

Assessment Policy

Bushmead Primary School

March 2026



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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. Assessment approaches

At Bushmead 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.

2.1 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

At Bushmead Primary School we use marking and feedback, questioning, self and peer-assessment as well as observations to analyse how pupils are performing. This is used to adapt groups, identify children who need intervention and inform planning for future lessons. It is also used to identify any misconceptions and gaps that need repeating or filling.

2.2 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

At Bushmead Primary School, we use the following summative assessments:

Early Years: Foundation Stage Profile, Little Wandle Assessments. Teacher Assessment for writing.

KS1: Hodder NTS Assessments for maths and reading. Teacher Assessment for writing. Little Wandle Assessments.

KS2: Hodder NTS Assessments for maths, reading and SPaG. Teacher Assessment for writing

Teacher assessments are used for foundation subjects using the national curriculum.

2.3 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
- Multiplication Check in year 4
- National Curriculum tests and teacher assessments at the end of Key Stage (KS) 2 (year 6)

3. Collecting and using data

At Bushmead, summative data is collected termly using Hodder-NTS assessments. The data is inputted into Boost insight system for question level analysis and SIMs (School Information Management System) in order to track pupil progress. Writing is teacher assessed every half term. Teachers use this data to inform groups and provide support or extension to identified children.

Following the collection of data, termly pupil progress meetings are held with the Assistant Heads and teaching team to discuss progress and identify any children who need intervention or present concern. We use this information, along with FFT (Fisher Family Trust) data to set targets.

All children are tracked throughout the year and are discussed at pupil progress meetings. Focus groups include but are not limited to:

- Target pupils
- Pupil Premium Pupils
- Pupil Premium Plus Pupils
- SEND pupils
- Looked after children

4. Reporting to parents/carers

Interim reports are shared with parents at parent consultations that are held twice yearly. A full report for each pupil is given to parents/guardians at the end of the academic year which 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 whilst being positive about achievement and point the way to any future learning objective.

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 throughout the year. Information available to parents during consultations will include teacher assessments, test results, comments on classwork, attendance records and advice for improvement/continued progress will be given as appropriate.

5. 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.

6. Roles and responsibilities

6.1 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

6.2 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

6.3 Teaching and Learning lead

The teaching and learning 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

6.4 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

7. Monitoring

This policy will be reviewed yearly by the teaching and learning 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 Senior Leadership team are responsible for ensuring that the policy is followed.

The teaching and learning lead will monitor the effectiveness of assessment practices across the school, through:

- Moderation
- Lesson Observations
- Book Scrutiny's
- Pupil Progress Meetings

8. Links with other policies

This assessment policy is linked to our:

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

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