


# Burnt Tree Primary School



## Assessment Policy

---

Signed by Chair of Governors	
Date	16/04/2026
Review Date	April 2025

# Burnt Tree Primary School

## Assessment policy

### **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

### **Aims and principles of assessment**

To 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 (ongoing assessment).
- The school ethos promotes and emphasises the opportunity for all children to succeed if taught and assessed effectively.
- There is 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 without adding unnecessarily to teacher workload.
- Assessment is inclusive of all abilities.
- A range of assessments are used including: day to day in school formative assessment; in school summative assessment and nationally standardised summative assessment.

### What is day to day formative assessment?

This is an integral part of teaching and learning:

- 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.
- It allows teachers to plan appropriately ensuring that pupils are provided with the correct level of support, challenge or extension.
- It enables teachers to evaluate their own teaching of particular topics or concepts.
- Teachers will record their formative assessment of each pupil using the assessment standards in reading, writing and maths using Insight at the end of each term. These will be reviewed half termly through moderation meetings and termly at pupil progress meetings with middle and senior leaders.
- Where a pupil is on the SEND register, staff will assess against the most appropriate year group level, meaning their assessment might be from a previous year group.

**A range of formative assessment strategies will be used, including:**

- High order questions
- Flashback Questions
- Key Questions
- Marking and feedback including *review blue; good to be green* and *two stars and a wish* as well as gap and next step tasks provided for pupils to respond to.
- Discussions with pupils
- Observations
- Pupil self-assessment (EG traffic light, against agreed success criteria, polishing pen)
- Peer assessment – against agreed criteria

### **What is in school summative assessment?**

These will be used to monitor and support children's performance. They will provide teachers, pupils and parents with information about how well they have learned and understood a topic, providing feedback on what they can do to improve.

In-school summative assessments will be used to monitor the performance of cohorts and identified groups in order to plan interventions to enable the majority of pupils to achieve the expected standard for their year group and at the end of the key stage.

At Burnt Tree Primary we use summative assessment including:

- End of unit tests
- Low stake quizzes
- Wellcom checks in EYFS
- Formal reviews of children with SEND including those with an EHCP
- End of term tests (Reading, writing and maths)
- Termly reading age tests
- Weekly arithmetic tests
- Weekly spelling tests

### **National standardised summative assessment**

Nationally standardised assessments will be used to provide information on how children are performing in comparison to children nationally. They will provide parents with information on how the school is performing in comparison to schools nationally.

Nationally standardised tests include:

- Phonics screening in Year 1
- Year 4 multiplication table checker
- End of Key stage 1 tests (optional)
- End of Key Stage 2 tests

### **New Pupils**

When new pupils join our school, we will make use of assessment information sent by the school that the pupil has moved from. The pupils will have a settling in period of two weeks and then then will be assessed in the same way as all other pupils.

**When pupils join us directly from overseas we will also carry out a proficiency in English assessment which is now a DFE requirement.**

### **An inclusive approach to assessment**

In addition to the assessments above, the school will make use of additional diagnostic assessments to contribute to the early and accurate identification of children and young people's special educational needs and any requirements for support and training for staff.

### **Record Keeping**

Records will be kept that show the progress and attainment of pupils in each year group and in all the following groups: Boys, Girls, disadvantaged and non-disadvantaged, pupils with EAL, pupils with SEND and pupils who are high prior attainers.

We will assess progress to see if pupils are making sufficient progress from their starting points towards ARE (Age Related Expectation) or they making greater progress in terms of working through greater depth objectives.

We will assess attainment against achievement of objectives and will assess pupils as working within the expected standard or at greater depth. (Some pupils will not be working at the expected standard.)

### **Support and training for staff**

The school engages with the English and Maths network groups organised through the local authority. These are attended by the Maths and English leaders.

Staff attend moderation training for English, maths and the EYFS and we are part of a network of local schools who carryout regular moderation activities.

Training on assessment is a regular feature of our weekly staff meetings.

SLT members attend any training set out by the DFE as required.