

Assessment Policy

Bushmead Primary School

March 2025



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Assessment Rationale

Assessment is a continuous process, which is integral to teaching and learning, allowing children to achieve their true potential. Assessment is seen as: “the process of seeking and interpreting evidence for use by learners and their teachers to decide where the learners are in their learning, where they need to go and how best to get there” Assessment for Learning: Assessment Reform Group 2002

1. Aims.

- To gather information about the performance of individual children, groups and cohorts in order to inform target setting and to monitor progress
- To provide information to inform the school’s strategic planning
- To gather information to inform teachers’ planning
- To track individual, group and cohort progress
- To allow children to be involved in their own learning
- To inform the Governing Body of the school’s standards and achievement
- The positive achievements of a child may be recognised and the next steps are planned
- Learning difficulties can be identified more quickly and appropriate help given
- The overall achievements of the child can be recorded systematically
- The school and child’s achievements can be monitored
- The legal requirements for record keeping, assessing and reporting can be met

2. Effective Assessment.

Bushmead Primary School we believe at effective assessment:

- Offers all children an opportunity to show what they know, understand and can do to improve
- Enables teachers to plan more effectively
- Helps parents be involved in their children’s progress
- Provides the school with information to evaluate work and set suitable targets

3. Key Features of Assessment at Bushmead Primary School.

Day to day (Assessment for Learning/ AFL)

Assessment for learning focuses on how children learn and is central to classroom practice and planning. Learning outcomes are shared with pupils and teachers discuss with pupils how learning outcomes can be achieved. AFL takes place on a daily basis and is integral to teaching and learning. Peer and self- assessment is encouraged throughout the school.

Periodic (Assessing Pupils' Progress)

This gives a broader view of progress for the teacher and learner using national standards and expectations. Periodic assessments occur at the end of every term using teacher assessment for writing and Hodder-NTS, (National Test Style) assessments in reading and mathematics from Year 1 to Year 6. Years 3 to 6 are also tested for grammar, spelling and punctuation.

This is the formal recognition of achievement:

- Completion of Foundation Stage Profile
- Key Stage 2 SATs
- Interim and end of year reports Bushmead Primary School

Management Information Systems

At Bushmead Primary School the Hodder-NTS assessments are used on a termly basis to monitor the progress and achievement in reading and mathematics, in conjunction with teacher assessment and recorded on BOOST Insights and SIMs, (School Information Management System) in order to track pupil progress. Teacher Assessments are recorded at the end of all half terms in writing. Pupil progress is monitored each term via Pupil Progress Meetings. At the end of the Summer term the SLT analyses individual, group and cohort pupil progress throughout the school.

Target Setting

A combination of teacher and Hodder-NTS assessments generates targets for end of year expectations. The Head and Deputy use these targets along with FFT, (Fischer Family Trust) data to set targets that are used as part of teachers performance management and are used to track progress. These are shared with pupils and parents.

Pupil Progress Meetings

Pupil Progress Meetings are designed so that individual pupils' progress can be discussed with the SLT and class teachers. This ensures accountability. Pupil Progress Meetings take place at the end of every half term. Teachers complete grids prior to the meeting highlighting interventions and areas of concern.

Tracking

ALL pupils are tracked throughout the year and are discussed at PPM, (Pupil Progress Meeting) meetings. Focus groups for 2025-26 include:

- Target pupils
- Pupil Premium pupils

- SEN pupils
- Higher Ability Pupils
- Boys and Girls

Reports to parents

Interim reports are shared with parents at Parent consultations that are held twice yearly. Attitudes to learning and behaviour are also graded. A full report for each pupil is given to parents/guardians at the end of the academic year. The report gives details of work covered, achievements, end of Key Stage Test results, Y1 phonics or Y2 retake results and offers advice for improvement/continued progress. When reporting to parents, we aim to be factual, specific and refer to past learning. We try to be positive about achievement and point the way to any future learning objective. We reflect the importance of the child in the process so the report can be understood by the child at an appropriate level.

Consultations

Parent Consultations take place during the school year to discuss general progress and agreed targets or areas for development. Teachers are also available for informal consultation. We have open sessions throughout the year and an open evening for parents to view their child's work and classroom. Information available to parents at parent's evenings will include teacher assessments, test results, comments on classwork, homework and attendance records. Advice for improvement/continued progress will be given as appropriate.

4. Roles and responsibilities.

The Phase Leaders work closely with the Headteacher and Deputy Headteacher to ensure progress is being monitored closely throughout the school. Subject Leaders work closely with the Headteacher and Deputy Headteacher to ensure progress is being monitored closely throughout the school. Reports are presented to the Governors to highlight pupil progress and attainment.

5. Procedures and Calendar.

Foundation Stage

ASSESSMENT IS ONGOING THROUGHOUT EYFS BUT THE FINAL EYFS PROFILE IS COMPLETED IN THE FINAL TERM OF RECEPTION

The EYFS Team use an online platform, Tapestry, to record judgements of pupils learning.

This information is continually monitored and analysed termly to check an upwards trajectory.

Teachers, Teaching Assistants Children, Parents, Dinner and wrap around staff all contribute to the pupils online learning journey.

Summer Term - The EYFS Profile is completed, moderated and reported to parents
Transition plan takes place

Year 1

- Autumn 1 – FSP, (Foundation Stage Profile) will be continued for some pupils. Other pupils will be assessed against the year group expectations.
- Autumn 2 to Summer 1 - Pupils will be assessed and results will be inputted onto schools BOOST and SIMs system. Pupil Progress Meetings held termly to discuss progress. Interim reports sent to parents.
- Summer Term - Phonics check carried out.
- Summer 2 - Pupils will be assessed and results will be inputted onto schools BOOST and SIMs system. Pupil Progress Meetings held to discuss progress. End of year report sent to parents.
- Summer 2 - Class teachers discuss pupil progress with next teacher

Year 2-5

- Autumn 1 to Summer 1 - Pupils will be assessed against year group expectations and results will be inputted onto schools BOOST and SIMs system. Pupil Progress Meetings held to discuss progress. Interim reports sent to parents.
- Summer 2 - Pupils will be assessed and results will be inputted onto schools BOOST and SIMs system. Pupil Progress Meetings held to discuss progress. End of year report sent to parents.
- Summer 2 - Class teachers discuss pupil progress with next teacher

Year 6

- Autumn 1 to Summer 2 - Pupils will be assessed and results will be inputted onto schools BOOST and SIMs system. Pupil Progress Meetings held to discuss progress. Interim reports sent to parents. Analysis completed and sent to Assessment Leaders.
- Summer 2- SATs tasks and tests administered.
- Summer 2 - Results will be inputted onto schools BOOST and SIMs system. Pupil Progress Meetings held to discuss progress. End of year report sent to parents.

Foundation Subjects

Assessment of the Foundation subjects are teacher assessed and are validated and monitored by the school subject leaders.

Marking

Teachers in the School use a common policy for marking work which is fully understood by all staff - see separate 'Marking & Presentation' policy. Home learning and classwork are marked using a common framework and comments are made as appropriate. Marking

recognises excellence and indicates the areas that need improvement. Within Maths and English developmental and challenge comments are required. Pupils are given opportunities to respond to the comments or challenges and these are then followed up by the teacher.

For all other subjects work is ticked to indicate that the teacher has looked at it and a written comment to indicate sources of error, good points etc. will normally be made. Informal assessment is ongoing during all lessons in response to oral work, team work, practical experiments, skill development, project work etc.

Home Learning

Please refer to the Homework Policy. Work is marked by the teacher by indicating that it has been looked at.

Primary School Transfer to Secondary School

For pupils leaving the School up to date records are forwarded to the new school.

6. Monitoring arrangements

This policy and information report will be reviewed by M Leonard **every year**. It will also be updated if any changes to the information are made during the year.

It will be approved by the governing board.

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Written by:	[M Leonard]	Date: [25.02.25]
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