



BITTERNE
C of E PRIMARY

Assessment Policy

Headteacher: Mrs. Jen Johnson

Reviewed by	Headteacher	Authorised by	Governing Body
Date	June 2025	Next Review	June 2027
Review Cycle	Bi-Annually	Signed by Chair of Governors	Rev Tony Palmer



Together we soar...



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](#)

Assessment and reporting arrangements (phonics screening check)

Key stage 2 assessment and reporting arrangements

3. Principles of assessment

At Bitterne CE Primary School, assessment is at the heart of effective teaching and learning. It helps teachers to understand what children know, can do and need next, so that all pupils make progress and flourish.

Our approach is based on three core principles:

- **Assessment supports learning** – it helps teachers plan and adapt teaching to meet individual needs.
- **Assessment celebrates success** – it helps children recognise their progress and know their next steps.
- **Assessment informs improvement** – it guides teachers, leaders and governors to evaluate the impact of teaching and curriculum design.

Assessment at Bitterne CE Primary reflects our Christian vision — every child valued, known and supported to achieve their God-given potential.

4. Assessment approaches

At Bitterne CE 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

Daily Assessment for Learning

Teachers continually assess through:

- Questioning and discussion
- Observing learning behaviours and pupil responses (mini whiteboards etc)
- Marking and feedback (following the Feedback and Marking Policy)
- Self-assessment and peer review
- Low-stakes quizzes and retrieval activities
- Mini plenaries and exit tickets
- Targeted support and follow-up tasks

Teachers use this ongoing information to:

- Adapt teaching immediately or in the next lesson,
- Identify misconceptions and re-teach key concepts,
- Plan interventions for pupils who need additional support,
- Stretch and challenge children ready for greater depth learning.

Effective assessment for learning ensures that teaching is responsive and personalized.

In-Class Assessment Strategies

Teachers at Bitterne CE Primary are expected to:

- Use *success criteria* and *learning intentions* that are clear and shared with pupils.
- Use *guided and independent tasks* to assess understanding.
- Employ *targeted questioning* to probe reasoning and identify misconceptions.
- Provide *live feedback* and marking during lessons.
- Record observations and notes on Insight Tracking (via classroom iPads).
- Adapt subsequent lessons based on what pupils have demonstrated.
- All teachers must follow the school's Feedback and Marking Policy to ensure assessment directly improves learning.
- Complete writing assessment documents following each extended write.
- Assess pupil achievement for maths unit after unit completion

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

Insight Tracking

All assessment information is recorded and analysed through **Insight Tracking**, our web-based tracking system.

Within Insight, teachers:

- Record pupil attainment against *curriculum objectives* for each subject;
- Add comments and notes to specific learning objectives;
- Track progress towards *end-of-year targets*;
- View graphs and reports for individuals, classes and groups.

Moderation and Quality Assurance

- Phase moderation takes place *termly* in phase training sessions.
- Moderation is led by Phase Leaders, supported by the English and Maths subject leads.
- Teachers compare evidence to ensure assessments are accurate and consistent across year groups.
- Following each data entry point, Phase Leaders submit a summary of attainment and progress (including pupil groups) to SLT.

End of Year Targets

End-of-year targets for Reading, Writing and Maths are set each September.

Pupil progress and attainment are measured against these throughout the year.

Insight data feeds into:

- Pupil Progress Meetings each term,
- Reports to parents (data automatically imported),
- Phase moderation sessions, and
- SLT and governor reports.

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
- Multiplication Tables Check in Year 4



- National Curriculum tests and teacher assessments at the end of Key Stage (KS) 2 (year 6)

5. Using data

Following each data entry point:

- Phase Leaders and teachers analyse data for patterns and gaps.
- Action planning is completed to identify pupils who are or may be at risk of falling behind.

Plans outline:

- What additional support or strategies will be used;
- Who will deliver them; and
- How progress will be monitored.

Phase Leaders review these with SLT, ensuring interventions are effective and timely.

Assessment outcomes are shared with Governors at regular intervals throughout the year as part of curriculum and standards reporting.

6. Reporting to parents/carers

Our goal is that parents clearly understand how their child is achieving and how to support their learning at home.

- End-of-year reports are produced through Insight and sent home in July. Reports include teacher judgements of attainment and progress in core subjects, teacher comments, and effort grades.
- Parents also receive a termly teacher judgement of attainment summary for their child for the core subjects.
- Parents also receive updates at autumn and spring consultations and through informal communication during the year.
- Attendance is reported half termly (or more frequently if attendance is being monitored)
- Outcomes of statutory tests are reported to parents

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. Training

The senior leadership team is responsible for keeping up to date with current assessment practices and statutory requirements, ensuring the school's approach remains accurate and robust. Information and updates are cascaded to phase leaders, who take the lead in preparing and supporting staff for assessment processes.

Staff meetings and INSET time are used to provide training on assessment for learning, alongside coaching to strengthen day-to-day formative assessment in the classroom.

Moderation of judgements takes place within phase meetings to secure consistency and accuracy across year groups.

In addition, staff have access to training from experts in the assessment software used by the school, ensuring they are confident in recording, tracking, and analysing pupil progress.

9. Roles and responsibilities

9.1 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

9.2 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

9.3 Phase Leaders

Phase leaders are 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

9.4 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

10. Monitoring

This policy will be reviewed biannually by the Headteacher. At every review, the policy will be shared with the governing board.

All teaching staff are expected to read and follow this policy. Senior Leaders are responsible for ensuring that the policy is followed.

11. Links with other policies

This assessment policy is linked to our:

Teaching and Learning

Feedback and Marking Procedures