November 2025-2028

Bishop Monkton Church of England School
Assessment Policy

Bishop Monkton CE Primary School Vision

Act justly, love kindness and walk humbly with God *Micah 6:8*

School statement on assessment

Our assessment policy is based on a research review of the most effective assessment approaches and identifies the best ways to use assessment for the implementation of a high-quality curriculum that ensures pupils know more, remember more and develop fluency.

A summary review of our research review is provided at the end of this policy.

Key principles that inform our assessment policy are:

purpose
validity
reliability
value

Our belief is that assessment permeates all aspects of a quality first curriculum. Pupils' progress is an alteration to long term memory and is evidenced in more than test results and progress scores.

Our practical approaches and systems of assessment ensure that there is continuous focus on securing and deepening all groups of pupils' learning and therefore maximises impact.

Aims and purpose of the policy

How assessment operates in our school

- Formative assessment through continuous feedback is at the heart of our assessment and is the golden thread across the school's curriculum that ensures all children receive a high-quality education. This is continuous feedback between pupil and teacher that quickly identifies if a child is not keeping up with their curricular goals and end points. This enables teachers to quickly provide either adaptations, additional support or extra practice, particularly for the lowest 20% and SEND pupils. Formative assessment (AFL) feedback is used by the teacher to make sure the planned curriculum is in the right order and focuses on small steps that builds knowledge systematically and cumulatively through the school. Talk for learning and talk about how we learn and remember is an integral part of our formative assessment. We follow the EEF **"**Six recommendations for using teacher feedback to improve pupils learning, June 2021 to support our feedback (appendix 1).

- Our first step is always identifying gaps in pupils' knowledge and skills before they begin new units of work. This is through knowledge check assessments to recognise specific gaps in knowledge and is undertaken through low stakes quizzes rather than standardised tests.

At the start of each school year, we carry out checks of essential knowledge from the previous year's work before starting the new school year's cumulative curriculum.

- Pupils' progress is an alteration to long term memory and we check pupils have remembered all subject end points by assessment quizzes. These low stakes assessments ensure teachers and pupils know that the intended taught curriculum has been remembered in core and foundation subjects. The quizzes are in pupils' books and teachers pass on information about children not secure in remembering their end points to the pupils' next teacher. Summary records are used that avoid excessive work load.

- Assessment also includes workbook scrutiny by teachers and subject leaders that checks pupils improve their fluency and ability to draw on previous learning and connect knowledge across the curriculum. Teachers and subject leaders hold discussions with groups of pupils to check if pupils are explicit about their learning and are remembering their intended curriculum end points.
- We further validate the standards of attainment in Reading, Spelling, Punctuation and Grammar, and Maths at the end of each term for each age year group from a range of national assessments, standardised tests and summative assessments.
- In addition to assessment of writing internally, we further ensure and assure the reliability and validity of our assessment of writing by moderating with local schools and participating in LA moderation.

Monitoring the policy

- Monitoring by leaders and subject leaders assures the reliability of assessment throughout the school and ensures pupils know and remember their specific taught curriculum and develop greater fluency as they move through the school. This includes workbook scrutiny, lesson drop ins and pupil discussion groups.
- Summative assessment data is monitored by the headteacher every term and reported to the governing body. The headteacher is responsible for ensuring the assessment policy is being followed.

Evaluating and reviewing

- At the end of each year, we review the effectiveness of assessment to consider what is working well and what could be improved. This includes a specific review of assessment for SEND pupils to identify ways to further improve the assessment of small steps within a lesson and unit of work.

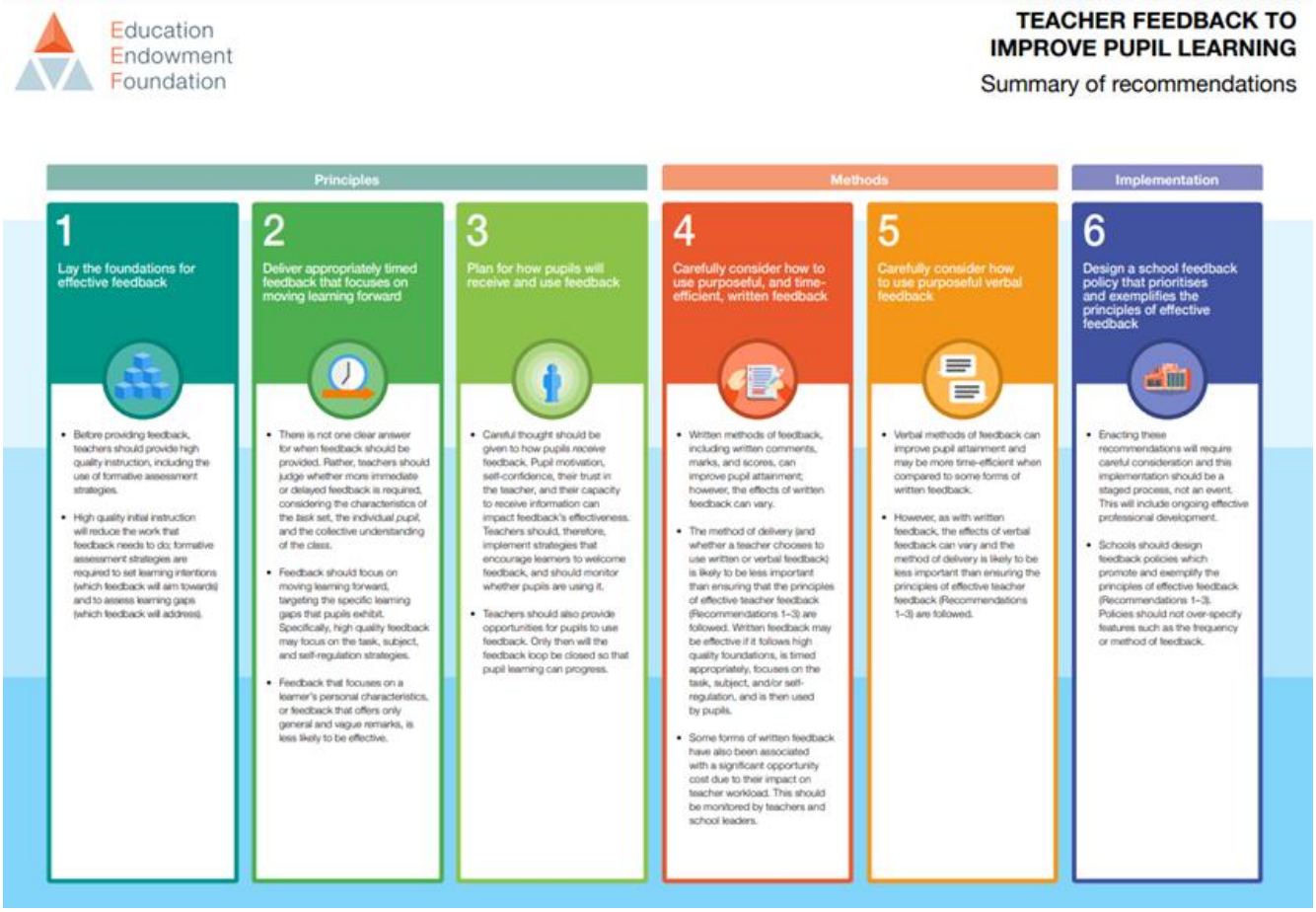
Signed Headteacher _____

Signed Chair of Governors _____

Date November 2025

Review Date November 2028

Appendix 1:


Education
Endowment
Foundation
TEACHER FEEDBACK TO IMPROVE PUPIL LEARNING
Summary of recommendations
Principles
Methods
Implementation
1
Lay the foundations for effective feedback
Before providing feedback, teachers should provide high quality instruction, including the use of formative assessment strategies.
High quality initial instruction will reduce the work that feedback needs to do; formative assessment strategies are required to set learning intentions (which feedback will aim towards) and to assess learning gaps (which feedback will address).
2
Deliver appropriately timed feedback that focuses on moving learning forward
There is not one clear answer for when feedback should be provided. Rather, teachers should judge whether more immediate or delayed feedback is required, considering the characteristics of the task set, the individual pupil, and the collective understanding of the class.
Feedback should focus on moving learning forward, targeting the specific learning gaps that pupils exhibit. Specifically, high quality feedback may focus on the task, subject, and self-regulation strategies.
Feedback that focuses on a learner's personal characteristics, or feedback that offers only general and vague remarks, is less likely to be effective.
3
Plan for how pupils will receive and use feedback
Careful thought should be given to how pupils receive feedback. Pupil motivation, self-confidence, their trust in the teacher, and their capacity to receive information can impact feedback's effectiveness. Teachers should, therefore, implement strategies that encourage learners to welcome feedback, and should monitor whether pupils are using it.
Teachers should also provide opportunities for pupils to use feedback. Only then will the feedback loop be closed so that pupil learning can progress.
4
Carefully consider how to use purposeful, and time-efficient, written feedback
Written methods of feedback, including written comments, marks, and scores, can improve pupil attainment; however, the effects of written feedback can vary.
The method of delivery (and whether a teacher chooses to use written or verbal feedback) is likely to be less important than ensuring that the principles of effective teacher feedback (Recommendations 1–3) are followed. Written feedback may be effective if it follows high quality foundations, is timed appropriately, focuses on the task, subject, and/or self-regulation, and is then used by pupils.
Some forms of written feedback have also been associated with a significant opportunity cost due to their impact on teacher workload. This should be monitored by teachers and school leaders.
5
Carefully consider how to use purposeful verbal feedback
Verbal methods of feedback can improve pupil attainment and may be more time-efficient when compared to some forms of written feedback.
However, as with written feedback, the effects of verbal feedback can vary and the method of delivery is likely to be less important than ensuring the principles of effective teacher feedback (Recommendations 1–3) are followed.
6
Design a school feedback policy that prioritises and exemplifies the principles of effective feedback
Enacting these recommendations will require careful consideration and this implementation should be a staged process, not an event. This will include ongoing effective professional development.
Schools should design feedback policies which promote and exemplify the principles of effective feedback (Recommendations 1–3). Policies should not over-specify features such as the frequency or method of feedback.