	Policy Name		Date Adopted:
	Assessment and Reporting		Summer 2025 **By whom:** KS Leads
Date for review: Summer 2028	**Applicable to:** Whole school	**Staff member responsible:** Emily Dhami Tom Lether	**Governor committee responsible:** N/A

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1 Purpose of the Assessment and Reporting Policy:

The purpose of this policy is to:

- explain why and how we assess children's learning at Bridgetown
- describe how the information is used to improve outcomes for pupils
- describe how and to whom assessment information is reported

2 Rationale

Assessment information informs children, parents, teachers, school leaders (including governors) and other relevant agencies (for example, the local authority and Ofsted) of the progress and achievements in learning made by children at Bridgetown. Assessment informs, day to day planning, teaching and learning, including how these are personalised to meet the needs of individual children, and shapes whole-school development.

3 The purpose of assessment is to:

- Identify individual children's knowledge and understanding
- Identify individual needs and strengths and set appropriate learning targets
- Inform planning, teaching and future learning opportunities that enable children to meet these targets
- Demonstrate the progress made by children in their learning
- Enable parents, school leaders and other agencies to monitor the progress and standards in outcomes for children and groups of children across the school

3.1 Children need to know:

- How well they are doing in relation to their learning targets
- How they can improve their knowledge and understanding

3.2 Parents need to know:

- Whether their child is achieving the age-related expectations set out in the National Curriculum
- Whether their child is making appropriate progress
- Their child's strengths and areas for development
- What they can do to support their child's learning

3.3 Teaching staff need to know:

- Whether each pupil has learnt what has been taught and to use this to inform future planning and teaching
- Who needs more support and who needs greater challenge
- Which pupils and groups of pupils are making better or worse than expected progress
- Whether pupils, including those with Special Educational Needs, disabilities, English as an Additional Language or have Pupil Premium are meeting their learning targets
- Whether they need to adapt any aspects of their planning and teaching to meet the needs of the individuals they teach

3.4 School leaders need to know:

- The standards (progress and attainment) being achieved across the school by individuals and groups of pupils including any areas of strengths and any areas for development
- Whether the school/ the phase they lead is on track to reach its pupil attainment targets
- How pupil attainment in the school compares with other similar schools and the national picture

- If the school is providing value for money

3.5 Effective assessment records enable teachers and the school leadership team to:

- Track the progress of individual pupils or groups of pupils
- Identify patterns over time where there are many small steps in developing pupils' knowledge and skills
- Confirm end-of-year and statutory end-of-key-stage teacher assessments
- Set individual and group targets for improvement
- Discuss pupils' progress with their parents (or others with parental responsibility) and other teachers

4 Principles of Assessment at Bridgetown

At Bridgetown we believe that, used effectively, ongoing formative and summative assessment of pupils' achievements enables us to improve the quality of teaching and learning and outcomes for all pupils.

At Bridgetown we believe that assessment most effectively supports learning when children are fully involved in identifying their own achievements and next steps in learning.

5 Assessment Procedures

5.1 Ongoing, Formative Assessment

At Bridgetown teaching staff assess pupils' achievements within lessons and adapt the lesson accordingly. This type of assessment happens through use of questioning, discussion and observation, which enables teachers to identify misconceptions or the need for additional challenge and respond by adapting support or activities as the lesson progresses.

Day to day assessment may also supported by marking of children's written work. Marking supports teachers in identifying where children have met success criteria for learning and any areas or development. This is used to inform planning of subsequent teaching and learning activities.

Within lessons and units of work, teachers plan regular opportunities for assessment. An independent written assessment will usually take place at the beginning and end of a unit of work to identify the focus for teaching during the unit and demonstrate progress in learning.

Children are involved in assessing their own learning achievements in every lesson and often with peer support. This will usually be through identifying which learning success criteria they have met.

In the Early Years, adults observe children during continuous provision in order to provide in the moment teaching and feedback. Adults report back to the child's class teacher about how they attempted a particular activity or challenge. Assessment of children in the Early Years is based largely on observations of children during their play, though it will also include their written work.

5.2 Summative Assessment in the Core subjects of Reading, Writing and Mathematics

In September 2014 a new National Curriculum was introduced and the system of using levels (which related to the old National Curriculum) to assess children's achievements was removed.

There is no longer a national system for assessing children's attainment and progress throughout Key Stages 1 and 2; schools are required to devise their own system for making regular assessments of children's achievements against the objectives in the 2014 National Curriculum.

Age related expectations are set out in the national curriculum programmes of study. See our website for further details: http://www.bridgetown.warwickshire.sch.uk/curriculum/

Statutory national assessments are still made at the end of each key stage.

Summative assessment judgements are made at least termly according to the school's annual assessment calendar. These judgements are informed by the ongoing records of objectives achieved (as described above), which are based on day to day learning in class, regular assessment activities and (as children progress through the school) some formal tests. Teachers record these summative assessment judgements, using 'Assessment Codes' (see below) in the relevant term's spreadsheet grid on within the timescale set out in the assessment calendar.

5.3 Statutory End of Key Stage Assessments and Moderation

At the end of Key Stage 1 (Year 2) and Key Stage 2 (Year 6), children are assessed against national standards as part of the statutory assessment process.

Key Stage 1:

- Although KS1 SATs are no longer statutory from 2023, teachers continue to make teacher assessment judgements in reading, writing and mathematics at the end of Year 2.
- These judgements are informed by classroom work, assessments and tasks completed throughout the year.
- To ensure consistency and accuracy, teacher assessments are moderated internally and, where appropriate, through collaboration with other schools in our local cluster.

Key Stage 2 (KS2):

- At the end of Year 6, pupils sit national SATs in reading, mathematics and grammar, punctuation and spelling (GPS). Writing is assessed through teacher assessment.
- The outcomes of SATs provide a national benchmark of attainment and are used:
    - To evaluate the school's performance against national averages
    - To support transition conversations with secondary schools
    - To inform end-of-year summative judgements for pupils
- Writing is assessed using the Teacher Assessment Frameworks (TAFs). Judgements are moderated internally, and our Year 6 teachers may also take part in external moderation conducted by Warwickshire County Council (WCC) as our Local Authority to ensure judgements align with national expectations.

Moderation of writing takes place across the school throughout the year, but particularly in Years 2 and 6 in preparation for WCC Local Authority moderations, and may involve:

- Whole-school and phase-based moderation sessions
- Cross-school moderation activities with other local schools
- Participation in WCC-led or other external moderation events when selected

These processes ensure accuracy, consistency and reliability in our assessment practice.

5.4 Reporting Attainment

At Bridgetown we will assess children's learning against the national curriculum age related expectations using 'Assessment Codes' as follows:

Assessment Code *Year 1 codes have been used as an example. The number in the code will change to indicate which year group expectations the child is working within.*	**Definition**	**Requirements**
Y1S **(Year 1: Secure)**	Meeting the expectations for the year group.	The child will be consistently meeting at **least 80%** of the learning objectives set out as statutory requirements for the year group. The expectation is that the majority of children will achieve this by the end of any given school year.
Y1D	Achieving a good number of the	For the child's learning to be judged to be developing towards meeting the year group

(Year 1: Developing)	expectations for the year group.	expectations a child will have **met 50 – 79%** of the objectives for the year group.
Y1E **(Year 1: Emerging)**	Beginning to achieve some of the expectations for the year group.	For a child's learning to be judged to be emerging within year group expectations he or she will be meeting **25-49%** of the learning objectives set out as statutory requirements for his or her year group.
		If a child is achieving less than 25% of statutory requirements for the year group, a judgement will be made against the requirements set out for the previous year group.

In addition to achieving the statutory requirements set out in the national curriculum programmes of study, the DfE has added weight and focus to a child's ability to apply their learning - this is called 'mastery'.

- Mastery is how skilfully a child can apply his or her learning.
- Mastery is not simply knowing a fact, but using and applying that fact in a wide range of increasingly more challenging situations.
- A child with a better mastery will score higher in a test than a child with lower mastery, even if they know the same content.

A child's overall mastery is a long term judgement.

At Bridgetown a child's **'Mastery'** is assessed as follows:

Mastery Rating	Definition	Examples
Y1M **(Year 1: Mastered)**	This is **above the expected standard** depth of application and understanding. Good application of learning	Applies understanding in more complex situations. Uses facts, information or procedures to respond to, solve and answer complex problems. Applies own knowledge in an alternative and unusual context.

In summary, children will be assessed on their ability to meet the expectations set out in the National Curriculum, and on their ability to apply their learning to different contexts.

Unlike the National Curriculum, the Early Years Framework does not identify a Mastery or 'Greater Depth' judgement.

5.5 Measuring Progress

A child who achieves **Y2S** at the end of Year 2 would be expected to achieve **Y3S** at the end of Year 3.

A child who achieves **Y3E** at the end of year 3 and goes on to achieve **Y4D** at the end of Year 4 will have made better than expected progress.

Measuring Progress: Use of Tracking Points

The table below shows how assessment codes can be converted to tracking points in order to measure progress more easily. We would typically expect each child to make one point of progress during each term, to allow for three points of progress by the end of the year. For example, a child entering Year 2 with an assessment code of 1D, would be expected to make the following 3 points of progress at each assessment point in the year:

End of Year 1	Autumn Term Year 2	Spring Term Year 2	Summer Term Year 2
1D	1S (+1 tracking point)	2E (+1 tracking point)	2D (+1 tracking point)

There may be occasions where children make more or less than three tracking points in a year. The children who make less than expected progress will be carefully monitored and supported though tailored interventions.

5.6 Summative Assessment of Non-Core Subjects:

Art and design, science, computing, design and technology, geography, history, languages (French), music, physical education, personal, social, health and economic education (including Relationships and Sex Education), and religious education.

As a school we have set out key skills for children to learn in each of these subjects in each year group to enable children to achieve the end of key stage requirements set out in the National Curriculum. Teachers assess children's achievements in relation to these key skills and make summative judgements accordingly using the assessment codes set out above as follows:

- A child accomplishing most (approximately 80-100%) of the key skills taught will be judged to be **secure** against year group expectations. This is the expectation for most children.
- A child accomplishing many (approximately 50-79%) of the key skills taught will be judged to be **developing** the skills expected for their age.
- A child who has accomplished some (approximately 25 – 49%) of the key skills taught will be judged to be at an **emerging** stage compared with age related expectations.
- Children's mastery of the key skills and will also be assessed as described for the core subjects above.

Summative assessments of Non-Core Subjects will be recorded on SIMS at the end of the academic year.

6 Assessment in the Early Years Foundation Stage (EYFS)

Observational assessment provides on going information about children's learning and development and is used to inform our planning. It is based around children in action, in their self-chosen play as well as planned activities.

Our aims are to ensure that:

- Observations show what the child can do – significant achievements - not what they can't do
- Members of staff observe children as part of their daily routines.
- Children are observed in play and self-chosen activities as well as planned adult directed activities
- Observations are analysed to highlight achievements, needs for further support and planning for what next
- Children are involved and encouraged to express their own views on their achievements

The effectiveness of our assessment system rests on the quality and significance of the observations and not the quantity. Over time observations are made in different learning contexts and at different times of the day to cover the breadth of learning opportunities. Observations are carried out when children are involved in different types of learning experiences and activities both indoor and outdoor. As of September 2021, the revised Early Years Statutory Framework does not require these observations to be written and recorded. Adults in the Early Years hold regular meetings to talk about the progress that children are making in the 7 areas of learning identified in the Early Years Statutory Framework.

When considering whether an individual has met the expected level of development, teachers in the Early Years draw on their knowledge of the child and their expert professional judgement. This is sufficient evidence to assess a child in relation to each of the Early Learning Goals. Sources of written or photographic evidence are no longer required.

Teachers knowledge of the children is informed through:

- Play and child-initiated activities
- Staff led activities
- Activities which have been planned, but which children will carry out independently for most of the time
- Incidental learning opportunities
- Conversations with children
- Samples of work including drawings, independent emergent writing, photos of models, art work

At Bridgetown, samples of work and photographs of 'wow moments' are captured and recorded in a child's learning journal.

7 Reception Baseline Assessments

As of September 2021, all children complete a short assessment in the first six weeks in which a child starts Reception. This is the Statutory Reception Baseline Assessment. This short, interactive assessment is designed to take around 20 minutes, and is completed by the class teacher. Schools are provided with a series of narrative statements to describe how each pupil performed in the different areas covered in the assessment. The scores are not made available to schools, instead raw scores are recorded in the national pupil database and used to create a progress measure for schools at the end of KS2.

8 Meeting the Needs of all Children

At Bridgetown we are committed to meeting the needs of all children by providing sufficient support and challenge based on accurate, day to day assessment of their abilities. The 2014 National Curriculum guidance supports us in this by stating that:

- Objectives can be taught in any order.
- Schools have the flexibility to introduce content earlier or later than set out in the programme of study.
- Schools can introduce key stage content at an earlier key stage if appropriate.
- Teachers should set high expectations for every pupil. They should plan stretching work for pupils whose attainment is significantly above the expected standard; they have an even greater obligation to plan lessons for pupils who have low levels of prior attainment or come from disadvantaged backgrounds.
- **Before moving on**, children should be able to apply their learning in new and exciting contexts – deepening their learning.

9 Parent and Family Involvement

Parents are invited to an informal meeting in the summer term before their child starts and parent forums where teaching approaches are shared. Individual meetings with families take place twice a year at parents evenings with ongoing dialogue and involvement wherever possible. All those who contribute to the welfare or education of the child are involved in the assessment process. At the end of Reception, parents will receive a report linked to the Foundation Stage Profile.

10 Reporting of Assessment Data

10.1 Reporting to Parents

Parents receive a report on their children's progress every term. In the autumn and spring this is a verbal report during discussion at parents' evening. A full written report is provided at the end of the school year (July) identifying their child's achievements against age related expectations.

10.2 Reporting to the leadership team and Governing Body

Subject leaders prepare an annual report on standards in their subject to the senior leadership team.

Key Stage Leaders are responsible for providing a detailed termly report to the governing body. This process follows pupil progress meetings with teaching staff, during which year group data is viewed, analysed and discussed. These meetings allow leaders to identify patterns and trends in attainment and progress across the school.

Following these discussions, Key Stage Leaders prepare and present a summary report to governors that includes:

- An overview of attainment and progress across year groups
- Analysis of how key groups of pupils (e.g. Pupil Premium, pupils with SEND, EAL learners and differences in attainment by gender) are performing
- Identification of any emerging gaps in attainment or progress

The report also outlines the strategic response to assessment findings, including:

- Planned actions to address any underperformance or identified gaps
- The implications for future support, targeted teaching and intervention strategies
- A review of existing interventions and their impact on the progress of the pupils involved

These termly reports ensure that governors have a clear understanding of how well different groups of pupils are achieving and how the school is responding to ensure continued improvement and equity for all learners.

11 Roles and Responsibilities

Responsibility for carrying out, recoding and monitoring assessments is distributed as follows:

11.1 Teaching Assistants

- Make day to day assessments of children's achievements and areas for development based on learning objectives and success criteria provided by the class teacher.
- Record children's achievements in format provided by the teacher.

11.2 Teachers

- Plan opportunities for formative assessment within lessons and sequences of lessons.
- Use assessment information to adapt planning and teaching in order to provide appropriate support and challenge for every child they teach.
- Keep records of assessment using the School's agreed systems, including on, and within the time scales set out in the assessment calendar
- Analyse the assessment data for the children they teach in order to monitor progress for individuals and groups of children.
- Identify strengths and areas for development in the progress and attainment of individuals and groups of pupils and use this information to adapt future planning and teaching to improve outcomes and identify children in need of additional learning interventions.
- Prepare for and take part in standardisation and moderation activities to ensure assessments are accurate and consistent across the school and, where appropriate, with other schools.
- Be proactive in staying up to date with statutory assessment procedures and expectations.
- Report assessment information to school leaders and parents.

11.3 Subject Leaders

- Support teachers with designing assessment activities as required
- Analyse assessment data for their subject across the school identifying strengths and areas for development including for groups of pupils.

- Use this information to devise and implement action plans to raise standards in their subject
- Lead moderation and standardisation activities to ensure assessments are accurate and consistent across the school and, where appropriate, with other schools.
- Report assessment information (at least annually) to school leaders.
- Be up to date with statutory assessments in their subject and be able to advise others.

11.4 Key Stage Leaders & Inclusion Lead

- Ensure that this assessment policy is implemented consistently and effectively across the year groups and pupil groups for which they are responsible.
- Be up to date and ensure compliance with relevant statutory assessments.
- Monitor and analyse assessment data across these groups identifying strengths in progress and attainment and areas for improvement with relation to individuals and groups of pupils.
- Make and implement plans to address needs based on assessment information (including co-ordinating learning interventions and identifying and addressing staff training needs)
- Contribute writing and implementing whole school policy and action planning in response to evaluation of assessment data.

11.5 Head Teacher

- Has overall responsibility for assessment and standards within the school and for the implementation and review of this policy.
- Sets targets for pupil achievement in consultation with senior leaders and teachers

11.6 The Governing Body

Governors are responsible for holding the Head Teacher and senior staff to account for assessment and standards within the school and for providing strategic support to enable this policy to be implemented effectively.