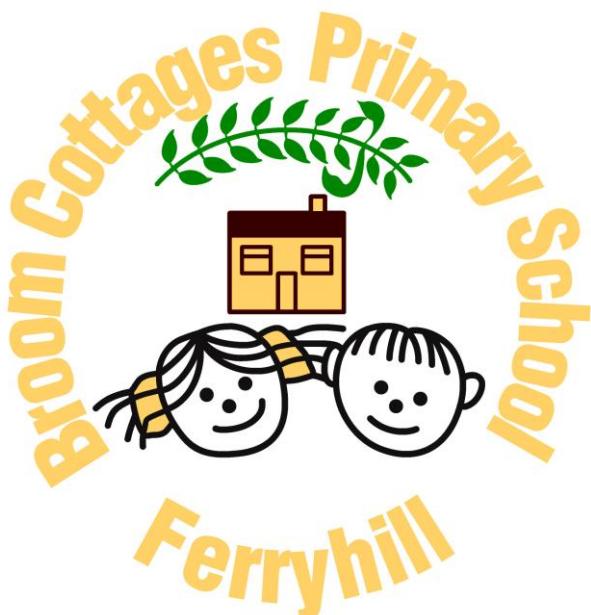


Broom Cottages Primary

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Nursery School



Assessment Policy

Approved by:	Governing body	Date: 21 st January 2026
Last reviewed on:	17 th December 2025	
Next review due by:	December 2027	

Broom Cottages Primary School **Assessment Policy**

This policy is to be read in conjunction with the 'Marking and Feedback Policy'.

All schools have a statutory responsibility to provide a curriculum framework which incorporates arrangements for assessment, recording and reporting. At Broom Cottages Primary School, assessment, recording and reporting are a part of the planning process and clearly linked to teaching and learning. We believe the key purpose of assessment is to raise the attainment of pupils and to move them forward in their learning.

Assessment should:

- establish what children know, understand and can do.
- provide regular feedback to pupils on their next steps of learning and how they can be achieved.
- inform planning for future teaching and learning.
- determine any gaps or misconceptions to be addressed as part of teaching and learning or intervention sessions.
- gather information on individuals, groups or cohorts to inform target-setting.
- establish how learners are performing in relation to age-related and national expectations.
- allow senior leaders to track progress and plan for improvement.
- provide information for parents, other teachers and staff, outside agencies and at key points, the Local Authority and Department for Education.

Recording must be ongoing, manageable and useful. Recording enables teachers and senior leaders to monitor pupil's individual progress. It provides documented evidence of achievements and can signal successes while also highlighting pupils who are not performing as expected. Recording should also inform planning, pupil progress meetings and verbal or written reports.

Reporting must be manageable and relevant. Reporting occurs both in verbal and written forms. We fulfil the statutory requirement to report annually to parents. We write reports which are clear and meaningful, encouraging and motivating children as well as identifying future targets.

Assessing Pupil Attainment

At Broom Cottages, we use a Point In Time Assessment model when making summative assessment judgements each term.

The principle behind this is that pupils will be assessed only against the objectives and content they have been taught within a particular term.

We use the following terminology to assess pupil attainment:

- **Below (B)** – Pupils are accessing the content of an age appropriate curriculum, but are not showing sufficient evidence that they are acquiring the expected knowledge and skill.
- **Just at (JA)** – Pupils show some understanding of the year group knowledge and skills but need further work to become secure.
- **At (At)** – Pupils are consistently competent and confident in the knowledge and skills for a given year group.
- **Above (A)** - Children show a greater depth of understanding in relation to the knowledge and skills of a given year group.
- Where children are judged to be working significantly below standards for their chronological age i.e. still learning the content from a previous year's curriculum, the judgement is prefaced with a numerical value. For example, 4At would indicate a pupil is competent and confident in the knowledge and skills within the Year 4 curriculum.
- Teacher judgements are entered into Juniper Sonar, the online data management tool the school has subscribed to.

Pupils who are working at age related expectations in any given term, will be judged to be working Just At or At the expected standard.

If they are making expected progress across the course of an academic year, this judgement will remain the same each term.

The chart below shows what expected progress would look like from any given starting point.



Expected Progress in Sonar

		End Assessment					
		Significantly Below	Below	Just At	At	Above	Significantly Above
Start Assessment	Significantly Below	Expected	Above	Above	Above	Above	Above
	Below	Below	Expected	Above	Above	Above	Above
	Just At	Below	Below	Expected	Above	Above	Above
	At	Below	Below	Below	Expected	Above	Above
	Above	Below	Below	Below	Below	Expected	Above
	Significantly Above	Below	Below	Below	Below	Below	Expected

Resources to support assessment

The tools below are used to support teacher judgements alongside formative assessment information gained on a day-to-day basis.

- Termly reading, GPS and maths summative tests from Cornerstones are used in year groups 1-6. Year 1 children who are ready begin to access these in the Spring term.
- Reading: The Read, Write Inc. reading lead makes grouping data available to all the relevant staff to help inform their judgements. Lexia, Star Reader (tests to be completed termly) and Reading Plus provide assessment and progress information. The Durham County Council 'Assessing Without Levels: Reading' document is also used.
- Writing: The Durham County Council 'Assessing Without Levels: Writing' document is used to support staff in their judgements.
- Maths: White Rose documentation and information provided by Maths Whizz supports teacher assessment in this area.

Statutory Assessment

- EYFS: The Reception Baseline Assessment (RBA) is completed at the beginning of entry to the Foundation Stage using the nationally published test materials. Pupils in the Foundation Stage are assessed throughout the year using the assessment strands in the guidance material for the Development Matters in the Early Years Foundation Stage. At the end of the Foundation Stage, a summative assessment is made in each of the 17 strands against the Early Learning Goal (ELG) criteria.
- Year 1 pupils complete the phonics screening check. Children who do not meet the required standard in Year 1 will be re checked in Year 2.
- Though they are no longer statutory, children at the end of Year 2 complete SATS assessments in reading, GPS and maths. Writing is teacher assessed.
- Year 4 children complete the Multiplication Tables Check.
- Year 6 pupils complete the KS2 SATS and teacher assessment data is submitted for writing and science.

Moderation

The value of moderation cannot be stressed highly enough. It serves as a method of quality assurance within classes, across phases and between schools in the Ferryhill and Chilton cluster. In addition to this, all teaching staff are encouraged to attend moderation sessions led by staff from the Local Authority.

Staff meet at least termly to share good practice, discuss the outcomes of formal assessments and develop strategies for ensuring the best provision for the children of Broom Cottages. This may involve the restructuring of teaching groups, provision of focused intervention etc.

Moderation achieves the following.

- Evidence of learning outcomes;
- A curriculum which is designed to promote progress;
- Quality feedback and assessment to promote progress in reading, writing, mathematics and science for all pupils regardless of age, stage or SEN;
- Understanding and agreeing on summative judgements to be entered into the central assessment system (Juniper Sonar).

Formative Assessment

Formative assessment is day-to-day, ongoing assessment as part of the repertoire of teaching strategies, based upon how pupils fulfil learning objectives. It is about providing feedback and involving pupils in improving their learning.

Planning, sharing learning objectives with pupils, pupil self-evaluation and peer evaluation all form part of the formative assessment process. Marking and feedback must reflect the learning objectives of the task to be useful and provide an ongoing record of areas of success or improvement. Feedback can be oral or written. Carefully planned questions informed by 'Bloom's Taxonomy' and 'Rosenshine's Principles of Effective Learning' are used throughout lessons to assess knowledge, understanding and skills as well as to identify gaps or misconceptions. Target setting is used to harness pupil motivation and involvement in their progress, raise achievement and pupil self-esteem. Achievements are celebrated and all achievements are celebrated in the same way thus creating an inclusive learning ethos, rather than an emphasis on an external reward ethos.

Responsibilities

Teachers

Teachers are responsible for carrying out formative and summative assessments with individual pupils, small groups and the whole class. They should provide feedback, when appropriate, sharing outcomes with pupils as part of an ongoing dialogue about the learning process. Formative assessment should provide teachers with information that is used to impact upon future planning, teaching and learning and that is used to form a judgement that is recorded on the school's tracking system at key points during the year.

Teaching Assistants

Teaching assistants are responsible for carrying out formative assessments with individual pupils and small groups under the direction of the class teacher. TAs should feedback any information gathered through formative assessment practices to class teachers to enable further planning, teaching and learning to be adapted in the light of outcomes. TAs should provide feedback to pupils on their successes as well as identifying what pupils could do to improve their work.

Assessment Coordinator

The Assessment Coordinator is responsible for ensuring that:

- each class teacher inputs data gathered from formative or summative assessment into the tracking system at agreed points in the year.
- teachers use pupil tracking to analyse the performance of individuals and specific pupil groupings. This information is to support target setting.
- Summative assessment tasks are carried out and relevant data is collated.

Head Teacher

The Head Teacher is responsible for:

- Monitoring standards in core and foundation subjects.
- Analysing pupil progress and attainment, including cohort, specific pupil groups and for individual pupils.
- Identifying pupil groups who may be at risk of underachieving.
- Prioritising key actions to address underachievement of pupils and groups.
- Holding teachers to account for the progress and attainment of individual pupils and pupil groupings in periodic pupil progress meetings.
- Reporting to Governors on all key aspects of pupil progress and attainment, including current standards and trends over time.

Governors

Governors are responsible for monitoring whole school performance data provided by the Head Teacher.

Inclusion

All pupils, including those identified as SEND or more able, will be assessed using formative and summative practices to ensure that planning for teaching and learning is appropriately pitched and will result in progress being made. When assessing pupils who are working below the level expected for a pupil of that age, teachers will track back through the curriculum to find the relevant point. For pupils who are exceeding age-related expectations, teachers will aim to provide an enriched curriculum that adds breadth and depth to learning opportunities.

Review Date

The Broom Cottages Primary School assessment policy is to be reviewed at least every two years by the Assessment Co-ordinator, Phase Leaders and SLT though this may happen more often depending on key changes in education at national level.

- Next review December 2027.