

# Assessment Policy

Banister Primary School



<b>Approved by:</b>	T. Price	<b>Date:</b> 3/11/25
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<b>Last reviewed on:</b>	Nov 2025
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<b>Next review due by:</b>	Nov 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. 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

At Banister Primary School we have high expectations for each child to achieve the best they can. Our assessment processes provide us with key information to support lesson preparations and future learning. We constantly evaluate children's knowledge, understanding and skills to support and adapt learning opportunities. The aims and objectives of assessment in our school are:

- to enable our children to demonstrate what they know, understand and can do in their work;
- to allow teaching teams to plan work that accurately reflects the needs of each child;
- to help our children understand what they need to do next to improve their work;
- to provide regular information for families that enables them to support their child's learning;

## 4. Assessment approaches

At Banister 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 refers to a wide variety of methods that we use to evaluate children's understanding, learning needs and progress during a lesson or unit of work. Formative assessment helps teachers identify concepts that children are struggling to understand, skills and knowledge they are having difficulty acquiring or learning standards they have not yet achieved - so that adjustments can be made to lessons and teaching strategies.

At Banister this includes: -

- › finding out what children know already when starting a new topic (their mental model) through baseline activities
- › differentiated and targeted questioning, carefully planned and used skillfully throughout the lesson to challenge all learners and unpick misconceptions
- › whole class quick tasks of 'show me' on whiteboards, thumbs up etc
- › on-going and focused observations of the range of class talk
- › monitoring work in books
- › peer assessment
- › self-assessment

### 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 is used to evaluate pupils' knowledge and understanding at key points, such as the end of units or academic years. Our assessment cycle includes statutory assessments and scheduled internal tests, with adaptations for pupils with SEND to ensure accessibility.
- › End-of-topic/unit tests and end-of-year exams are used across subjects
- › Reviews and tailored assessments support pupils with SEND

- External tests are selected for reliability and alignment with our assessment principles
- Moderation and use of mark schemes help standardise and validate judgements
- Outcomes inform future planning and track long-term progress

### 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

Assessment data is recorded at key points throughout the year to monitor pupil progress, inform planning, and support early intervention. Data is collected using school-specific tracking software, ensuring consistency and ease of access. It is shared with senior leaders, class teachers, and, where appropriate, parents and external agencies.

- Recorded termly following summative assessments and teacher judgements
- Used to identify learning gaps and inform targeted support
- Collection is scheduled to minimise teacher workload and ensure relevance

## 6. Reporting to parents/carers

Assessment data is reported to parents/carers through termly target reports and student-led conferences. At the end of the academic year, a full written report is provided outlining each pupil's attainment, progress, and learning behaviours.

- Annual reports include achievements across all curriculum areas
- General progress and attendance for the year are reported
- Statutory assessment outcomes are included for relevant year groups, including scaled scores and standards met at KS2
- EYFS reports cover outcomes across all areas of learning
- Arrangements are made for parents/carers to discuss reports with class teachers
- Comparative data is provided for KS2 pupils against school and national averages

## 7. 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.

## 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
- › Monitoring that school staff are receiving the appropriate support and training on pupil assessment, to ensure consistent application and good practice across the school

### 8.2 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

### 8.3 Assessment lead

The assessment lead is responsible for:

- › Supporting the headteacher with assessment responsibilities
- › Continuing professional development (CPD) 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

### 8.4 Teachers

Teachers are responsible for:

- › Following the assessment procedures outlined in this policy, including for effective marking and feedback
- › Being familiar with the standards for the subjects they teach
- › Keeping up to date with developments in assessment practice

## 9. Monitoring

This policy will be reviewed yearly by the assessment lead.

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 of pupil work: Teachers meet regularly to review samples of pupil work across year groups, ensuring consistency in assessment judgements.
- Lesson observations: Leaders observe teaching and learning to validate assessment outcomes and ensure alignment with curriculum expectations.
- Book scrutiny: Pupil books are reviewed to check for progression, coverage, and consistency in marking and feedback.
- Pupil progress meetings: Held termly to discuss assessment data, identify pupils requiring support, and agree on next steps for teaching and intervention.

## **10. Links with other policies**

This assessment policy is linked to our:

- Feedback policy
- Early Years Foundation Stage policy and procedures