



Brackley Church of England Junior School

'We are a Caring, Celebratory, Courageous, Christ-inspired, Community rooted in Love.'

Assessment Policy

Policy Ownership	Teaching and Learning Committee/ Teaching and Learning Lead (Jennie Eaton)
Statutory Requirement	No
Date reviewed by committee	April 2026
Adopted by Full Governing Body	
Policy Review Date	April 2028

Brackley Church of England Junior School

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1. Rationale

At Brackley Junior School, assessment is integral to high-quality teaching and learning. It enables us to:

- Identify what pupils know and can do
- Diagnose misconceptions and gaps in learning
- Inform responsive, adaptive teaching
- Monitor progress over time
- Ensure all pupils achieve their full potential

Assessment is purposeful, manageable, and used to improve outcomes—not as an end in itself.

2. Principles of Assessment

Our approach is underpinned by the following principles:

Assessment is ongoing and embedded in everyday teaching (Assessment for Learning)

Teacher judgement is central and informed by multiple sources of evidence

Assessment is used diagnostically, not just to generate data

Workload is considered, ensuring assessment is efficient and meaningful

All pupils are included, with appropriate adaptations for SEND and disadvantaged pupils

3. Types of Assessment

3.1 Formative Assessment (Assessment for Learning)

Used daily to inform teaching, including:

- Questioning and discussion
- Retrieval practice
- Low-stakes quizzes
- Marking and feedback
- Observation of pupils
- Self and peer assessment

Teachers use this information to adapt teaching in real time.

3.2 Summative Assessment (Assessment of Learning)

Used to evaluate attainment and progress at key points.

At Brackley Junior School, formal teacher judgements in reading, writing and maths are made two times a year:

- End of Autumn Term (tested in Spring one)
- End of Summer Term

These judgements are based on a triangulation of evidence, including:

- Standardised assessments (e.g. PIRA, PUMA, GaPS, STAR Reader)
- Teacher assessment of classwork
- Professional dialogue during pupil progress meetings with the Teaching and Learning Lead
- Book scrutiny and monitoring

This ensures judgements are robust, and accurate.

"Life in all its fullness"

3.3 Standardised Assessments

We use a range of standardised assessments to support teacher judgement and track progress, including:

- **PIRA (reading)**
- **PUMA (maths)**
- **GaPS (grammar, punctuation and spelling)**
- **STAR Reader**
- **SATs and mock SATs (Year 6)**
- **MTC (Year 4)**
- **Phonics screening (where applicable)**

These assessments:

- Provide standardised scores for comparison
- Support identification of gaps
- Inform intervention planning

3.4 Mid-Term Assessments

All year groups complete mid-term assessments (recorded in 'blue books') to:

- Check understanding of recently taught content
- Identify misconceptions early
- Inform short-term planning adjustments

4. Teacher Assessment

Teacher assessment is the primary method of assessing pupil attainment.

It is based on:

- Daily formative assessment
- Pupils' written and verbal responses
- Work in books
- Outcomes from structured tasks
- Observations over time

Teachers make holistic judgements aligned with curriculum expectations.

5. Pupil Progress Meetings

Pupil progress meetings take place termly and involve:

- Class teachers
- Senior leaders (including the Teaching and Learning Lead)

During these meetings:

- Teacher judgements are reviewed and discussed
- Evidence is scrutinised
- Pupils at risk of underachievement are identified
- Actions and interventions are agreed

These discussions form a key part of the triangulation process.

6. Moderation

To ensure consistency and accuracy:

- **Internal moderation** takes place regularly across year groups
- **External moderation** is used where appropriate (e.g. local authority)
- Writing is a particular focus for moderation

7. Use of Assessment Information

Assessment information is used to:

- Adapt teaching to meet pupil needs

- Inform intervention and support
- Track progress of vulnerable groups
- Report to parents and governors
- Evaluate the effectiveness of the curriculum

8. Recording and Reporting

- Assessment data is recorded centrally (e.g. Insight or equivalent system)
- Teachers update data on Insight **two times a year** following formal assessment points
- Parents receive regular updates through:
 - Parent consultations
 - End of term reports

9. Inclusion

Assessment is inclusive of all pupils:

- Adaptations are made for pupils with SEND
- Alternative methods of recording may be used where appropriate
- Progress is measured from each pupil’s starting point

10. Workload and Efficiency

We are committed to ensuring assessment:

- Is proportionate and purposeful
- Does not create unnecessary workload
- Supports teaching rather than distracts from it

11. Monitoring and Review

The effectiveness of assessment is monitored through:

- Learning walks
- Book scrutiny
- Data analysis
- Pupil progress meetings

This policy is reviewed annually by senior leaders

Term	Year Group	Assessments
Term 1	Year 3 only	Baseline maths and English tests (previous SATs papers) -STAR Reader (Year 3)
	Year 3 and Year 4	-Phonics screening (for those not yet passed)
	Year 4	MTC Baseline (using Maths Frame)
	All Year Groups	-Writing Assessment -Mid-term assessments (in blue book*)
	Year 6	Baseline SATs
Term 2	Year 3/4	-RWI assessment (for those not passing the phonics screening)
	All Year Groups	-Writing Assessment -Mid-term assessments (in blue book*)
Term 3	Year 3/4	-RWI assessment (for those not passing the phonics screening)
	Years 3-5	-PIRA Autumn -PUMA Autumn -GaPS

	All Year Groups	-STAR Reader -Writing Assessment -Mid-term assessments (in blue book*)
	Year 4	MTC Check (using Maths Frame)
	Year 6	Practice SATs papers
Term 4	Year 3/4	-RWI assessment (for those not passing the phonics screening)
	All Year Groups	-Writing Assessment -Mid-term assessments (in blue book)
	Year 6	Mock SATs papers
Term 5	Year 3/4	-RWI assessment (for those not passing the phonics screening)
	Years 3-5	-Writing Assessment -Mid-term assessments (in blue book*)
	Year 4	MTC Check (using Maths Frame)
	Year 6	SATs tests
Term 6	Year 3/4	Phonics screening for those not yet passed
	Year 4	MTC Check
	Years 3-5	-PIRA Summer -PUMA Summer -GaPS Summer -STAR Reader -Writing Assessment -Mid-term assessments (in blue book*) -STAR reader
	Year 6	Ongoing writing assessment