

Assessment, Reporting & Recording Policy

Brize Norton Primary School

We SHINE for ourselves and each other with kindness.

Strive, Help, Inspire, Nurture, Excel

Adopted by school LGB:	Brize Norton Primary School
Date:	May 2026
Review Date:	May 2029

Assessment, Recording and Reporting

Rationale

Assessment is essential for the promotion of effective learning and teaching. It enables the teacher to deliver an appropriate curriculum and provides the basis for continuity and progression. The process of assessment is designed to assist the teacher. It is an integral part of the National Curriculum statutory procedures.

Aims

We believe that if assessment is to be effective it should:

- offer all pupils an opportunity to show what they know, understand, can do and need to develop
- assist the child as a learner
- enable the teacher to plan more effectively to advance the learning process
- ensure that there is continuity and progression between year groups
- provide school with information to evaluate work and set appropriate targets
- help inform parents so that they can be more involved in their child's progress

At Brize Norton Primary School we see assessment as having two equally important aspects, 'assessment for learning' (formative assessment) and 'assessment of learning' (summative assessment). These two aspects are addressed separately in this policy.

Formative Assessment

Formative assessment is an ongoing process which 'informs' a teacher of a child's knowledge and understanding of what is being taught at that moment in time. It allows a teacher to respond to the needs of the child within the moment, as well as plan subsequent progressive lessons which build on prior knowledge or equally, in some instances, plan additional 'keep up' sessions to help consolidate understanding. This practice occurs throughout the school and happens within each and every lesson. It allows teachers to accurately pitch progressive learning for every child, facilitating pupil progress and improving teaching and learning as a whole.

Teachers use a range of formative assessment techniques which take into account and reflect pupils' individual learning styles. Formative assessment evidence is collected through:

- observation
- questioning
- talking and listening
- use of peer and self-assessment
- marking work
- children presenting work to others e.g. during plenary sessions

Formative Assessment is used throughout each lesson, enabling teachers to reshape tasks and explanations to move children on if they are learning more quickly than expected, or to provide extra support if needed. Teaching partners are an important part of this process, able to identify and support children who need it. Formative Assessment is also used between lessons to reshape the development of learning across a sequence of lessons, depending on how well the children are progressing.

We believe that children should be involved in the process of assessment. We ensure that pupils know what they are supposed to be learning, what they have achieved and how they can improve. The pupils are given

opportunities to self and peer assess their work against the shared learning objectives and identify learning improvements.

Marking takes into account the shared learning objective and success criteria. Children are given feedback either verbal or written (class/group/individual) and are encouraged to see how they could improve their work. (See Marking and Feedback Policy).

Summative Assessment

Summative assessment provides a 'summary' of progress made each term and from year to year. In key subject areas (Maths, English, Science) this takes the form of formalized tests/assessments as well as evidence collected from independent work in the children's books. As well as this, teachers use their professional judgement as well as more informal methods such as quizzes to assess each child over time for the wider curriculum. Both formative and summative assessment are complimentary and together provide a complete picture of a child's attainment. Internal and external moderation supports the consistency and accuracy of these assessments.

At key points in the academic year, assessments are administered to track pupil progress, plan appropriate learning experiences and to set curriculum targets (See ODST Data Protocol)

External tests are also administered in line with Government guidelines:

- Reception Baseline Assessment
- Y1 Phonics Screening Test
- Y2 SATs papers (Reading, Maths, Spelling, Punctuation and Grammar)
- Y4 Multiplication Check
- Y6 SATs papers (Reading, Maths, Spelling, Punctuation and Grammar)

Early Years

In Reception, staff undertake summative baseline assessments of the children against Development Matters. This is used to plan for teaching and learning from the outset. Formative assessments with the Reception year are carried out by all staff and every day. All Reception staff can contribute formative assessments to a child's Learning Journey. Notes, observations, photographs and work samples are gathered as evidence for the Learning Journey, this evidence is stored digitally on Class Dojo. Parents are invited to contribute to these assessments by sending in photos and videos through Class Dojo. Evidence of children's voice during literacy sessions are kept in a class writing book.

As well as formative assessments during maths teaching sessions and daily interactions with the children, summative assessments are also to assess children's developing knowledge and understanding of number, shape, space and measure.

Reception children will also be assessed every 6 weeks on their phonics progress using the Rocket Phonics scheme of work and built in assessment programme.

Recording

In Reception, summative assessments are made three times a year and recorded in the school's electronic tracking system, INSIGHT. At the end of Reception, children are assessed against the Early Learning Goals (ELGs) and reported as Emerging or Expected. Children will be defined as having reached a GLD at the end of the EYFS if they achieve at least the expected level in the early learning goals in the prime areas of learning (**personal, social and emotional development; physical development; and communication and language**) and in the specific areas of **mathematics and literacy**.

From Years 1 through to 6, Maths, English and Science assessments inform teachers' judgements based on children's work in class to form a full picture of what each child knows and needs to work on. Three times a year, teachers enter what children have learned into INSIGHT, our assessment software.

For wider curriculum areas, such as History and Geography, where a more informal approach to assessment has been used as well as professional judgement through outcomes of independent tasks and formative assessment within lessons, teachers also use INSIGHT to record their summative assessment judgements at the end of the academic year.

The resulting judgements are used in different ways:

- by teachers to set targets and plan learning over the next term; to identify which children are making expected progress, better than expected progress or insufficient progress (and plan actions based on this)
- by senior leaders (including the headteacher, subject leaders and SENCO) to develop an understanding of how well individuals, groups and the whole school is doing and to hold teachers to account, as well as to plan interventions and teacher support to address underperformance.
- by governors to develop an understanding of how groups, then whole school, is doing and to hold the headteacher to account.
- by Oxford Diocesan Schools Trust (ODST) to develop an understanding of how groups, then whole school, is doing and to hold the school to account

Arising from this, an annual action plan with implications for policy, planning and practice is formulated as part of the School Improvement Plan

Reporting

National test data is submitted to Oxfordshire County Council, ODST and the DFE as required.

National test outcomes are reported to governors, ODST and to parents/carers. A link to the latest outcomes is available through our school website.

Data reports are compiled by the headteacher three times a year at the end of each long term. These reports are shared with staff, governors and the school's ODST advisor in order to support school improvement. Subject leaders use the school data to help monitor the effectiveness of teaching and learning in the subjects they are responsible for.

Parent evenings are held twice a year, in the Autumn and Spring Terms. This enables us to keep parents up to date with their child's progress and discuss their next steps. A final written report is given to parents at the end of each academic year; parents are invited in to speak with their class teacher following this report if they so wish. Following assessment weeks, a report is also sent home via email. Parents are reported to 6 times a year.

Special Educational Needs

Learning Plans are kept for children on the SEND register. These detail the additional support the child is receiving and records the impact of this provision. These records are maintained by the class teacher and SENCO and senior leaders monitor the progress of this group of children. These records are shared with Parents/Carers at Parent Evenings through SEN Review weeks which occur 3 times a year. (See SEND Policy for more details). The SENCO presents a progress report to the Governors annually. SEND data is presented to Governors three times a year. The Governor who is also responsible for SEND meets with the SENCO three times a year to monitor.

Pupil Premium and Service Pupil Premium

It is the responsibility of the leadership, including Governors, to monitor and be accountable for the impact of Pupil and Service Premium spending on the attainment and progress of these children. The attainment and progress of children in receipt of Pupil Premium and Service Pupil Premium is reported to Governors as part of the termly data report and a report on the impact of spending is available on our website.