

# Bury C of E Primary School

## **Assessment Policy**



Written: January 2023

Date for review: March 2026

## Reading and Maths

### Summative assessment

At the end of each term we assess all of the children from Yr 2 upwards in Reading and Maths using Adaptive Tests. These provide standardised scores which allows us to look for which children are achieving in line with their age. These assessments provide specific areas that the individual needs to learn next. This is used to inform teachers' planning and allow us to drill down to look for patterns at the question level. These are then acted upon by the class teacher and may be addressed through whole class teaching, or targeted intervention where this is appropriate. This is discussed with the SENDCo so that the appropriate, research informed intervention can be used.

We use the interim teacher assessment framework to teacher assess at the end of Key Stage. We do not formally teacher assess in other year groups due to the unreliability of teacher assessment (Black 2010). Our core focus is on ensuring we know and share the next steps for a child and then using time planning how to achieve this.

Further to the standardised termly assessments, we also use diagnostic assessments where there is an identified need. These are undertaken over a longer time scale so that the assessment does not become too familiar and therefore lose its validity.

## Writing

### Summative assessment

In writing, pupils are summatively assessed twice a year using comparative judgement, and their summative progress is tracked between these points. Here is the schedule for their assessment.

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Autumn Term 1			Assessment			
Autumn Term 2			Data entry		Assessment and data entry	
Spring Term 1	Assessment			Assessment		
Spring Term 2	Data entry	Assessment		Data entry		Assessment
Summer Term 1		Data entry				Data entry
Summer Term 2		KS1 SATs				KS2 SATs

Pupils' writing is assessed using comparative judgement. Comparative judgement is a method of assessment which relies on teachers comparing pupils' writing, rather than marking it absolutely. It is based on rigorous research and delivers highly reliable outcomes.<sup>1</sup> We participate in the Sharing Standards national judging windows run by No More Marking. As part of these, we judge our pupils' work and the work of pupils from other schools, which allows us to see how our pupils are doing relative to pupils nationally.

---

<sup>1</sup> Thurstone, Louis L. "A law of comparative judgment." *Psychological review* 34.4 (1927): 273; Pollitt, Alastair. "Comparative judgement for assessment." *International Journal of Technology and Design Education* 22.2 (2012): 157-170

Teachers from all year groups are involved in the assessment of pupils from all year groups, so that all teachers can develop an understanding of the typical progress made by pupils in this school and nationally across the primary year groups. After each judging window, teachers work together to refine their schemes of work and plan a whole-class feedback lesson. We use whole-class feedback forms to respond to pupils' work in this windows, and are also able to use these to track the class's progress over time. We also use the national exemplars from these assessment windows to help improve our teaching and assessment of writing.

For each comparative judgement writing assessment, we record a grade of WTS, EXS or GDS for each pupil using the No More Marking descriptors. We also record the underlying scaled score so that we can look at progress between years.

In year 2 & year 6, the final summer 2 assessment point is the SATs writing moderation, which is governed by the interim frameworks. For this assessment, we only record the grade, not a scaled score.

Pupils are only formally graded in writing once a year. There is plenty of evidence that summatively grading pupils more frequently than that is counter-productive and reduces the time available for pupils to improve their writing: for example, the government's Commission on Assessment without Levels advised that 'Over-frequent summative testing and recording is also likely to take time away from formative assessments which offer the potential not just to measure pupils' learning, but to increase it.'<sup>2</sup>

## Formative assessment

In between the summative assessment points, we regularly track pupils' formative progress in a variety of ways. Our English teaching carefully and systematically builds pupils' skill in writing, and we monitor progress against it in the following ways.

- Frequent whole-class feedback on longer writing tasks
- In-class questioning which is built in to the writing programme
- Peer assessments
- Time set aside in schemes of work for frequent reteach and review lessons
- Dedicated Improvement and Reflection Time (DIRT) where children respond to specific feedback (if needed) at the start of each day

Our teachers read and respond to pupils' writing in class, and in their planning. We have deliberately reduced expectations of written comments in pupils' exercise books, given the time they take to write and the limited impact they have. Our timetable is planned to maximise the teacher:child ratio in our English and maths lessons and therefore each child's place on their learning journey is known in fine detail by the class teacher. Additional adults in each class are trained to support with particular areas of need.

---

<sup>2</sup> Department for Education, Final Report on the Commission on Assessment without Levels, September 2015, p.31, [https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/483058/Commission\\_on\\_Assessment\\_Without\\_Levels\\_-\\_report.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/483058/Commission_on_Assessment_Without_Levels_-_report.pdf)