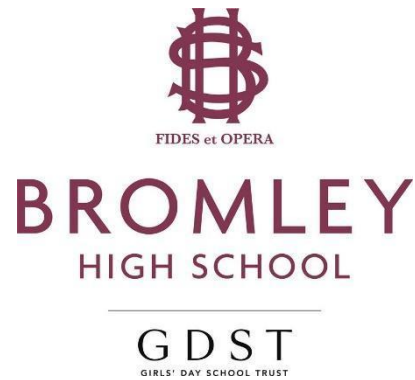


Date: September 2026
Review date: September 2027
Responsibility: ALL



ASSESSMENT POLICY Junior School and EYFS

This policy applies to all pupils in the Junior School, including the EYFS.

Aims

Assessment should enhance the quality of teaching and learning: it informs lesson planning, target setting and reporting, reflecting the needs of the individual pupil (including MAG&T, SEND and EAL needs).

The Purpose of Assessment

For pupils

Assessment for Learning ensures that the pupils are central to the process. They are measured against themselves, thus self-esteem is promoted which in turn creates high levels of motivation. (Refer to the Marking policy for self-assessment and peer assessment.)

Regular and rigorous assessment should identify pupils' strengths, achievements and target areas for development. It should inform, encourage, motivate and reward.

For teachers

A coherent and continuous assessment system should enable teachers to monitor and record pupil progress and identify areas for development. It provides evidence for reporting to parents and colleagues. It allows teachers to evaluate the effectiveness of the curriculum, materials and teaching strategies.

Types of Assessment

Internal assessment takes place through marking of homework and classwork, regular class testing, end of topic testing, termly testing and end of year examinations, as well as through staff observation and evaluation of pupils' abilities and progress, along with peer and self-assessment.

Assessment at Bromley High School is carried out both informally and formally; it involves the teacher, the pupil and the peer group. It takes the form of observations, discussions, practical tasks, marking of work and oral or written tests.

A bespoke 4+ assessment covering basic pre-school skills and attitudes is carried out in the Autumn term for application to Reception. Entrance at Y1 and beyond is through GL testing in English and mathematics and a creative piece of writing. Entrance assessment is through CATs testing at Y5 to enable transition to the Senior School.

Formative assessment

Formative assessment is carried out through discussion, observation and questioning in relation to oral, practical or written work. Written or verbal feedback will be given in subsequent lessons.

Summative assessment

This type of assessment provides a 'snap shot' of the pupils' abilities and achievements. Depending on the age of the child it consists of oral or written tasks. The data is used by teachers to track pupils' progress and parents are informed of the child's individual result and their relation to the year group median band in the end of year reports.

Summative assessment in Bromley High Junior School

Year	Summative Assessment
Year R	Foundation Stage Profile Bromley High baseline - September Independent Writing assessments – termly In- house Phonics tracker – termly In-house Number assessments - termly
Year 1	English - Rising Stars Spelling, Punctuation and Grammar tests – half-termly White Rose assessment - Autumn x 2, Spring x 1 Independent Writing assessment – termly GL Assessment Progress in Maths and Progress in English – Autumn and Summer Phonics tracker - termly
Year 2	English - Rising Stars Spelling, Punctuation and Grammar tests – half-termly White Rose assessment - Autumn x 2, Spring x 1 Independent Writing assessment – termly GL Assessment Progress in Maths, Progress in English summer Phonics tracker - termly
Year 3	English - Rising Stars Spelling, Punctuation and Grammar tests – half-termly NGRT- termly, Autumn and Spring; White Rose – termly, Autumn and Spring Independent Writing assessment – termly GL Assessment Progress in Maths, Progress in English, Progress in Science summer Science - Rising Stars end of unit tests
Year 4	GL Cognitive Ability Test - Autumn (commencing Sept 2026) English - Rising Stars Spelling – half-termly, Punctuation and Grammar tests – termly NGRT- termly, Autumn and Spring; White Rose– termly, Autumn and Spring Independent Writing assessment – termly GL Assessment Progress in Maths, Progress in English, Progress in science summer Science - Rising Stars end of unit tests
Year 5	GL CAT (online)- September English - Rising Stars Spelling, Punctuation and Grammar tests – half-termly NGRT- termly, Autumn and Spring Independent Writing assessment – termly GL Assessment Progress in Maths, Progress in English - Autumn baseline GL Assessment Progress in Maths, Progress in English, Progress in science summer Science - Rising Stars end of unit tests
Year 6	English - Rising Stars Spelling, Punctuation and Grammar tests – half-termly NGRT- termly, Autumn and Spring Independent Writing assessment – termly GL Assessment Progress in Maths, Progress in English - Autumn baseline GL Assessment Progress in Maths, Progress in English, Progress in Science summer Science - Rising Stars end of unit tests

CAT	Cognitive Ability Tests - Year 4 and Year 5, data recorded on SIMS.
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	Results of CAT tests made available to Senior School to help with decision about entry into Year 7.
Rising Stars	Science, Spelling and Grammar tests to be used in discussion with parents at Parents' Evenings.
White Rose	Termly written assessment to identify focus areas and track pupil progress based on pupil learning that term
GL Assessment	Progress Test in English (PTE), Progress Test in Mathematics (PTM) online tests (written papers in Y1) and New Group Reader Test (NGRT) (Years 2 – 6) taken in the summer term (NGRT termly) to provide summative assessment information at the end of the academic year. Data recorded on SIMS.
GDST	GDST required tests are in blue

Recording assessment information

All teachers are responsible for completing and maintaining their class records of assessments. It is up to the professional judgement of each teacher to decide how to record daily, weekly or topic relevant assessment notes in their marking file. The recording of assessment information should be quick, meaningful and useful, not onerous and laborious.

All assessment results are recorded in the Assessment folder using the prepared grids of, if completed online, results are downloaded into an Assessment folder. In addition, CAT and GL Assessment results are entered into SIMS Assessment Manager.

In Reception, progress in the seven areas of learning in the EYFS Framework is measured against Early Learning Goals through observation and is recorded on pupils' individual profiles on Tapestry. Parents and/or carers have access to Tapestry and can offer a useful contribution to their child's profile. Interim and end of EYFS reports reflect their progress against expected levels and report on the 3 Characteristics of Effective Learning. More detailed information can be found in the EYFS Parent Handbook.

Individual pupil progress against learning objectives in English and mathematics is tracked termly with documents saved in the Assessment folder on the network. Progress in other curriculum subjects is measured by curriculum coordinators by gathering a range of evidence, for example, pupil voice surveys, work scrutiny and lesson observation, within an annual review cycle.

Termly Pupil Progress Review meetings with SENCO, Assistant Head Academic, Deputy Head Pastoral, Head and both class teachers are carried out to discuss pupil progress and assessment data forms a part of this discussion and any action or interventions put in place.

Reporting

In Years 1-6 girls receive interim grades for core subjects in the Autumn and Spring term and a full report in the Summer Term. Foundation Stage judgements in EYFS and GL grades in mathematics and English Y1 – 6 and science Y3 – 6 are published in the end of year report to parents.

