Broomfield House School

ASSESSMENT RECORDING AND REPORTING POLICY AND ASSESSMENT PLAN

This Policy, which applies to the whole school including the Early Years Foundation Stage (EYFS), is publicly available on the School's Website and, upon request, a hard copy, (also available in large print or other accessible format if required), may be obtained from the School Office.

Other Related Documents Include:

- ✓ Homework Policy
- ✓ Special Educational Needs and Disability Policy (SEND)
- ✓ Gifted and Talented Policy
- ✓ Appropriate plans, schemes of work and/ or programmes of study.

Monitoring and Review:

This policy will be subject to continuous monitoring, refinement and audit by the Headteacher.

The Headteacher will undertake a formal annual review of this policy for the purpose of monitoring and of the efficiency with which the related duties have been discharged, by no later than one year from the date shown below, or earlier if significant changes to the systems and arrangements take place, or if legislation, regulatory requirements or best practice guidelines so require.

Last reviewed: September 2026
Next review: September 2027

Introduction

Assessment is an integral and vital part of teaching and learning as it informs planning and individual next steps. Assessment for learning strategies is embedded in our practice. Regular summative assessments are carried out to establish level of attainment, which also inform future planning.

Teachers use assessment information to track progress of individuals and groups of pupils and middle and senior leaders use it to monitor outcomes and the implementation and impact of the curriculum. Regular feedback is given to pupils about their learning, which helps them to understand how to be successful, recognise what they have achieved and know what they need to do to improve further.

Reporting to parents in meetings and written reports gives clear, accurate and measurable information on children's progress.

Principles for good practice

Good assessment practice:

- ✓ is based upon clear curriculum intentions;
- ✓ plays an integral part in classroom activities;
- ✓ is appropriate to the task;
- ✓ focuses on learning processes as well as learning outcomes;
- ✓ draws on a wide range of evidence;
- ✓ indicates strengths and identifies weaknesses;
- ✓ involves pupils in reflection and review;
- ✓ informs about individuals' progress.

Aims and Objectives

At Broomfield House, we educate and nurture the whole pupil, providing opportunities for each pupil to discover and develop their talents and abilities. We create a culture of achievement within a stimulating learning environment ensuring positive reinforcement at all levels of ability through appropriately differentiated expectations. We embrace a growth mindset across the school community.

Our vision is for our school pupils is to be creative, curious, courageous, kind and happy in their individual learning journeys.

Our aims are:

- ✓ To provide clear guidelines on the school's approach to formative and summative assessment.
- ✓ To monitor and evaluate the progress that pupils make in all areas of learning.
- ✓ To guide future planning, teaching and curriculum development.
- ✓ To provide information for target setting for individuals and groups and to enable planning of interventions.
- ✓ To encourage pupils to adopt a responsible approach to their learning.
- ✓ To provide a consistent and coherent approach to recording summative and standardised assessment outcomes and reporting to parents.
- ✓ To provide pupils and parents with necessary information about outcomes and progress.

Responsibilities

Teaching staff are responsible for the following:

- ✓ adhere to the requirements of this policy in planning the learning for the groups and individual pupils for whom they are responsible;
- ✓ involve and inform Teaching Assistants, and others working with pupils, of the role they need to have in the assessment of pupil's learning in Reading;
- ✓ keep records of pupil's progress in an agreed format as defined by the Marking and Feedback Policy;
- ✓ keep other such records as to inform and contribute to the agreed curriculum plans, records and reports;
- ✓ report as required regarding the progress of their pupils;
- ✓ ensure all tests are of a level appropriate to the age and access to the curriculum of the children;
- ✓ analyse results and discuss any individual performances that give cause for concern;
- ✓ mark tests and ensure appropriate feedback to pupils on their performance;
- ✓ report to parents as required regarding the progress of their pupils.

Senior staff are responsible for the following:

- ✓ be responsible for the management of assessment activities;
- ✓ be responsible for the on-going monitoring of assessment.
- ✓ facilitate the use and application of assessment data within the school;
- ✓ prepare statistics and analysis relating to external examinations
- ✓ collect and interpret assessment data;
- ✓ track and monitor academic progress of all children;

The Head of School is responsible for the following:

- ✓ be aware of the assessment and reporting activities taking place within the school, ensuring a consistent and continuous school-wide focus on pupils' achievement, using data to monitor progress in pupil's learning;
- ✓ be able to determine, organise and implement a diverse, flexible curriculum and implement an effective assessment framework;
- ✓ responsible for overseeing the collection and interpretation of assessment data;
- ✓ receive reports regarding pupils' progress from staff;
- ✓ implement the school's policy for the recording and reporting of pupil progress, based on regular assessments and reports;
- ✓ confirm agreement of agreed targets for school;
- ✓ oversee the school's reporting system (iSams) to parents, ensuring that school reports are of a high quality and informative to parents.

Parents are responsible for the following:

- ✓ participate in the opportunities offered by the school to be involved in discussions regarding their pupil's progress;
- ✓ raise any concerns they may have about their pupil with the school at the earliest opportunity.

Assessment Plan

The assessment plan sets out the range of assessments taken within the school as a guide for teachers and parents as necessary.

Special Educational Needs and Disabilities

Pupils who experience challenges in accessing the taught curriculum may have the assessment modified to accommodate their need. This will not affect the outcome or marking procedure. Accommodations will vary and be at the discretion of the class teacher in agreement with the Head of ILE. Where the pupil has an educational psychologist's evaluation, the recommendations may be followed in whole or in part with the full agreement of parents.

We also complete the Lucid Rapid dyslexia screeners in various years across the school as shown in the assessment plan which we then follow up with a more specific dyslexia screener for any who need further investigation.

Early Years Foundation Stage:

At Broomfield House we focus on teacher knowledge and collect WOW moments as evidence to enable us to be able to assess each child against the EYFS Early Learning Goals at the end of the Kindergarten year. At the start of

the year, we spent time getting to know children though observations and activities. Our assessments are always based on our knowledge of the pupils in our care.

In Kindergarten we use the online tool CEMs which generates data on answers children give to online questions. This is then used to help with targets and activities in planning. This is completed by all children at the beginning and end of the Kindergarten year and so also illustrates progress made by each child.

We use the *Famly* online system which allows us to take observations, evaluate and plan next steps; this information in shared with the parents who can add home experiences through photos and videos and make comments on their child's learning journal.

Children's learning journeys also support and inform teachers completing the EYFS Profile at the end of the Kindergarten year. The information in the EYFS profile is passed on to the Year One team at the end of the year to allow them to provide an easy transition into Key Stage One. It is also shared with the parents/carers throughout the year, via observations on *Famly*, at our formal parent's evenings in the Autumn and Spring term, and also in our termly progress reports, which identify targets that we will be focussing on with each child over the following term.

Where appropriate, we will complete more formal 1-1 assessments, such as ongoing Read Write Inc phonics assessments. When pupils enter Broomfield House Kindergarten, we assess their knowledge of phonics using the Read, Write, Inc platform. This enables us to teach each pupil to learn phonics in a way which best suits their learning style and needs through the use of ability groups and not just age groups. We assess phonics continuously, by reading with every pupil 1-1 each week This is recorded in a Reading Record, which each pupil takes home with them. The pupil's parents may also then comment on their child's progress in reading, so as to better inform the teachers, and provide an alternate perspective on each pupil's abilities.

At Broomfield House we are mindful of building a holistic view of each child and their progress. As such, we consider a range of viewpoints when setting next steps and assessing children's progress and development. This includes strong parent partnership working; we believe parents know the children best and by communicating regularly, we can ensure children are on-track with their development and put additional support in place where needed. It may also include viewpoints and reports from other professionals who are in contact with the pupils, such as teaching assistants, peripatetic teachers and outside agencies (e.g. Speech and language therapists).

Pupils are involved in their own learning at Broomfield House. Pupils are encouraged to become confident in expressing the likes, dislikes and current interests, to allow practitioners to use a child-led approach to learning and development tailored to children's individual needs. Through our PSHE programme, JIGSAW children learn to reflect on things they enjoy and are good at and things that they would like to get better at/ skills they would like to develop.

New Joiners

New Joiners	ATOM Learning CAT4 (Years 2 - 6) Lucid Rapid Dyslexia Screener (Years 3-6) Phonics Check (1-2) CEM Baseline/Progress (k)

Use of Quest Progress in Assessment

As part of our assessment strategy, we use Quest Progress to monitor and support pupil attainment and progress in Key Stages 1 and 2. These assessments are carefully aligned with the National Curriculum and government testing frameworks, and benchmarked against a national sample of over 30,000 pupils, providing reliable and meaningful comparisons. Quest Progress only assesses content that has been taught in class, ensuring that pupils are tested on familiar material using language and structures consistent with daily teaching. Developed in collaboration with schools across the UK, the assessments provide an accurate reflection of learning and are used to inform both short-term teaching decisions and long-term curriculum planning. This ensures that all pupils receive appropriate challenge and targeted support based on robust evidence.

Please see the table below showing the school summative assessment plan.

	K	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Autumn	Quest Baseline Testing Communication, Literacy and Language Phonics Maths	QUEST: Grammar, punctuation and vocabularly Phonics Reading Spelling Mathematical reasoning Arithmetic Wellbeing	QUEST: Grammar, punctuation and vocabularly Phonics Reading Spelling Mathematical reasoning Arithmetic Wellbeing	CAT Tests QUEST: Arithmetic Grammar, punctuation and vocabularly Mathematical reasoning Reading RWI Spelling	QUEST: Arithmetic Grammar, punctuation and vocabularly Mathematical reasoning Reading RWI Spelling Wellbeing	CAT Tests QUEST: Arithmetic Grammar, punctuation and vocabularly Mathematical reasoning Reading RWI Spelling	QUEST: Arithmetic Grammar, punctuation and vocabularly Mathematical reasoning Reading RWI Spelling Wellbeing
Spring		QUEST: Grammar, punctuation and vocabularly Phonics Reading Spelling Mathematical reasoning Arithmetic Wellbeing	GL Lucid Rapid Dyslexia Screener QUEST: Grammar, punctuation and vocabularly Phonics Reading Spelling Mathematical reasoning Arithmetic Wellbeing	QUEST: Arithmetic Grammar, punctuation and vocabularly Mathematical reasoning Reading RWI Spelling Wellbeing	QUEST: Arithmetic Grammar, punctuation and vocabularly Mathematical reasoning Reading RWI Spelling Wellbeing	QUEST: Arithmetic Grammar, punctuation and vocabularly Mathematical reasoning Reading RWI Spelling Wellbeing	QUEST: Arithmetic Grammar, punctuation and vocabularly Mathematical reasoning Reading RWI Spelling Wellbeing
Summer	EYFS Profile Quest Baseline Testing Communication, Literacy and Language Phonics Maths	QUEST: Grammar, punctuation and vocabularly Phonics Reading Spelling Mathematical reasoning Arithmetic Wellbeing	KS1 SATS QUEST: Grammar, punctuation and vocabularly Phonics Reading Spelling Mathematical reasoning Arithmetic Wellbeing	QUEST: Arithmetic Grammar, punctuation and vocabularly Mathematical reasoning Reading ATOM Progress in Science RWI Spelling Wellbeing	QUEST: Arithmetic Grammar, punctuation and vocabularly Mathematical reasoning Reading ATOM Progress in Science RWI Spelling Wellbeing	QUEST: Arithmetic Grammar, punctuation and vocabularly Mathematical reasoning Reading ATOM Progress in Science RWI Spelling Wellbeing	KS2 SATS ATOM progress in Science QUEST: Arithmetic Grammar, punctuation and vocabularly Mathematical reasoning Reading RWI Spelling Wellbeing

We publish reports three times during year through the iSams parent portal to keep parent aware of progress, these reports are also followed up with a parents report evening where further detail can be given on the general progress and more specific academic targets stated on the reports.

Formative Assessment in Key Stages 1 and 2

Pre-assessment

At the beginning of topics in core and non-core subjects, informal pre-assessments are carried out to provide information on children's prior knowledge and understanding. This form of formative assessment informs planning of subsequent lessons in these topics and is used as a baseline against which children's progress by the end of the topic can be assessed.

Low stakes testing

At the end of each week, the children's retention and understanding of the maths and English lessons taught that week are assessed using informal formative assessment tasks designed by their class teacher. This low-stress type of testing enables early intervention to take place in order to ensure children who need extra support receive it promptly.