



Bournmoor Primary School

Assessment Policy

Headteacher: Mrs L Snowdon
Chair of Governors: Mrs T Bell
Date for Review: November 2025

Bournmoor Primary School Assessment Policy

Introduction

This policy outlines the purpose, nature and management of assessment in our school. It has been adopted by the staff and governors of Bournmoor Primary School. It outlines the guiding principles by which we implement assessment within our school. The Headteacher has overall responsibility for assessment and reports to the Governing Body.

Aims

At Bournmoor Primary School we believe it is important to know where each child is in their learning journey so we can successfully plan and teach to meet their needs. Assessment is viewed as essential to, and an integral part of effective teaching and learning. It should be meaningful, manageable and assessment of pupils is an on-going activity. Through quality, regular assessment we can gather essential information which enables us to adapt and meet the needs of all learners and move the learning forward. As part of this process, children are given opportunities to evaluate their learning which supports them to know the progress they are making in each subject. It allows teachers to plan activities and tasks which engage children through the information they have gathered.

We believe that a focus on gathering quality assessment information allows us:

- to inform planning
- to provide information which is useful to teachers, parents, governors and others
- to recognise and identify individual strengths and weaknesses
- to emphasise the positive
- to assist in the evaluation of curriculum and inform future planning
- to decide upon interventions needed for under performance
- to monitor the progress of all pupils

We use a range of methods to assess pupil progress which include:

- observation
- discussion
- written work including extended writing
- summarising
- pictorial work, including graphical data
- physical performance
- testing e.g. reading, White Rose maths end of block, times tables
- national assessment SATs
- vocabulary / knowledge tests
- quizzes
- prepared speeches and presentations

Responsibility for assessment

Mrs Snowdon as Headteacher has overall responsibility for monitoring the quality of assessment in our school. This is supported by subject leaders who work collaboratively to complete regular monitoring of books and planning ensuring that quality teaching and learning takes place. This quality assurance allows the Headteacher and subject leaders to validate the on-going informal assessments alongside the formal, summative tests.

Marking and feedback

The aim of marking and feedback is to move learning forward and look at the specific learning gaps that pupils show. We use marking to check, correct, give a mark to a child's work/use the relevant marking stamp. Alongside this we provide feedback which provides information to show what has been done well and what can be improved. We use a variety of methods to ensure that children are given timely, supportive and effective feedback as below:

- live marking while pupils are still completing the task
- coded marking using our marking stamps
- verbal feedback delivered during the lesson

- ‘thinking like the teacher’ where pupils correct mistakes as owners of their learning
- traditional marking after the task has been completed

Reporting to parents

Assessment data is reported to our parents in the form of both Parents’ Evening and written end of year reports. We offer parents the opportunity to discuss their child’s report with the class teacher. The basis for our written reports is to ensure parents are informed about the following key information:

- general progress
- attainment against age related expectations
- attendance record
- targets for improving future learning
- results of any national curriculum tests taken

Inclusion

Our inclusive education supports pupils to learn, contribute and participate in all aspects of school life alongside their peers. This includes ensuring all pupils are assessed to ensure they are given the best opportunities based on their needs and requirements for their next steps. Our curriculum includes, not only the formal requirements for assessing the Early Years Foundation Stage Curriculum / National Curriculum, but also a range of additional opportunities to provide pupils with the opportunity to demonstrate their understanding. We use a wide range of assessment approaches to ensure that all children can be included in this important part of their education, ensuring that we meet needs identified on SEN plans or EHCPs as appropriate.