allow us to develop and refine our assessment procedures.

Ongoing Assessments

Class teachers keep a class record of pupil progress towards learning objectives on assessment sheets for reading, mathematics and science and these are updated regularly. AR is used to formatively assess reading. Children are closely monitored to ensure that they are reading at the optimal reading comprehension rate to progress through their ZPD range. After each genre of writing is completed, teachers complete a whole class writing feedback sheet, which identifies misconceptions that are to be addressed in the next lesson and overall strengths and areas for development are recorded. The Steel River writing assessment and moderation criteria is used to assess writing termly against standards expected for each year group.

In foundation subjects, assessment is ongoing and continuous through formative teacher assessment. Informal, diagnostic judgements allow teachers to give meaningful feedback to children about the success of their learning by identifying each child's progress in each aspect of the curriculum, determining what each child has learned and what should therefore be the next step in their learning. Formative assessment also enables pupils to be involved in their own assessment. At the end of each unit, class teachers evaluate work carried out by pupils so that progress against key objectives can be accurately recorded on our foundation assessment grids.

Grades

Following our formative and summative assessments, all pupils will be given a grade at the end of each term in reading, writing, SPaG and maths. In each year group, the grades are as follows:

- - (minus) when a child is just beginning to work within the age-appropriate curriculum;
- = (equals) a child is working towards the expected standard within their year group;
- + (plus) a child is working at the expected standard within their year group;
- M (mastery) a child is exceeding expectations within their year group.

For children working below their age-appropriate curriculum, the teacher will allocate a grade from a lower year group based on their assessments of the child.

Recording and Data

Assessment data for reading, writing, and mathematics is recorded on Arbor on a termly basis. This is then analysed by class teachers, SLT, Head Teacher and our school Data Manager. Teachers will make regular use of formative and summative assessments to evaluate pupil progress, the impact of their own teaching, and inform their subsequent teaching and interventions. Assessment data will also be used at whole school level to monitor the performance of pupil cohorts and specific groups of children (including pupil premium, SEND, boys and girls), to identify where future interventions may be required, to monitor the impact of previous interventions and to work with teachers to ensure pupils are supported to achieve at least good progress and expected attainment.

Reporting

End of year annual reports to parents outline progress and attainment of children in relation to National Curriculum age-related expectations.

Monitoring and Evaluation

The Assessment Lead is responsible for updating this policy in line with any new developments in the school and new government guidance. All staff must follow the policy and the Senior Leadership Team, following regular monitoring, will be responsible for ensuring the effective and consistent practice across the school.

Inclusion

We have an inclusive approach to assessment. In addition to the assessments above, the school will make use of additional diagnostic assessments, including assessments carried out by external agencies to contribute to the early and accurate identification of children and young people's special education needs and any requirements for support and intervention.

Training for Staff and Governors

After joining the school, all teachers will be provided with a copy of this policy, and it will form part of the induction program. In all staff meetings and training, there will be an emphasis on teachers having a good understanding of assessment and assessment practice. The school makes significant use of technology to assess and to support staff and training in the use of Arbor is given. Continuing professional development may take various forms including the provision of direct face to face training and online training.

The Role of the Assessment Lead

The Assessment Lead will ensure that best practice is shared and endeavour to keep up to date with latest research. The school, in making use of external assessment systems, will continually review and evaluate them to ensure that they support the delivery of the school's assessment policy and are in line with the aims and principles outlined. Governors will receive termly reports on pupil progress and the impact of interventions across school. In addition, the Assessment Lead will provide training on our assessment procedures as required ensuring that governors fully understand our assessment procedures.

Related documents which should be read in conjunction with this policy and can be obtained from the school office or Head Teacher:

- Mathematics assessment criteria
- Writing assessment criteria
- Reading assessment criteria
- Science assessment criteria
- Marking and Feedback policy
- The Early Years Foundation Stage Profile (Early Learning Goals)
- Four Rules of Number

Revised September 2026

Mrs K. Lee

Assessment Lead