

Brunshaw Primary School



*'Inspiring children to be resilient and aspirational learners,
within a positive and considerate community.'*

Assessment, Recording & Reporting Policy

March 2026

Agreed by Governors: 27/03/26

Aims of assessment

Assessment is a continuous process integral to teaching and learning. It is how teachers gain knowledge of their pupils' needs, achievements and abilities, enabling planning and delivery to be more effective, thereby raising attainment for every child.

Assessment needs to:

- provide information and feedback to support progression in learning through planning;
- provide information for target setting for individuals, groups and cohorts;
- share learning goals with children;
- involve children with self-assessment;
- help pupils know and recognise the standards they are aiming for;
- raise standards of learning and attainment;
- identify children for intervention;
- inform parents and other interested parties of children's progress;
- provide a critical self-evaluation of the school.

We use 3 broad overarching forms of assessment: day-to-day in-school formative assessment (Assessment for Learning), in-school summative assessment (Assessment of Learning) and nationally standardised summative assessment.

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

Assessment opportunities, which are a natural part of teaching and learning, are constantly taking place in the classroom through discussion, listening and analysis of work. It is essential that teachers know how well a child has progressed and that pupils understand how well they are doing and what they must learn to help them improve.

Formative assessment strategies at Brunshaw include:

- Fostering a culture of questioning in every classroom and creating safe learning environments where all children feel able to share learning
- Developing and utilising a wider range of oral and written strategies to ascertain a child's learning e.g. through quizzes or whole class response strategies
- Gathering information about children's prior knowledge and learning to identify gaps and inform planning and specific interventions
- Adjusting planning, both between and during lessons, to ensure learners needs are met
- Providing same day intervention to plug gaps
- Sharing learning intentions and success criteria with the children so that they are able to identify their own success and what they need to do next
- Utilising peer and self-evaluation strategies

- Using every available opportunity to give oral feedback at the point of learning and mark work so that it is constructive and informative in accordance with the Pupil Feedback policy
- Using information gathered during formative assessment activities to feed into summative judgements

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

Children are assessed according to age related expectations laid out in the National Curriculum. Our school uses the Lancashire Key Learning statements (KLIPs) which provide teachers with a breakdown of the age related expectations from which they must assess each child.

- For Reading, Writing and Maths it is expected that the teachers will use independent work and have supporting evidence to assess against the KLIPs, and will assess each child individually to gain a full perspective of what each child is able to do and where further support/intervention may be needed to help them achieve their age related expectations.
- At the end of each term pupils complete standardised tests in Reading and are assessed in fluency by reading with adult. In Maths, end of unit tests are used and learning is tested formally each half term. This testing is used to confirm teacher's judgements.
- In Foundation Subjects such as Geography and History, children are assessed as to whether they are on track based on whether or not they have learned and retained the knowledge and skills taught in that unit. By the end of the academic year the teachers will make final judgements regarding the progress and attainment of each child and will have a bank of evidence to support their judgements for moderation by the Senior Leadership Team and subject leaders if needed.
- Throughout EYFS children are observed to identify their level of achievement, interests and learning styles. These observations feed into the completion of the EYFS profile at the end of the reception year.
- Regular moderation of assessments is built into our staff meeting and monitoring schedules. This includes wider moderation with a local cluster of schools. Whenever moderation is done, national standards and frameworks are used as a benchmark.

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 to pupils nationally

Nationally standardised summative assessments include:

- Early Years Foundation Stage (EYFS) baseline assessment
- EYFS profile at the end of reception
- Phonics screening check in year 1
- Multiplication Times Tables Check (MTC) in year 4
- National Curriculum tests and teacher assessments at the end of KS1* (year 2) and KS2 (year 6)

*KS1 tests are no longer statutory but Brunshaw Primary School will continue to use them as a set of standardised tests

All nationally standardised assessments are carried out and reported in accordance with guidance given from the local education authority (Lancashire) and the DfE.

Collecting and using data

Gathering data is only a useful activity if it is then used to inform future planning and improve outcomes for pupils. At Brunshaw Primary School, summative assessment data is gathered at the end of each term. Using the body of evidence, teachers make judgements as to whether the children are working at, above or below the expected standard.

For English and Maths, children are assessed as being entering (E), developing (D) or secure (S) within a year group expectations. Children working below year group can be assessed within a lower year groups statements. Children are not assessed as working above a year group statement as this is unlikely due to content having not been taught. Children who show mastery within their own year group are assessed as greater depth (GD) at the end of the academic year.

For all non-core subjects, children are assessed as either working at the expected standard (i.e. on track) or below the expected standard (not on track). Children who depth of knowledge and application of skill in a variety of contexts are assessed as exceeding.

All assessments are recorded termly, by the class teacher, on Insight Tracker.

The information recorded on Insight Tracker is then analysed by the assessment leader, the curriculum leader, the English and Maths subject leaders and the senior leadership team. Pupil Progress meetings are held between class teachers and members of the senior leadership team. The information from analysis and meetings is used in the following ways:

- To inform pupil interventions
- To inform future teaching
- To inform school improvement priorities – feeding into the school improvement plan and subject leaders action plans

- To inform governors of standards across school

Data from statutory testing is analysed and used in the same way.

Reporting

Reporting to Parents/Carers provides the opportunity for communication about their child's achievements, abilities and future targets. The annual end of year reports are written so that they have a positive effect on pupils' attitudes, motivation and self-esteem. Reports written for Year 6 children are sent onto their receiving High School.

All reports include particulars of a child's effort and attainment in subjects studied as part of the School's Curriculum. Comments refer to strengths and weaknesses and will include targets for future development. A separate document reporting on the Statutory Test results will be provided for certain year groups. Parents/carers also have the opportunity to receive verbal feedback from teachers at Parents' Evenings held in the Autumn and Spring Terms.

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.

The Assessment, Recording & Reporting Cycle

When	What	Who
September	Target setting for each year group and where relevant key groups i.e Pupil Premium, EAL/SEN	Class teachers & SLT
	Baseline assessment for EYFS pupils	EYFS Lead and teachers
October	Informal opportunity for all teachers to flag any concerns to SLT	Class Teachers
	Reporting of summer term data to Governors	SLT & subject leaders
November	Parent's Consultation Sessions	Class teachers
December	Standardised Reading tests and Red Rose Maths end of term assessments completed	Class teachers
	Teacher assessments in all subjects covered for term added to Insight	Class teachers
	End of term summative assessments for Reading, Writing & Maths completed and added to Insight	Class teachers
	Formal Pupil Progress meetings with SLT	Class teachers
	Pupils identified for interventions	Class teachers

	Analysis of whole school tracking data, review of targets, feed into Key Priority Action Plans	Class teachers
February	Informal opportunity for all teachers to flag any concerns to SLT	Class Teachers
	Reporting of Autumn term data to Governors	SLT & subject leaders
March/April	Standardised Reading and Red Rose Maths end of term assessments tests completed	Class teachers
	Teacher assessments in all subjects covered for term added to Insight	Class teachers
	End of term summative assessments for Reading, Writing & Maths completed and added to Insight	Class teachers
	Formal Pupil Progress meetings with SLT	Class teachers
	Pupils identified for interventions	Class teachers
	Analysis of whole school tracking data, review of targets, feed into Key Priority Action Plans	Class teachers
	Parent's consultation sessions	
May	End of Key Stage 2 Statutory Tests	Y6 Teachers/SLT
	Informal opportunity for all teachers to flag any concerns to SLT	Class Teachers
	Reporting of Spring term data to Governors	SLT & subject leaders
June	Year 1 Phonics Screening Check	Y1 Teachers/SLT
	Year 4 Multiplication Tables Check	Y4 Teachers / SLT
	Year 6 writing moderated and submitted to DfE	Y6 Teachers/SLT
	EYFS profile completed	EYFS lead/EYFS teachers
	End of Key Stage One standardised tests completed	Y2 teachers
July	Teacher assessments in all subjects covered for term added to Insight. Any concerns flagged to SLT	Class Teachers
	Standardised Reading tests and Red Rose Maths end of term assessments completed (Y1/3/4/5)	Class Teachers
	End of term summative assessments for Reading, Writing & Maths completed and added to Insight	Class teachers
	Formal Pupil Progress meetings with SLT and new class teacher as part of handover)	Class teachers
	Pupils identified for interventions next academic year	Class Teachers
	Analysis of whole school tracking data, review of targets, feed into Key Priority Action Plans	SLT
	Written reports sent to Parents/Carers informing them of their child's progress including any statutory results (EYFS/Y1/Y4/Y6)	Class Teachers

Written: March 2026

Review: March 2028 (or sooner pending changes made as part of curriculum review)