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| BENTLEY NEW VILLAGE PRIMARY SCHOOL |
| Assessment Policy |
| UPDATED: SEPTEMBER 2025 |

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| HEADTEACHER: Vicky Simmons |

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| **PERSON RESPONSIBLE FOR POLICY:**  | **VICKY SIMMONS** |
| **APPROVED: SLT** | **DATE: SEPTEMBER 2025** |
| **SIGNED: V E Simmons** | **ROLE: HEADTEACHER** |
| **TO BE REVIEWED:** | **SEPTEMBER 2026** |

**OUR SCHOOL VISION**

Together, we will create a calm and welcoming learning environment and work together to secure success for all. We will strive to create a safe, caring, supportive and inclusive school.

Our school will equip its pupils with the skills that society and the local community demand and so we will value the skills and learning that children need in order to look after themselves, their families, their health, their mental well-being and their bodies. We will strive to teach the whole child and create life-long learners and pro-active citizens.

**ETHOS**

We believe that:

1. All children can learn. All staff and children are able to recognise the value of learning.
2. *All staff*, working at New Village, will have consistently high expectations of children’s learning potential, attitudes and behaviour and take corporate responsibility for ensuring these in, and around, school.
3. Learning takes place in *all areas* of our school and through the *entire*learning day - inside and outside of the classroom.
4. Children should be taught how to learn; learning how to be an outstanding learner.
5. Consistently challenging, dynamic, engaging and empowering teaching leads to outstanding learning, resulting in a school where *every* child’s potential is realised.
6. *All staff* will value *every child’s contribution* to the school and strive to create a learning environment that brings out the full potential in all.
7. Rigorous, continuous monitoring, thorough and informed evaluation and accurate analysis of *all the elements* of teaching, is essential in ensuring high-level teaching and learning.
8. Learning at New Village will produce and enhance a learning skills-set that will be lifelong; we will actively promote this for every child and for all staff.
9. New Village School will demonstrate its commitment to quality teaching and learning through its dedication to *continuous professional development* for all staff; recognising and exploiting all opportunities to enhance its workforce and the learning environment.
10. All children will be encouraged to develop as individuals.  Their creativity, talents, differences and uniqueness.

**OUR SCHOOL VALUES**

**Determination – Resilience – Tolerance – Cooperation – Creativity – Curiosity**

**CURRICULUM MANDATE**

Our New Village curriculum will offer equitable opportunities for all pupils to access a curriculum that is rich in knowledge, experiences, understanding and language that represent the best of humankind.  Whilst instilling in our learners a knowledge, understanding and appreciation of how to take responsibility for their physical and mental wellbeing.  Through the curriculum, children are exposed to diversity through celebrating, studying and appreciating differences and similarities.  We recognise the importance of language in school and throughout life and enrich the curriculum with opportunities to develop vocabulary, speak in different contexts, read quality texts and learn to be active listeners.  Our curriculum contributes effectively to building a self-regulating, self-motivated individual who consistently demonstrates the New Village key values when faced with challenge because we know ***what challenges us changes us***.

**ASSESSMENT POLICY**

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# 1. Rationale

Assessment is central to promoting children’s learning, providing a clear framework to set educational objectives and monitor progress in partnership with pupils. It should be systematically integrated into teaching to diagnose challenges and track development. *Effective assessment depends on practitioners’ understanding of child development and clear learning goals* (Development Matters, p6-7). It supports curriculum improvement and enhances teachers’ skills and judgements.

Since the removal of National Curriculum levels in 2014, schools have developed their own assessment approaches. This policy aligns with key guidance, including:

* Final Report of the Commission on Assessment without Levels
* Education (Pupil Information) (England) Regulations 2005: Schedule 1
* Making Data Work
* DfE Teacher Workload Report
* Ofsted Inspection Framework
* Teachers’ Standards

# 2. Aims

Using the principles and processes of assessment at Bentley New Village Primary, we aim to:

• monitor progress and support learning, track pupil performance and in particular identify those pupils at risk of underachievement

• recognise the achievements of pupils

• guide future planning, teaching and curriculum development, provide information which can be used by teachers and the head teacher as they plan for individual pupils and cohorts

 • inform parents and the wider community of pupil achievement

• provide information to ensure continuity when the pupil changes school or year group

• comply with statutory requirements

• raise standards of attainment and behaviour, and improve pupil attitudes and response

• enable the active involvement of pupils in their own learning by providing effective feedback which closes the gap between present performance and future standards required

*Assessment should not take practitioners away from the children for long periods of time. Before assessing children, it’s a good idea to think about whether the assessments will be useful (*Development Matters p6-7).

# 3. Assessment

At Bentley New Village Primary School, we see assessment as an integral part of teaching and learning, and it is inextricably linked to our curriculum. We use three broad overarching forms of assessment: day-to-day in-school formative assessment, in-school summative assessment and nationally standardised summative assessment.

The following diagram demonstrates the regularity and is an illustration of the proportionate role different forms of assessment take in school.

## 3.1 In-school formative assessment

Effective in-school formative assessment enables teachers to monitor pupil understanding continuously, plan future learning, and provide timely support or challenge. It also helps pupils reflect on their progress and identify next steps, while giving parents a clear picture of their child’s strengths and areas for development.

At Bentley New Village, formative assessment is central to every lesson and directly informs the next steps in teaching and learning. A range of strategies is used consistently across the school, including:

* Marking and feedback, as outlined in the school’s Marking and Feedback Policy
* Effective questioning, which is integral to developing and assessing understanding
* Self and peer assessment, helping pupils reflect on and evaluate their own and others’ work
* Clear learning objectives, shared at the start of lessons to guide focus and expectations
* Oral feedback, used to clarify misconceptions or provide immediate support where written comments may be less accessible
* Ongoing reflection and target setting, by both teachers and pupils, to promote continuous improvement

## 3.2 In-school summative assessment

At Bentley New Village, the core purpose of assessment is to support teachers, parents, and pupils in planning the next steps in learning. In-school summative assessment provides valuable information for evaluating pupil progress and teaching effectiveness. It enables:

* School leaders to monitor cohort performance, identify areas requiring intervention, and support staff in improving outcomes
* Teachers to assess learning at the end of a unit and reflect on the impact of their teaching
* Pupils to understand their progress over time and receive feedback for improvement
* Parents to stay informed about their child’s achievements and development

Assessment is based on clear learning objectives and success criteria derived from the National Curriculum. Pupils are assessed three times per year (autumn, spring, summer) in core subjects—reading, writing, maths, and science—and at the end of each unit for foundation subjects. Judgements reflect whether pupils are working below, at, or above age-related expectations.

Assessment outcomes are supported by a range of evidence, including observations, pupil work, and tests. Judgements are moderated internally and externally to ensure fairness, accuracy, and reliability. We do not rely on a single assessment resource; instead, we use a broad evidence base to form a holistic view of pupil attainment and progress.

An overview of assessments used are detailed below:

|  |  |  |  |
| --- | --- | --- | --- |
|  |  | **Assessment (what/when)** | **Purpose (why)** |
| **EYFS** |  | * Reception Baseline Assessment (in first 6 weeks)
* Little Wandle Assessments
* 3x Checkpoint assessments (end of Autumn / end of Spring / end of Summer.
* All children have x2 focus weeks during the term. During this week we set individual targets and give opportunities to review them.

Ducklings (Nursery) - targets in x3 Prime AreasRobins (Reception) - targets in x3 Prime Areas & Literacy & Maths  | * Statutory – as a measure of progress across the school
* To inform reading book level and ensure children taught in correct group.
* To identify which children are working close to national standards and which children may require further support through provisions or interventions
* To identify focus areas, inform teaching and assessments
* *'The observation checkpoints can help you to notice whether a child is at risk of falling behind in their development. You can make all the difference by taking action quickly, using your professional judgement and your understanding of child development. By monitoring the child’s progress more closely, you can make the right decisions about what sort of extra help is needed.'* Development Matters - pg 4
* At the end of each full term, EYFS staff will meet as a whole staff team to decide if the children are emerging/expected for each Area of Learning. This is recorded on an emerging/expected sheet. This is then used to inform our timetable/planning/interventions for the following term.
 |
| **Year 1** | **Reading /Phonics** | * Phonics Checks (Termly)
* Past Papers half termly
* Little Wandle Assessments (6 weekly)
* Completion of ROAP (Ongoing)
* Reading Assessment tasks once children have reached ‘yellow’ reading band
* Phonics Screening (June)
 | * To inform reading book level
* To identify which children are working close to national standards and which children may require further support through provisions or interventions
* To provide an accurate picture of child’s reading abilities and diagnose gaps
* Statutory test – result reported
 |
| **Writing** | * Writing breakdown of statements
* Unaided Write assessments (x6 times a year)
 | * To identify which aspects of the ‘Working At / Greater Depth’ statements are secure for each child and where teaching and learning needs to be adapted in order to secure these skills for individuals/groups of children.
 |
| **Maths** | * maths assessment tasks including tests (QLA to be used
* RTP assessment criteria
 | * To identify which aspects of the ‘Working At / Greater Depth’ statements are secure for each child and where teaching and learning needs to be adapted in order to secure these skills for individuals/groups of children.
* To identify gaps and address through intervention
 |
| **Year 2** | **Phonics** | * Phonics Checks
* Past Papers/ Little Wandle Assessments
 | * To inform reading book level
* To identify which children are working close to national standards and which children may require further support through provisions or interventions
 |
| **Reading** | * WPM – every half term
* YARC intervention group – (for those who need fluency intervention)
* Completion of ROAP
* Past Papers follow by QLA
* TAF
* Statutory Test
 | * To identify focus children for 1:1 reading
* To identify gaps in children’s knowledge to achieve ARE/GD
* Inform TA
* To provide an accurate picture of child’s reading abilities
* To identify where teaching and learning needs to be adapted in order to secure these skills for individuals/groups of children.
 |
| **Writing** | * Writing breakdown of statements in relation to the Teacher Assessment framework
* Unaided Write assessments (x6 times a year)
 | * To identify which aspects of the ‘Working At / Greater Depth’ statements are secure for each child and where teaching and learning needs to be adapted in order to secure these skills for individuals/groups of children.
 |
| **Maths** | * Maths TAF
* Past papers followed by QLA
* Statutory Test
* Number sense half termly assessments and input onto spreadsheet
* RTP assessment criteria
 | * To identify which aspects of the ‘Working At / Greater Depth’ statements are secure for each child and where teaching and learning needs to be adapted in order to secure these skills for individuals/groups of children.
* To secure multiplication facts
* To identify gaps and address through intervention
 |
| **Year 3** | **Reading** | * YARC / Little Wandle interventions
* WPM – every half term
* Testbase Papers follow by QLA (Termly)
* Phonics assessments for those children who require them.
* Completion of ROAP
 | * To inform reading book level and closely match reading ability with reading age and comprehension age
* To identify which children are working close to national standards and which children may require further support through provisions or interventions
* To diagnose any reading difficulties and to suggest ways to improve reading ability.
* To suggest need for phonic improvements.
* To identify focus children for 1:1 reading
* Inform TA
 |
| **Writing** | * Fortnightly writing assessments using a version of a TAF
* Moderation in phases.
* Unaided Write assessments (x6 times a year)
 | * To identify which aspects of the ‘Working At /Greater Depth’ statements are secure for each child and where teaching and learning needs to be adapted in order to secure these skills for individuals/groups of children.
 |
| **Maths** | * Maths TAF
* Testbase Papers follow by QLA (Termly)
* Number sense half termly assessments and input onto spreadsheet
* RTP assessment criteria
 | * To identify which aspects of the ‘Working At / Greater Depth’ statements are secure for each child and where teaching and learning needs to be adapted in order to secure these skills for individuals/groups of children.
* To secure multiplication facts
* To identify gaps and address through intervention
 |
| **Year 4** | **Reading** | * YARC –/Little Wandle interventions
* WPM – every half term
* Testbase Papers follow by QLA (Termly)
* Phonics assessments for those children who require them.
* Completion of ROAP
 | * To inform reading book level and closely match reading ability with reading age and comprehension age
* To identify which children are working close to national standards and which children may require further support through provisions or interventions
* To diagnose any reading difficulties and to suggest ways to improve reading ability.
* To suggest need for phonic improvements.
* To identify focus children for 1:1 reading
* Inform TA
 |
| **Writing** | * Fortnightly writing assessments using a version of a TAF
* Moderation in phases.
* Unaided Write assessments (x6 times a year)
 | * To identify which aspects of the ‘Working At /Greater Depth’ statements are secure for each child and where teaching and learning needs to be adapted in order to secure these skills for individuals/groups of children.
 |
| **Maths** | * Maths TAF
* Testbase Papers follow by QLA (Termly)
* Number sense half termly assessments and input onto spreadsheet
* RTP assessment criteria
* MTC check (Statutory)
 | * To identify which aspects of the ‘Working At / Greater Depth’ statements are secure for each child and where teaching and learning needs to be adapted in order to secure these skills for individuals/groups of children.
* To secure multiplication facts
* MTC result reported
* To identify gaps and address through intervention
 |
| **Year 5** | **Reading** | * YARC – Fluency assessment for some children
* WPM – every half term
* Testbase Papers follow by QLA (Termly)
* Phonics assessments for those children who require them.
* Completion of ROAP
 | * To inform reading book level and closely match reading ability with reading age and comprehension age
* To identify which children are working close to national standards and which children may require further support through provisions or interventions
* To diagnose any reading difficulties and to suggest ways to improve reading ability.
* To suggest need for phonic improvements.
* To identify focus children for 1:1 reading
* Inform TA
 |
| **Writing** | * Moderation in phases.
* Unaided Write assessments (x6 times a year)
 | * To identify which aspects of the ‘Working At /Greater Depth’ statements are secure for each child and where teaching and learning needs to be adapted in order to secure these skills for individuals/groups of children.
 |
| **Maths** | * Maths TAF
* Testbase Papers follow by QLA (Termly)
* Number sense half termly assessments and input onto spreadsheet
* RTP assessment criteria
 | * To identify which aspects of the ‘Working At / Greater Depth’ statements are secure for each child and where teaching and learning needs to be adapted in order to secure these skills for individuals/groups of children.
* To secure multiplication facts
* To identify gaps and address through intervention
 |
| **Year 6** | **Reading** | * YARC – Fluency assessment for some children
* WPM – every half term
* Testbase Papers follow by QLA (Termly)
* Past Papers followed by QLA
* Phonics assessments for those children who require them. Statutory Test
* Completion of ROAP
 | * To inform reading book level and closely match reading ability with reading age and comprehension age
* To identify which children are working close to national standards and which children may require further support through provisions or interventions
* To diagnose any reading difficulties and to suggest ways to improve reading ability.
* To suggest need for phonic improvements.
* To identify focus children for 1:1 reading
* Inform TA
 |
| **Writing** | * Unaided Write assessments (x6 times a year)
* Moderation in phases.
* GPS Statutory Test
 | * To identify which aspects of the ‘Working At /Greater Depth’ statements are secure for each child and where teaching and learning needs to be adapted in order to secure these skills for individuals/groups of children.
 |
| **Maths** | * Maths TAF
* Past papers followed by QLA
* Testbase Papers follow by QLA (Half Termly)
* Number sense half termly assessments and input onto spreadsheet
* Statutory Test
* RTP assessment criteria
 | * To identify which aspects of the ‘Working At / Greater Depth’ statements are secure for each child and where teaching and learning needs to be adapted in order to secure these skills for individuals/groups of children
* To secure multiplication facts
* To identify gaps and address through intervention
 |

**Class teachers are also required to assess the following curriculum areas termly:**

* Oracy : Assessment against the Expectations for the End of Year
* Key Spellings: Use of appropriate Key spelling list from NC appendix

## 3.3 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 to understand how pupils are performing in comparison to pupils nationally

At BNVP, nationally standardised summative assessments include:

• The Reception Baseline Assessment (RBA) is a short assessment, taken in the first six weeks in which a child starts reception.

• Early Years Foundation Stage (EYFS) profile at the end of reception. In the final term of the year in which the child reaches age five, and no later than 30 June in that term, the EYFS Profile must be completed for each child. Each child’s level of development must be assessed against the early learning goals.

• Phonics screening check in year 1. Usually completed during the first weeks of June this will assess the Phonic ability of the Year 1 children (and any Year 2 children who did not meet the standard the previous year)

• Multiplication Tables Check in Year 4 – online assessment of 25 questions.

• National Curriculum tests and teacher assessments at the end of Key Stage 1 (year 2 – these are optional) and Key Stage 2 (year 6) - children complete the National Curriculum Tests (SATs) in Reading, Maths, Grammar & Punctuation and Spelling.

## 3.4. Teachers should consider these when deciding on type of assessment:

* What will this assessment tell me about pupils’ knowledge and understanding of the topic, concept or skill?
* How will I communicate the information I gain from this assessment to pupils in a way that helps them to understand what they need to do to improve?
* How will I ensure pupils understand the purpose of this assessment and can apply it to their own learning?
* How will I ensure my approaches to assessment are inclusive of all abilities?
* How will I use the information I gain from this assessment to inform my planning for future lessons? How could I improve, adapt or target my teaching as a result?
* What follow up action should I take to plug gaps in knowledge and understanding or to support progression where learning is secure?
* Is it necessary to record the information gained from this assessment? And if so, how can this be done most efficiently?

# Assessing Wider Curriculum

Assessment in the wider curriculum subjects (such as History, Geography, Art, Design and Technology, etc.) is ongoing and informed by lesson-by-lesson observation, discussion, and pupil work. At the end of each unit, pupils will complete a more formal assessment task designed to allow them to demonstrate their understanding of the key knowledge taught. These tasks are directly linked to the unit’s identified ‘sticky knowledge’—the essential content and concepts children are expected to retain over time. Based on this evidence, teachers will make a professional judgement as to whether each pupil is working at the expected standard (‘on track’) or below it (‘off track’). These judgements will be submitted termly to subject leaders, who will use the information to monitor progression and inform curriculum development.

Next steps of learning are supported and developed; that gaps are identified and interventions or sessions are put in place to address this and that misconceptions are quickly acknowledged and addressed.

# 5. Special Educational Needs

Pupils identified on the SEND register are assessed in line with other pupils using the pre-key stage National Curriculum Standards or age-related expectations. Teachers use pupils’ work in books to support and contribute to their formative and, ultimately, summative assessment. For those children working below their actual curriculum age, attainment will be measured using the Analysing Pupil Progress document. This will identify the specific targets for children to achieve before moving on.

In addition to standard assessment, New Village will make use of a range of additional diagnostic assessments to contribute to the early and accurate identification of pupil’s special educational needs and indicate requirements for support and intervention. The SENCO has the overall responsibility for such procedures and the overall charge of ensuring that assessment results are used to improve learning, working in close liaison with all members of the SLT.

All Teaching Assistants play a vital part in this support teaching of children, with the corresponding responsibility to informally assess and to liaise with the appropriate teacher.

# **6. Target Setting**

Target setting is a key aspect of ensuring high expectations and continuous improvement across the school. Individual pupil targets are set by class teachers at the beginning of the autumn term, outlining expected attainment by the end of the academic year. These are recorded on the Local Authority target-setting spreadsheet and must be ambitious yet achievable. These targets inform Pupil Progress Meetings and are referenced during Performance Management Reviews, supporting accountability for pupil outcomes. Teachers are responsible for the progress and attainment of all pupils in their class.

In addition, whole school and cohort targets in English and Maths are set at the start of the academic year, following a detailed analysis of the previous year’s performance data. These targets feed into the School Improvement Plan and link directly to staff appraisal objectives. Statutory targets are also established for key groups and assessment checkpoints, including Reception, Year 1 and Year 2 Phonics Screening Checks, Year 4 Multiplication Tables Check, and Year 6 SATs.

# 7. Progress

At Bentley New Village, we use assessment data throughout the year to evaluate pupil progress and inform next steps in teaching and learning. We recognise that progress may not always be linear; it can vary across the year as children consolidate and deepen their understanding. Therefore, data is used as an indicator, not a final judgement, helping us to identify pupils at risk of falling behind and to implement timely support.

Progress is considered both within the academic year and across key stages, taking into account pupils’ starting points. Regular analysis allows teachers and leaders to monitor how effectively children are moving forward in their learning, ensuring that all pupils are supported to make sustained and meaningful progress over time.

## 7.1 What is expected progress between each term and across the year?

Progress can be measured in a number of ways.

**Using the teacher’s summative judgment:**

|  |  |  |
| --- | --- | --- |
| FALLING BEHIND | EXPECTED PROGRESS | MORE THAN EXPECTED PROGRESS |
| No longer working within the POS and struggling with year group objectives | WTS to WTS | WTS to EXS |
| EXS to WTS | EXS to EXS | EXS to GDS |
| GDS to EXS or GDS to WTS | GDS to GDS |  |

**Drilling down further: Using testbase Scaled Scores**

* An increase in Scaled Scores: expected progress across a term would mean a child achieves a similar SS, so 100 in Autumn, 100 in Spring etc This would reflect the rising expectations across the academic year, as pupils are assessed on new knowledge and skills over time.
* A pupil may not meet the expected standard (a score of 100), yet still make expected progress if their scaled score remains broadly stable over time.
* Minor fluctuations in scores are normal; however, a significant drop (-5) may indicate a need for further support, while a notable increase (+5) may suggest accelerated progress.

# 8. Pupil Progress Meetings

Pupil Progress Meetings are held termly following the submission of a detailed data document, which includes whole-class attainment data and question-level analysis. This data is scrutinised by the Headteacher and core subject leaders prior to the meeting. Meetings are conducted as a phase and involve class teachers, phase leaders, and core subject leaders. The focus is on evaluating progress towards individual and year group targets, identifying pupils who are not on track, and discussing next steps. Particular attention is given to vulnerable groups and pupils at risk of underachievement. Interventions are reviewed for impact, adjusted where necessary, and actions are agreed to ensure that all pupils are supported to make good or better progress. The data analysis informs the SIP and SEF documentation and drives forward staff training and support packages within school.

# **9. Vertical Learning Afternoons**

At the beginning of each half term, the school will host Vertical Learning Afternoons, during which children from Year 1 to Year 6 come together in mixed-age groups to share and reflect on their learning in a specific wider curriculum subject. Led by subject leaders, these sessions provide pupils with the opportunity to articulate what they have learnt during the previous half term, discuss what they are proud of, identify any challenges they faced, and explain what they particularly enjoyed. These sessions not only strengthen subject recall and retention but also support the development of pupils’ oracy and metacognitive skills as they communicate their understanding with peers of different ages.

Subject leaders will use this time to conduct focused book looks and pupil voice discussions, gaining valuable insights into the depth and quality of learning across the school. Information gathered during these afternoons will inform the direction of subject leader monitoring, identifying areas for development. Next steps may include targeted coaching for staff, curriculum adaptation, or the acquisition of additional resources to further support high-quality teaching and learning.

# 10. Moderation

Moderation is a vital component of our school’s assessment system, ensuring the accuracy, consistency, and reliability of teacher judgements across year groups and subjects. Dedicated time is allocated each term for moderation activities, which serve to validate assessment data prior to its submission for Pupil Progress Meetings.

Moderation takes place in a variety of formats and involves members of the Senior Leadership Team (SLT), Subject Leaders and teaching staff. The process includes:

* Internal moderation within the school through key stage meetings, staff meetings, and 1:1 discussions with subject leaders
* External moderation with colleagues from other schools to broaden professional dialogue and comparison
* Engagement with Local Authority moderation processes and training sessions to ensure judgements remain in line with national standards

While moderation may occur at various points during the academic year, it is always conducted prior to key assessment submission points to support consistency and maintain high standards in assessment practice.

# 11. Reporting to parents

Reporting to parents and carers is a fundamental part of our assessment practices at Bentley New Village to encourage, engage, motivate and improving future learning. Assessment data is reported to our parents in the form of both consultation evening and written reports.

The format for reporting to parents is outlined below:

• Autumn term - consultation meeting discussions surround details on: attainment and progress performance over the term, attendance data and future learning targets.

• Spring term – written reports to give details on: attainment and progress performance over the term, attendance data and future learning targets.

• Summer term - parent consultations afternoon, an opportunity for parents and children to sit alongside each other to look over work and progress towards targets set in written spring reports. Class teachers support discussion.

# 12. Evaluation and review

* The Assessment Leader is responsible for updating this policy in line with any new developments and new government guidance.
* All staff are expected to follow the policy
* SLT will monitor the implementation of this policy across the school and, following ongoing reviews of classroom practice, will be responsible for ensuring the effectiveness of practice across all areas of New Village.
* The policy will be evaluated regularly by members of the SLT
* The policy will be reviewed annually