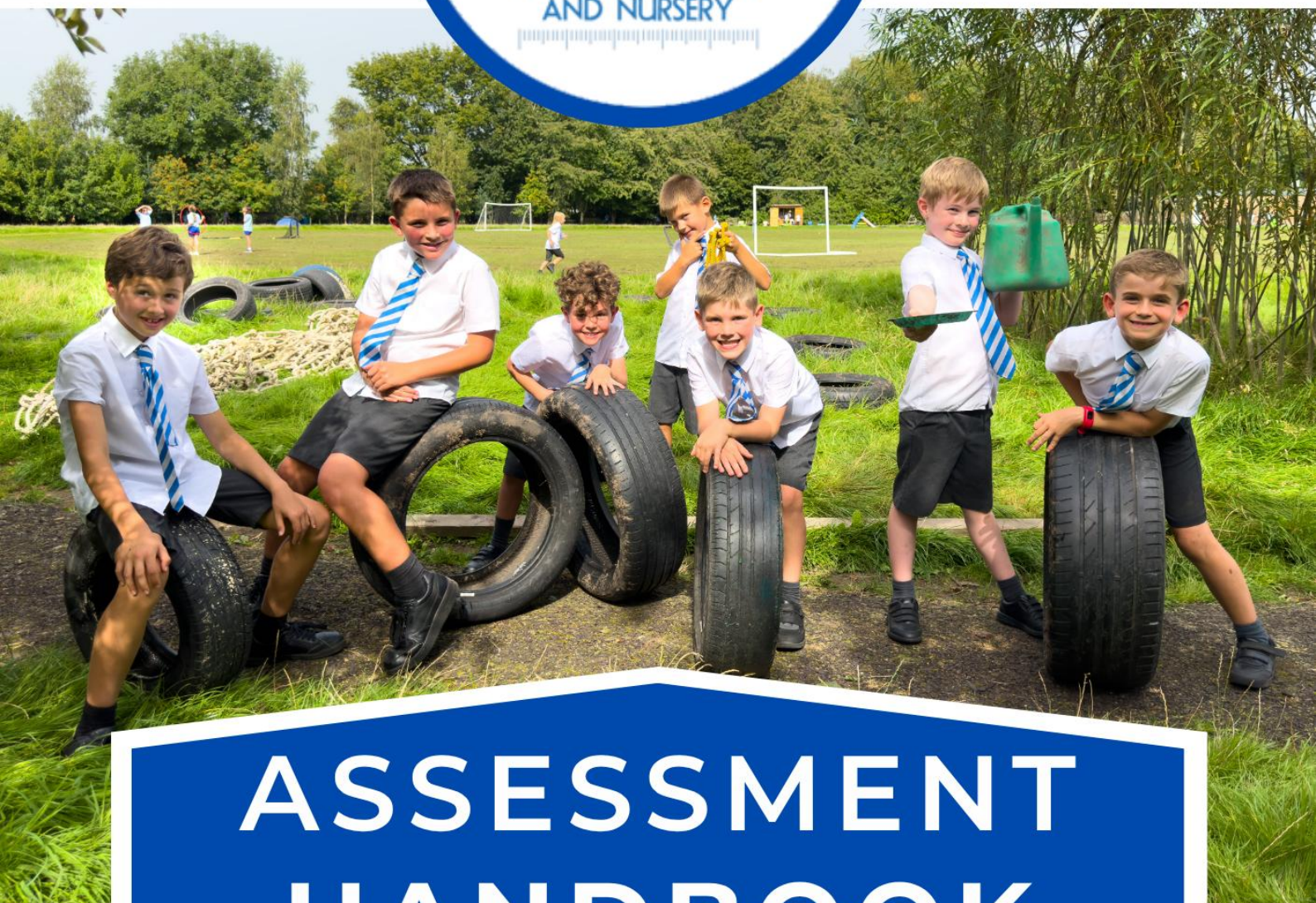




ASSESSMENT HANDBOOK

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SECTION A: VISION & PRINCIPLES

Knowing pupils. Strengthening learning. Removing barriers.

ASSESSMENT AT BEXTON

At Bexton, assessment is an integral part of teaching. It is how we come to know our pupils well, as learners, as individuals and as members of our school community, so that we can teach them effectively.

Assessment sits within daily classroom practice, shaping how teachers explain, question, adapt and respond. It enables us to understand what pupils know, what they can do, where misconceptions lie and what they need next. Our approach to assessment is rooted in a clear belief:

Assessment exists to improve learning, not simply to measure it.

When used well, assessment:

- strengthens teaching
- supports pupil progress
- builds confidence and independence
- helps identify and remove barriers to learning
- ensures that all pupils can succeed within a broad and ambitious curriculum

ASSESSMENT AS PART OF GREAT TEACHING

At Bexton, there is no distinction between teaching and assessment: the two are inseparable. Assessment happens continuously through:

- questioning and discussion
- observation of pupils' responses and thinking
- review of work
- interaction during lessons
- feedback and pupil response

It is through this ongoing process that teachers make informed decisions:

- when to move learning on
- when to revisit or reteach
- when to provide additional support or challenge

Assessment, therefore, is not something that follows teaching. It is how teaching is made responsive, adaptive and effective. This aligns directly with our Teaching & Learning Handbook, where responsive teaching and C.L.E.A.R lesson design ensure that assessment is embedded throughout the learning process.

ASSESSMENT AND THE PATHWAY

Assessment at Bexton supports the full breadth of our curriculum and personal development offer, as defined through The Pathway. While assessment provides insight into pupils' academic learning, it also helps us to understand how pupils are developing across the five Trails:

- Performance
- Social
- Community
- Team
- Communication

Through careful observation and professional judgement, teachers assess not only what pupils know, but how they:

- participate in learning
- communicate their understanding
- work with others
- approach challenge
- develop independence

Assessment, therefore, contributes to a holistic understanding of each child, ensuring that success is recognised in its fullest sense.

ASSESSMENT AND INCLUSION

Assessment is a key tool in ensuring that all pupils are included, supported and able to succeed. At Bexton, assessment helps us to:

- identify barriers to learning at the earliest possible stage
- distinguish between gaps in knowledge and wider learning needs
- adapt teaching in response to pupil need
- plan appropriate provision and support
- monitor the impact of interventions

Assessment is not used to label or limit pupils. Instead, it enables us to respond with precision and care, ensuring that all pupils (including those with SEND, those facing disadvantage and those requiring additional challenge) receive the support they need to thrive.

OUR ASSESSMENT PRINCIPLES

Our approach to assessment is guided by the following principles:

Assessment is purposeful

All assessment should have a clear impact on teaching and learning. We do not collect information for its own sake.

Assessment is embedded

Assessment is part of everyday classroom practice, not an additional task or separate system.

Assessment is responsive

Assessment informs immediate and ongoing adaptations to teaching, ensuring that learning meets the needs of all pupils.

Assessment is inclusive

Assessment supports the identification and removal of barriers, ensuring equity of access and opportunity for all pupils.

Assessment is accurate

Assessment draws on a range of evidence, including teacher judgement and assessment tools, to build a reliable understanding of each pupil.

Assessment is proportionate

Assessment approaches are designed to be manageable, avoiding unnecessary workload and focusing on what is most useful.

Assessment is developmental

Assessment supports pupils in understanding their learning, taking ownership and developing independence.

WHAT ASSESSMENT IS – AND WHAT IT IS NOT

Assessment is:

- a tool for understanding learning
- part of effective teaching
- a means of identifying next steps
- a way of supporting progress and inclusion
- based on professional judgement, informed by evidence

Assessment is not:

- primarily about generating data
- a standalone event at the end of learning
- a label that defines a pupil's ability or potential
- a replacement for professional knowledge of pupils
- an end in itself

PROFESSIONAL JUDGEMENT AND ASSESSMENT

At the heart of assessment at Bexton is teacher professional judgement. Assessment information (including test results and standardised scores) supports this judgement but does not replace it. Teachers draw on a range of evidence to make informed decisions about pupils' attainment and progress, including:

- day-to-day classroom interactions
- pupils' work over time
- responses to feedback
- understanding demonstrated through discussion and application
- outcomes from assessment tools

We recognise that no single piece of assessment information can provide a complete picture. It is through professional expertise, reflection and dialogue that accurate and meaningful assessment is achieved.

ASSESSMENT AND PUPIL IDENTITY

Assessment at Bexton is designed to support not only academic progress but also pupils' confidence, motivation and identity as learners. We are committed to ensuring that assessment:

- builds self-belief and resilience
- encourages pupils to see themselves as capable and successful
- supports pupils to understand their own progress
- promotes independence and ownership of learning

Assessment should never undermine a pupil's confidence or sense of belonging. Instead, it should empower pupils to engage positively with learning and recognise their own development over time.

A SHARED LANGUAGE FOR ASSESSMENT

To support consistency across the school, we use a shared understanding of key assessment concepts:

- **Formative assessment:** ongoing assessment used to inform teaching and support learning in the moment
- **Summative assessment:** periodic assessment used to evaluate attainment at a given point in time
- **Responsive teaching:** adapting teaching based on assessment of pupils' understanding
- **Child-engaged assessment:** involving pupils actively in understanding and improving their own learning
- **Whole Class Feedback (WCF):** a structured approach to reviewing learning and informing next steps for the class

These approaches are explored in greater detail throughout this handbook and are central to our assessment practice.

NON-NEGOTIABLES

Across Bexton, the following expectations apply to all assessment practice:

- Assessment is used to inform teaching and next steps
- All pupils' work is reviewed regularly by the teacher
- Feedback leads to pupil action and improvement
- Teachers use professional judgement informed by a range of evidence
- Assessment approaches remain manageable and purposeful
- Assessment supports the identification and removal of barriers to learning

SECTION B: ASSESSMENT IN THE CLASSROOM

Assessment as part of everyday teaching.

ASSESSMENT BEGINS IN THE CLASSROOM

At Bexton, assessment is not something that happens after learning. It happens within it. Every lesson provides continuous opportunities for teachers to:

- notice what pupils understand
- identify misconceptions
- adapt teaching in response
- move learning forward

This means that assessment is not a separate activity or system. It is embedded in the daily work of teaching and learning, shaping decisions moment by moment. Strong assessment is characterised by what teachers notice, interpret and act upon: formative assessment is the engine of progress at Bexton.

ASSESSMENT THROUGH C.L.E.A.R LESSONS

The C.L.E.A.R lesson structure provides the framework through which assessment is embedded in every lesson. At each stage, teachers gather and respond to evidence of learning:

- **Connect to prior learning**
Teachers assess what pupils remember and understand through retrieval, discussion and questioning. This informs how new learning is introduced.
- **Learn new content**
Teachers check for understanding through modelling, explanation and questioning, ensuring that pupils are secure before moving on.
- **Explore together**
Teachers assess pupils' developing understanding through guided practice, identifying misconceptions and addressing them immediately.
- **Apply independently**
Teachers observe how well pupils can apply learning, using this to determine levels of support, challenge or reteaching.
- **Reflect and review**
Teachers and pupils review learning, identifying what has been secured and what requires further development.

Assessment is therefore woven through the structure of the lesson, ensuring that teaching remains responsive and purposeful.

IN-THE-MOMENT ASSESSMENT

Teachers use a range of strategies within lessons to gather immediate evidence of learning. These include:

- targeted questioning
- mini-whiteboard responses
- hinge questions
- retrieval activities
- observation of pupils' work and responses

This enables teachers to:

- check understanding across the whole class
- identify misconceptions quickly
- ensure all pupils are engaged in thinking
- make immediate adjustments to teaching

In-the-moment assessment ensures that learning remains secure and misconceptions are addressed as they arise.

RESPONSIVE TEACHING

At Bexton, responsive teaching may include:

- pausing a lesson to address a misconception
- adapting explanations or modelling
- reteaching key concepts
- providing additional scaffolding or challenge
- regrouping pupils for targeted support
- revisiting prior learning where necessary

These decisions are based on what teachers see, hear and interpret during the lesson.

Responsive teaching ensures that:

- misconceptions are addressed before they become embedded
- pupils remain engaged and supported
- learning builds securely over time

Assessment, therefore, is the mechanism through which teaching remains flexible, precise and effective.

PROTOCOLS AS ASSESSMENT TOOLS

Our core classroom protocols are not only structures for participation, they are also powerful tools for assessment. Through strategies such as:

- cold calling (part of the Everyone Thinks protocol)
- think–pair–share
- mini-whiteboard responses (part of the Show Me protocol)
- hinge questions
- retrieval quizzes
- entrance and exit tickets (the Check In and Check Out protocol)
- dialogic teaching (part of the Build Together protocol)

teachers are able to:

- check understanding across the whole class
- ensure all pupils are cognitively engaged
- identify misconceptions quickly
- gather evidence from all learners, not just the most confident

These approaches allow teachers to build an accurate and inclusive picture of learning within the classroom while ensuring all pupils' thinking is visible.

CHILD-ENGAGED ASSESSMENT

At Bexton, pupils are active participants in the assessment process. Child-engaged assessment supports pupils to:

- understand what they are learning and why
- recognise what success looks like
- reflect on their own work
- identify how to improve
- respond to feedback
- take increasing ownership of their learning

This may include:

- self-assessment against learning targets or titles through informal success criteria
- peer discussion and feedback
- reviewing and improving work following feedback
- articulating what has been learned and what comes next

Child-engaged assessment is not an add-on. It is a key part of developing independence, metacognition and confidence as learners.

WHOLE CLASS FEEDBACK

Whole Class Feedback (WCF) is a central feature of assessment at Bexton. It provides a structured and efficient way for teachers to:

- review all pupils' work
- identify common strengths and misconceptions
- plan next steps for the class, groups and individuals
- adapt future teaching

As outlined in our Whole Class Feedback approach:

During the lesson, teachers provide immediate, responsive feedback through modelling, questioning and discussion.

After the lesson, teachers reflect on pupils' work, identifying key patterns, misconceptions and next steps.

At the start of the next lesson, feedback is shared and pupils are given time to respond, improve and consolidate learning.

Whole Class Feedback also supports consistency across teaching teams and ensures that assessment remains manageable and purposeful while allowing teachers to focus on what has the greatest impact.

FEEDBACK THAT LEADS TO ACTION

At Bexton, feedback is only effective if it results in improvement. Feedback may be:

- verbal
- written
- whole class
- group or individual

However, all feedback must:

- be linked to the learning
- be clear and specific
- enable pupils to improve
- be acted upon by pupils

Teachers adapt feedback depending on need, ensuring that:

- some pupils respond independently
- some receive prompts or guidance
- some require modelling or direct support

Pupils are expected to engage with feedback and demonstrate how their work has improved.

RETRIEVAL, REHEARSAL AND REVIEW

Assessment also takes place over time through:

- retrieval practice
- rehearsal of prior learning
- regular review

These approaches enable teachers to:

- check what pupils have remembered
- strengthen long-term retention
- identify gaps in knowledge
- inform future teaching

This ensures that learning is not only acquired, but retained and built upon.

WHAT STRONG CLASSROOM ASSESSMENT LOOKS LIKE

In classrooms where assessment is strong, you will see:

- teachers continually checking for understanding throughout the lesson
- pupils actively engaged in thinking, discussing and responding
- misconceptions identified and addressed promptly
- teaching adapted in response to pupil need
- feedback leading to visible improvements in pupils' work
- pupils able to talk about their learning and next steps

You will not see:

- assessment separated from teaching
- feedback that is not acted upon
- over-reliance on written marking
- passive pupils receiving information without engagement

Strong assessment is evident not in the volume of marking or data collected, but in the quality of teaching, the responsiveness of instruction and the progress pupils make over time.

NON-NEGOTIABLES

Across all classrooms at Bexton:

- assessment is embedded within every lesson
- teachers check understanding regularly and systematically
- teaching is adapted in response to assessment
- all pupils are included in assessment opportunities
- feedback leads to pupil action and improvement
- Whole Class Feedback is used to inform future teaching
- pupils are supported to take an active role in their learning

SECTION C: WHAT WE ASSESS AND WHY

Assessment rooted in the curriculum

ASSESSMENT BEGINS WITH THE CURRICULUM

At Bexton, assessment is shaped by the curriculum we have designed. We assess not because something can be measured, but because it matters within our curriculum intent. Assessment is therefore always linked to:

- the knowledge we have identified as important
- the sequence in which that knowledge is taught
- the understanding we expect pupils to develop over time

Assessment answers a simple but critical question:

What have pupils learned, and are they ready for what comes next?

ASSESSING KNOWLEDGE, UNDERSTANDING AND APPLICATION

Our curriculum is built on clearly defined knowledge and concepts. Assessment enables us to understand how securely this learning has been grasped. Teachers assess:

- **what pupils know:** key facts, concepts and information
- **what pupils understand:** connections, explanations and meaning
- **what pupils can do:** application of learning in different contexts

This includes:

- recalling prior learning
- explaining ideas using appropriate vocabulary
- applying knowledge to new situations
- solving problems and reasoning

Assessment therefore moves beyond surface recall. It enables teachers to see whether learning is secure, connected and usable.

ASSESSING PROGRESSION OVER TIME

Assessment at Bexton is not limited to single lessons or isolated outcomes. It is concerned with how learning develops over time. Teachers consider:

- whether pupils are building on prior knowledge
- whether key learning is being remembered
- whether gaps or misconceptions are emerging
- whether pupils are ready to move forward in the sequence

This long-term view ensures that:

- learning is cumulative
- knowledge is retained, not lost
- teaching builds logically and coherently

Assessment is therefore closely linked to curriculum sequencing and progression.

ASSESSING VOCABULARY AND COMMUNICATION

Vocabulary is central to learning across the curriculum. Assessment helps us understand how well pupils are developing and using subject-specific language. Teachers assess whether pupils can:

- understand and use key vocabulary accurately
- explain their thinking clearly
- engage in discussion using appropriate language
- articulate ideas with increasing precision

This is particularly important in ensuring that all pupils, including those with language barriers, can access and succeed within the curriculum.

ASSESSING MISCONCEPTIONS

Assessment plays a critical role in identifying misconceptions. Teachers use assessment to:

- detect misunderstandings early
- distinguish between minor errors and deeper misconceptions
- address misconceptions through responsive teaching

By identifying misconceptions at the point of learning, teachers can prevent them from becoming embedded and ensure that future learning is built on secure foundations.

ASSESSING INDEPENDENCE

Assessment at Bexton also considers how pupils approach learning. Teachers observe and assess pupils' ability to:

- work independently
- engage with challenge
- reflect on and improve their work
- respond to feedback
- take responsibility for their learning

These aspects are essential in developing confident, capable learners and are closely linked to our wider curriculum aims.

ASSESSMENT ACROSS THE WIDER CURRICULUM

Assessment applies across all subjects, not only English and mathematics. In foundation subjects, assessment focuses on:

- understanding of key knowledge and concepts
- ability to make connections within and across topics
- use of subject-specific vocabulary
- application of learning in different contexts

At Bexton, teachers use Whole Class Feedback and ongoing formative assessment to track pupils' understanding throughout units of work, ensuring that assessment remains meaningful and directly linked to teaching.

Summative judgements in the wider curriculum are informed by this ongoing assessment and are recorded annually, ensuring a balanced and proportionate approach.

WHAT ASSESSMENT INFORMATION HELPS US TO SEE

When used effectively, assessment provides a clear picture of learning at individual, group and whole-class level. It helps teachers and leaders to understand:

- what has been learned securely
- where gaps or misconceptions remain
- which pupils require additional support or challenge
- how effectively the curriculum is being delivered
- whether pupils are ready for the next stage of learning

This information is used to inform teaching, support pupils and strengthen the curriculum.

SUBJECT-SPECIFIC ASSESSMENT

While the principles of assessment are consistent across the school, the way assessment is enacted will vary between subjects. Different subjects require different approaches to assessment, depending on the nature of the knowledge and skills involved. Subject Handbooks provide further detail on:

- what is assessed within each subject
- how assessment is carried out
- how progression is monitored over time

This ensures that assessment remains both consistent in principle and appropriate in practice.

NON-NEGOTIABLES

Across Bexton:

- assessment is directly linked to curriculum content and intent
- teachers assess knowledge, understanding and application
- assessment considers progression over time, not isolated outcomes
- vocabulary and communication are assessed formatively
- misconceptions are identified and addressed promptly
- assessment is used across all subjects
- subject-specific approaches are informed by whole-school principles

SECTION D: SUMMATIVE ASSESSMENT & SYSTEMS

Building an accurate picture over time.

THE ROLE OF SUMMATIVE ASSESSMENT

At Bexton, summative assessment provides a snapshot of attainment at a given point in time. It supports teachers and leaders to:

- understand how well pupils are meeting curriculum expectations
- identify patterns across classes and cohorts
- inform professional dialogue and planning
- evaluate the impact of teaching and the curriculum

However, summative assessment is only one part of a wider picture. It supports professional judgement, it does not replace it.

OUR ASSESSMENT STRUCTURE

Assessment at Bexton follows a clear and consistent structure across the academic year.

Three assessment points

There are three formal assessment periods each year:

- Autumn (December)
- Spring (March)
- Summer (June)

At each point, teachers review pupils' attainment in:

- Reading
- Writing
- Mathematics
- GPS (Grammar, Punctuation and Spelling)

These points provide a structured opportunity to reflect on learning over time, while maintaining a manageable and proportionate approach to assessment.

TEACHER ASSESSMENT AND STANDARDISED INFORMATION

At each assessment point, teachers record:

- **Teacher assessment judgements** using national descriptors
- **Standardised assessment information**, where appropriate

Teacher assessment remains central. Standardised assessments are used to:

- support accuracy
- provide additional insight
- inform professional discussion

ASSESSMENT TOOLS

A range of assessment tools are used across the school to support teacher judgement. These include:

- **NTS assessments** (Years 1–6)
Used termly for reading, mathematics and GPS to provide standardised information.
- **Star Reading assessments** (Years 3–6)
Used to monitor reading development and support book selection.
- **No More Marking** (Years 1–6)
Used annually to support writing moderation and strengthen accuracy of teacher judgement.
- **Phonics assessments** (Year 1)
Regular checks to monitor progress towards the phonics screening standard.
- **SATs preparation assessments** (Year 6)
Used to support pupils' readiness and identify gaps.

INSIGHT AND ASSESSMENT TRACKING

Insight is used as the school's central platform for recording and analysing assessment information. It provides a consistent approach to tracking attainment, progress and pupil context across the school and Trust.

What is recorded on Insight

Teachers are responsible for ensuring that the following information is accurate and up to date:

- **End-of-year targets** (set in October following baseline discussions)
- **Teacher assessment judgements** at each assessment point (Autumn, Spring, Summer)
- **Standardised assessment information** (e.g. NTS scores)
- **Relevant contextual notes**, including:
 - interventions
 - barriers to learning
 - key information that supports understanding of the pupil

This ensures that Insight reflects a rounded and meaningful picture of each pupil, rather than isolated data points.

Assessment input points

Data is entered into Insight three times per year:

- Autumn term (December)
- Spring term (March)
- Summer term (June)

At each point, teachers input:

- Reading
- Writing
- Mathematics
- GPS

using agreed grading descriptors (see next section).

These assessment points align with whole-school and Trust expectations and provide a consistent structure for monitoring progress over time.

Purpose of Insight

Insight is used to:

- support accurate tracking of pupil attainment and progress
- inform pupil progress meetings and professional discussions
- identify trends at class, cohort and whole-school level
- support subject leaders and SLT in evaluating impact

Importantly:

Insight is a tool to support professional thinking, not a replacement for it. Teachers should always interpret assessment information alongside their day-to-day knowledge of pupils.

Consistency and accuracy

To ensure consistency:

- assessment information is reviewed through moderation processes
- leaders monitor patterns and trends across classes and year groups
- professional dialogue is used to refine and secure judgements

Accurate use of Insight ensures that assessment information is reliable, meaningful and useful in improving outcomes for pupils.

GRADING AND PRECISION

At Bexton, we use a detailed grading system to support precise understanding of pupil attainment. This includes:

- Working Towards (WTS)
- Expected Standard (EXS)
- Greater Depth (GDS)

Each of these is further refined (e.g. WTS-, WTS, WTS+, EXS-, EXS, EXS+, GDS-, GDS, GDS+).

This level of detail allows teachers and leaders to:

- recognise small steps in progress
- identify pupils who may be close to moving between standards
- have more precise and meaningful professional discussions
- set aspirational and realistic targets

This approach ensures that assessment reflects the continuum of learning, rather than broad categories alone.

ASSESSMENT AND SEND

For pupils working below the age-related expectations and who have an EHCP:

- pupils are recorded as 'B' within the main Insight tracking system
- progress is tracked using TrackAble, the Trust-wide SEND assessment system

This allows for:

- more personalised tracking of progress
- alignment with individual needs and provision
- a more accurate understanding of development over time

Assessment for these pupils focuses on progress from individual starting points, alongside engagement and independence.

ASSESSMENT IN THE EARLY YEARS

Assessment in EYFS is continuous and rooted in observation of children's learning. Teachers:

- assess children against Development Matters and Early Learning Goals
- make ongoing judgements about progress against the seven areas of learning
- record whether pupils are 'on track' or 'not on track' towards the Good Level of Development

Assessment is used to:

- inform planning and next steps
- support early identification of need
- provide a holistic understanding of each child

Moderation within the EYFS team ensures consistency and accuracy of judgement.

ASSESSMENT IN THE WIDER CURRICULUM

Assessment in foundation subjects is primarily formative and rooted in classroom practice. Teachers use approaches such as:

- Whole Class Feedback
- observation and discussion
- review of pupils' work

to track understanding and progression over time.

Summative judgements in the wider curriculum are recorded annually, ensuring that:

- assessment remains meaningful and manageable
- emphasis remains on teaching and learning, rather than data collection

Subject Handbooks provide further detail on subject-specific approaches.

PUPIL PROGRESS AND PROFESSIONAL DIALOGUE

Assessment at Bexton is used to support regular, structured professional dialogue about pupils' learning. This ensures that assessment leads to action, not simply recording.

Pupil Progress Meetings

There are four pupil progress meetings across the academic year:

- October – Target-setting meeting
- January – Autumn progress review
- April – Spring progress review
- Summer term – End-of-year evaluation

October: Target-setting meeting

At the start of the year, teachers meet with SLT to discuss every pupil in the class. This meeting focuses on:

- reviewing prior attainment (end of previous year)
- developing a clear understanding of each pupil
- identifying any early barriers to learning
- setting aspirational yet realistic end-of-year targets for Reading, Writing and Mathematics

These targets are then recorded on Insight.

This meeting establishes a shared understanding of the class and ensures that expectations are clear from the outset.

Ongoing pupil progress meetings

Subsequent meetings (January and April) focus more sharply on pupils who require additional attention. Discussion includes pupils who:

- are not at the expected standard
- are not on track to meet their end-of-year target
- are experiencing barriers to learning (e.g. SEND, disadvantage, attendance)

The focus of these meetings is to:

- understand each pupil in detail
- identify the reasons behind any progress issues
- agree specific actions and support
- review the impact of previous actions

Nature of discussion

Pupil progress meetings are not data-driven conversations in isolation. They are based on:

- teacher knowledge of pupils
- classroom assessment
- Insight information
- understanding of barriers and provision

Discussions focus on:

- what the pupil can do
- what is preventing further progress
- what needs to happen next

Follow-up and accountability

Following each meeting:

- agreed actions are implemented in the classroom
- interventions or adaptations are put in place where needed
- progress is monitored through ongoing assessment

This creates a clear cycle: Assess → discuss → act → review

Professional culture

Pupil progress meetings are an opportunity for:

- professional challenge
- collaborative problem-solving
- shared responsibility for outcomes

They are not intended as a compliance exercise, but as a key part of ensuring that all pupils are supported to succeed.

MODERATION AND ACCURACY

Ensuring accuracy and consistency in assessment is a shared responsibility. At Bexton, this is supported through:

- in-school moderation between year groups
- Trust-wide writing moderation (Writing Agreements)
- cross-school collaboration across subjects
- Peer Review Triads, providing external validation and professional challenge
- External reviews

These processes strengthen teacher judgement, support consistency and ensure confidence in assessment outcomes.

NON-NEGOTIABLES

Across Bexton:

- summative assessment supports, but does not replace, teacher judgement
- assessment is based on a range of evidence
- Insight is used consistently to record and track attainment
- grading reflects small steps in learning
- assessment for pupils with SEND is personalised and appropriate using TrackAble
- wider curriculum assessment remains purposeful and manageable
- assessment information is used to inform teaching, support and curriculum development

SECTION E: ASSESSMENT, INCLUSION & BARRIERS

Using assessment to understand and remove barriers to learning.

ASSESSMENT AS A TOOL FOR INCLUSION

At Bexton, assessment plays a central role in ensuring that all pupils are able to access, engage with and succeed in the curriculum.

Assessment enables teachers to:

- understand each pupil as an individual
- identify barriers to learning at the earliest stage
- adapt teaching in response to need
- ensure that support is timely, appropriate and effective

Assessment is a key mechanism through which we promote equity, inclusion and success for all.

IDENTIFYING BARRIERS EARLY

Through ongoing classroom assessment, teachers build a detailed understanding of how pupils learn. This allows teachers to notice:

- gaps in knowledge
- emerging misconceptions
- difficulties with language or communication
- challenges with attention, engagement or independence
- wider factors that may impact learning

Early identification ensures that:

- support can be put in place quickly
- teaching can be adapted before gaps widen
- pupils are not left behind

UNDERSTANDING GAPS AND BARRIERS

A key part of effective assessment is distinguishing between different types of need. Teachers consider whether a pupil's difficulty is due to:

- a gap in learning (e.g. missed or insecure knowledge)
- a barrier to learning (e.g. language, confidence, attendance, social or emotional factors)
- a potential SEND need

This distinction is important because it determines the most appropriate response. Assessment therefore supports teachers to move beyond identifying that a pupil is struggling, to understanding why.

ASSESSMENT AND ADAPTIVE TEACHING

Assessment informs adaptive teaching within the classroom. Teachers use assessment to:

- adjust explanations and modelling
- provide scaffolding or support
- adapt tasks and resources
- offer additional challenge where appropriate
- revisit or pre-teach key content

These adaptations ensure that all pupils are able to access learning and make progress within the same curriculum. In many cases, effective adaptive teaching is sufficient to address barriers without the need for additional intervention.

ASSESSMENT AND THE GRADUATED RESPONSE

Where further support is required, assessment contributes to the graduated approach, as outlined in the *Inclusion Handbook*. Assessment is used to:

- identify pupils requiring additional support
- inform planning of targeted interventions
- monitor the impact of provision over time
- support decisions about next steps

Teachers, the SENDCos and SLT work together to ensure that assessment information is used effectively to plan and review support.

Further detail on the graduated response can be found in the *Inclusion Handbook*.

ASSESSMENT FOR PUPILS WITH SEND

For pupils with SEND, assessment is personalised and responsive to individual need. This includes:

- ongoing formative assessment within lessons
- careful monitoring of progress over time
- use of appropriate assessment tools where necessary
- tracking through TrackAble for pupils with EHCPs and not at age-related expectations

Assessment focuses on:

- progress from individual starting points
- development of independence and engagement
- success within the curriculum

Assessment information is used to inform SEND Support Plans, ensuring that provision is closely matched to need. It supports teachers and the mainstream SENDCo to:

- identify precise areas of need
- set clear, specific and measurable (SMART) targets
- plan appropriate strategies and provision
- monitor progress towards these targets over time
- review and refine support based on impact

This ensures that SEND support remains purposeful, responsive and rooted in a clear understanding of each pupil.

ASSESSMENT AND PROVISION

Assessment directly informs provision at Bexton. Teachers use assessment to:

- identify pupils who may benefit from additional support
- plan targeted interventions or adaptations
- evaluate the effectiveness of provision
- adjust support where needed

Provision is therefore:

- responsive
- evidence-informed
- regularly reviewed

Assessment ensures that support is purposeful and that it has a clear impact on learning.

ASSESSMENT AND INDEPENDENCE

A key aim of assessment is to support pupils to become independent learners. Teachers consider:

- how pupils engage with feedback
- how they approach challenge
- how they apply strategies independently
- how they reflect on and improve their work

Assessment therefore looks beyond attainment alone and considers how pupils are developing the skills and behaviours needed for successful learning.

WORKING IN PARTNERSHIP

Assessment also supports communication and collaboration between:

- teachers
- support staff
- the SENDCos
- parents and carers

Clear and accurate assessment information enables:

- shared understanding of pupil needs
- consistent support across school and home
- effective planning and review of provision

NON-NEGOTIABLES

Across Bexton:

- assessment is used to identify and understand barriers to learning
- teachers distinguish between gaps, barriers and SEND needs
- teaching is adapted in response to assessment
- assessment informs the graduated approach and provision
- progress for all pupils, including those with SEND, is carefully monitored
- assessment supports the development of independence and confidence

SECTION F: USING ASSESSMENT AS A SCHOOL

From classroom understanding to school improvement.

A SHARED RESPONSIBILITY

Assessment at Bexton is rooted in the classroom, but used collectively to ensure that all pupils succeed and that the curriculum is effective. It is used through professional dialogue and collaboration across the school to inform decisions about teaching, support and curriculum development.

CLASS TEACHERS

Class teachers use assessment to:

- inform daily teaching and next steps
- make accurate judgements about attainment and progress
- identify pupils who require additional support or challenge
- contribute to pupil progress discussions

SUBJECT LEADERS

Subject leaders use assessment to evaluate the impact of their subject across the school. They:

- identify strengths and areas for development
- monitor progression and retention of key knowledge
- support staff in developing subject-specific assessment approaches

SENIOR LEADERS

Senior leaders use assessment to:

- identify patterns and trends across the school
- evaluate the impact of teaching and provision
- ensure that groups of pupils are supported effectively
- inform strategic planning

PUPIL PROGRESS AND PROFESSIONAL DIALOGUE

Pupil progress discussions focus on:

- understanding individual pupils
- identifying barriers to learning
- agreeing appropriate actions and support that lead to improved outcomes.

MODERATION AND ACCURACY

Moderation ensures that assessment is accurate and consistent. This is supported through:

- in-school moderation
- Trust-wide writing moderation
- cross-school collaboration and Peer Review Triads
- external reviews

These processes strengthen professional judgement and build confidence in assessment outcomes.

USING ASSESSMENT TO IMPROVE THE CURRICULUM

Assessment provides insight into how well the curriculum is working. Leaders use this to:

- identify gaps and misconceptions
- evaluate sequencing and progression
- refine curriculum design and implementation so it remains ambitious and effective for all pupils.

NON-NEGOTIABLES

- assessment is used collaboratively across the school
- professional dialogue is central to effective use of assessment
- moderation supports accuracy and consistency
- assessment informs curriculum development and improvement
- assessment is used to improve outcomes, not simply to report them

SECTION G: MONITORING, EVALUATION & IMPACT

Ensuring assessment improves outcomes for all pupils.

WHY WE MONITOR ASSESSMENT

At Bexton, assessment is monitored to ensure that it is:

- improving teaching and learning
- supporting pupil progress
- identifying and removing barriers
- manageable and purposeful for staff

Monitoring is about understanding whether assessment is having the intended impact.

WHAT WE LOOK FOR

When evaluating assessment, leaders focus on the quality of practice and its impact on pupils. This includes:

- how effectively teachers check for understanding within lessons
- how well teaching is adapted in response to assessment
- whether misconceptions are identified and addressed
- how feedback leads to improvement in pupils' work
- how confidently pupils can talk about their learning and next steps
- whether pupils are remembering and building on prior learning

SOURCES OF EVIDENCE

Leaders draw on a range of evidence to evaluate the effectiveness of assessment. This includes:

- lesson visits and learning walks
- review of pupils' work, including Whole Class Feedback
- pupil voice and discussion
- professional dialogue with staff
- assessment information from Insight
- SEND information from TrackAble

EVALUATING IMPACT

The impact of assessment is considered in terms of:

- pupil progress over time
- closing of gaps and reduction of barriers
- improvements in the quality of pupils' work
- increased confidence and independence in learning
- consistency of practice across classes and subjects

GOVERNANCE AND ACCOUNTABILITY

Assessment information is used to support effective governance and strategic oversight. The Assessment Lead produces termly Outcomes Reports, drawing on:

- statutory assessment data
- in-school assessment information from Insight
- SEND assessment information from TrackAble

These reports:

- analyse attainment and progress
- identify strengths and areas for development
- highlight key groups and trends across the school

Reports are shared with link governors, who:

- review the information
- ask questions
- provide appropriate challenge

This informs discussion at Local Governing Board meetings and ensures that governors have a clear and accurate understanding of the school's performance.

WORKLOAD AND MANAGEABILITY

Assessment approaches at Bexton are designed to be purposeful, proportionate and sustainable.

Leaders regularly consider:

- whether assessment practices are adding value
- whether they support, rather than hinder, effective teaching
- whether workload remains manageable for staff

Where necessary, approaches are refined to ensure that assessment remains focused on what has the greatest impact.

REVIEW AND REFINEMENT

Assessment at Bexton is continually reviewed and developed. Leaders use monitoring and evaluation to:

- identify strengths to build upon
- address inconsistencies in practice
- refine systems and approaches
- ensure alignment with curriculum, teaching and inclusion

This ensures that assessment remains relevant, effective and responsive to the needs of pupils and staff.

NON-NEGOTIABLES

- assessment is monitored to improve learning, not to check compliance
- evaluation is based on a range of evidence
- the impact of assessment on pupils is central
- governance provides appropriate challenge and oversight
- assessment systems remain purposeful and manageable
- assessment approaches are regularly reviewed and refined

SECTION H: IMPLEMENTATION & APPENDICES

Ensuring clarity, consistency and usability.

USING THIS HANDBOOK

This handbook sets out the principles and expectations for assessment at Bexton Primary School. It should be used by all staff to:

- understand the purpose and role of assessment
- guide day-to-day classroom practice
- support consistency across classes and year groups
- inform professional dialogue and development

It does not seek to replace professional judgement, but to support it through a shared understanding of effective assessment practice.

PROFESSIONAL DEVELOPMENT AND CONSISTENCY

Consistent and effective assessment practice is supported through:

- ongoing professional development
- coaching and support within year groups
- moderation and collaborative working
- professional dialogue at all levels

This ensures that staff have a shared understanding of expectations, continue to develop their assessment practice and feel confident in making accurate judgements.

New staff are supported to understand and apply the principles within this handbook as part of induction and ongoing development.

SUPPORTING DOCUMENTATION

To ensure that this handbook remains clear and focused, detailed operational information is provided separately in supporting documents and appendices. These include:

- **Assessment calendar**
outlining key assessment points and statutory requirements
- **Insight guidance**
including expectations for data entry, grading and use
- **Grading descriptors**
including the full WTS- to GDS+ scale
- **Pupil progress meeting proformas**
to support structured professional dialogue
- **Whole Class Feedback materials**
including templates and examples (as outlined in the Whole Class Feedback guidance)
- **Trust assessment expectations**
ensuring alignment with wider Trust processes
- **Subject Handbooks**
providing subject-specific assessment approaches

These documents provide the necessary detail to support implementation alongside this handbook.

IMPLEMENTATION AND REVIEW

Assessment practice at Bexton is implemented through daily classroom practice, consistent use of agreed approaches and professional dialogue and collaboration.

The effectiveness of this handbook is reviewed through monitoring and evaluation processes, feedback from staff and analysis of pupil outcomes.

Where necessary, the handbook and supporting systems are refined to ensure they remain effective, manageable and aligned with the needs of pupils and staff.

FINAL REFLECTION

Assessment at Bexton is not defined by systems or data alone.

It is defined by how well we understand our pupils and how effectively we respond to that understanding in our teaching. When assessment is used well, it strengthens learning, supports inclusion and ensures that all pupils can succeed.