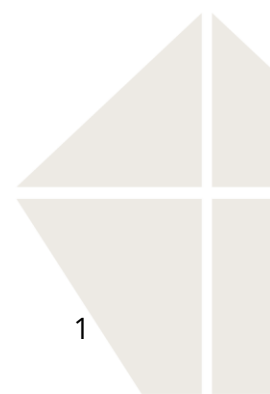


Birmingham Diocesan Multi Academy Trust Primary Assessment Policy



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1. Aims

This policy aims to:

- Provide clear guidelines on the approach to summative assessment and reporting for primary schools within the Birmingham Diocesan Multi Academy Trust (BDMAT).
- Establish a consistent and coherent approach to recording summative assessment outcomes and reporting to the Trust Board.

2. Legislation and guidance

Schools have been free to develop their own approaches to assessment since the National Curriculum levels were removed in 2014. This policy refers to the recommendations in the [Final Report of the Commission on Assessment without Levels](#). It also refers to statutory reporting requirements set out in the [Education \(Pupil Information\) \(England\) Regulations 2005: schedule 1](#).

This policy also complies with our trust's funding agreement and articles of association.

3. Summative vs. Formative Assessment

Summative assessment is used to describe pupil attainment and comparatively evaluate the performance of individual pupils and pupil attribute groups both within individual schools and across the Trust. Such evaluations will be used to allocate resources and, where beneficial, support weaker cohorts.

Formative assessment enables teachers to evaluate learning at the end of a lesson or unit of work. It should help teachers to plan the next steps for learning and helps pupils to identify their strengths and areas for improvement.

Each school within the Trust retains full autonomy with their formative assessment approaches. Marking and feedback policies are developed in each school and other formative assessment techniques such as questioning or regular short recap quizzes are completed in line with their approach to teaching and learning which is aligned to the BDMAT teacher's toolkit.

This policy outlines the Trust's approach to summative assessment that will be reported to Board.

4. What are the different types of summative assessment we use?

We will use two forms of summative assessment further detailed in this section.

4.1. In school Standardised Summative Assessment

Effective in-school summative assessment enables:

- **School/trust 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 evaluate learning at the end of a unit and the impact of their own teaching.
- **Parents/carers** to stay informed about the achievement, progress, and wider outcomes of their child across a period.

This will take two forms:

- Teacher Assessment
- Standardised testing from NFER

4.2. Nationally Standardised

Nationally standardised summative assessment enables:

- **School/trust 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.

Nationally standardised summative assessments will include:

- Early Years Foundation Stage (EYFS) profile at the end of reception
- Phonics screening check in Y1 (retake for Y2)
- Multiplication check for Y4
- National curriculum tests and teacher assessments for KS1 and KS2 (Y2 and Y6)

It is imperative that standardised tests are delivered in a standardised manner, and as such schools must ensure that test conditions, as described in the teachers' guide supplied by the commercial provider of tests are adhered to.

Schools may use the results of either of these assessments to identify and tackle gaps in pupil learning and consider how each pupil's learning interacts with their classroom performance.

5. Collecting Data and Using Data

5.1. Collecting Data

Data will be reported to the Trust board three times a year and the assessment calendar has been developed in line with this. All data will be collected through marksheets made available through the Trust MIS system (Arbor).

The bullet points below detail what will be collected for each assessment:

- **NFER** standardised scores will be input into Arbor for Reading, Maths and SPaG.
- **EYFS** this will be collected using Birth to Five ranges on the 16 aspects.
- **Phonics** schools are required to input the score the pupil received.
- **Multiplication Practice Check** schools are required to input the score the pupil received.
- **KS1/ KS2 Practice Tests** scaled scores will be input into Arbor for Reading, Maths and SPaG.
- **Teacher Assessments** teachers will be required to make an assessment using a flat scale for Reading, Writing and Maths.

5.2. Interpreting Data

Schools will access assessment results via Arbor, the following guide details how to analyse summative data within Arbor:

- [Primaries: Set up key measures of students above, at or below with School Assessment Measures – Arbor Help Centre](#)
- [Our built-in summative assessment analysis options for Primaries – Arbor Help Centre](#)

NFER also provides access to an analysis tool, if schools choose to input question level results this will be able to use this to produce question level analysis, to further inform teaching and learning.

6. Reporting to Parents/ Carers

Assessment data is reported to parents during parents' evenings throughout the academic year and it is up to schools to decide which assessments they share with parents in those conversations. Each school within the Trust must provide parents with a written report at the end of each academic year which includes:

- Brief details of achievements in all subjects and activities forming part of the school curriculum, highlighting strengths and areas for development
- Comments on general progress
- Arrangements for discussing the report with the pupil's teacher.
- The pupil's attendance record, except where the pupil is in Reception.

Where attendance should be reported, it should include:

- The total number of possible attendances for that pupil, and

- The total number of unauthorised absences for that pupil, expressed as a percentage of the possible attendances.
- The results of any public examinations taken, by subject and grade

At the end of Reception (EYFS) and Year 6 (KS2):

- Outcomes of statutory National Curriculum teacher assessments
- Comparative information about the attainment of pupils of the same age in the school and pupils of the same age nationally
- The results of any National Curriculum tests taken, including the pupil's scaled score, and whether they met the 'expected standard' (KS2: required, KS1: if parents/carers request)

A statement that teacher assessment outcomes consider the results of tests in English, reading and mathematics (KS1 only).

7. Inclusion

The principles of this assessment policy apply to all pupils, including those with special educational needs or disabilities (SEND).

Assessment will be used diagnostically to contribute to the early and accurate identification of pupils' special educational needs and any requirements for support and intervention. It is likely that in some cases, the assessment tools used may differ to the formal tests so as to enable teachers to fully capture the progress that pupils with SEND have made.

We will use meaningful ways of measuring all aspects of progress, including communication, social skills, physical development, resilience, and independence. We will have the same high expectations of all pupils.

For pupils working below the national expected level of attainment, our assessment arrangements will consider progress relative to pupil starting points and take this into account alongside the nature of pupils' learning difficulties.

8. Roles and responsibilities

8.1. The board of trustees is responsible for:

- Being familiar with statutory assessment systems, as well as how the trust's own system of non-statutory assessment captures the attainment and progress of all pupils.
- Holding the Director of Education to account.
-

8.2. The trust School Improvement Team is responsible for:

- Holding trust leaders to account for improving pupil and staff performance by rigorously analysing assessment data.
- Monitoring that school leaders are providing staff with the appropriate support and training on pupil assessment, to ensure consistent application and good practice across the school(s).
- Ensuring that schools within the trust adhere to this policy.
- Monitoring standards and assessment data across the trust.
- Identifying academies that need support and prioritising key actions to address underachievement.
- Supporting school leaders throughout the trust to make sure their school is conducting assessment competently and confidently, including training and moderation opportunities.
- Providing training and moderation opportunities

8.3. The headteacher is responsible for:

- Ensuring that the policy is adhered to.
- Monitoring standards in core and foundation subjects
- Analysing pupil progress and attainment, including individual pupils and specific groups
- Prioritising key actions to address underachievement.
- Reporting to the Director of Education and Local Academy Board on all key aspects of pupil progress and attainment, including current standards and trends over previous years
- Making sure arrangements are in place so teachers can conduct assessment competently and confidently, including training and moderation opportunities.

8.4. Teachers are responsible for:

- Following the assessment procedures outlined in this policy.
- Being familiar with the standards for the subjects they teach
- Keeping up to date with developments in assessment practice

9. Monitoring

This policy will be reviewed biennially by the Director of Education and the School Effectiveness Committee. At every review, the policy will be shared with Local Academy Boards.

All teaching staff are expected to read and follow this policy.

Headteachers are responsible for ensuring that the policy is followed. Headteachers will monitor the effectiveness of assessment practices across their schools, through moderation, lesson observations, book scrutinies, pupil progress meetings.

Central team staff will monitor the effectiveness of school assessment practices through the termly School Effectiveness Meetings.

Appendix 1 – 2025/26 Assessment Calendar

Autumn				
Aug 25	Sep 25	Oct 25	Nov 25	Dec 25
			Assessment weeks 24 th Nov – 5 th Dec	Data Drop 19th Dec <ul style="list-style-type: none"> EYFS – Bto5 All Areas NFER Reading Y3-5 NFER Maths Y3-5 Y2 2024 SATs Paper R,M,SPaG Y6 2024 SATs Paper R,M,SPaG Y1 & Y2 Phonics (2024) Y4 MTP (2024) TAs RWM Y1-6
	Reception Baseline Assessment 6 weeks on entry			
MAT wide analysis of Summer Data and recommendations		SEC – 9 th Oct (Summer data)	SEC – 7 th Nov	
Spring	Jan 26	Feb 26	Mar 26	Apr 26
			Assessment weeks 16/27 th Mar	Data Drop – 17th Apr <ul style="list-style-type: none"> EYFS – Bto5 All Areas NFER Reading Y3-5 NFER Maths Y3-5 Y2 2025 SATs Paper R,M,SPaG Y6 2025 SATs Paper R,M,SPaG Y1 & Y2 Phonics (2025) Y4 MTP (2025) TAs RWM Y1-6
		SEC 26 th Feb		
Summer	May 26	Jun 26	Jul 26	
	KS2 tests 11 th -15 th May	MTC – 2 weeks WC 1 st Jun Phonics Check – WC 8 th Jun EYFS Assessments – 30 th Jun Assessment weeks 15 – 26 th Jun	Data Drop – 10th Jul <ul style="list-style-type: none"> EYFS – Bto5 All Areas NFER Reading Y3-5 NFER Maths Y3-5 TAs RWM Y1-6 KS1 SATs 2026 R, M, SPaG 	
		SEC – 11 th Jun	Full Board – 16 th Jul	

	Autumn	Spring	Summer
Assessment Week	24/11/25 - 05/12/25	16/03/26- 27/03/26	15/06/26- 26/06/26
Data Deadline	19/12/25	24/04/26	10/07/26
SEC	26/02/25	11/06/25	

Appendix 2 – No More Marking – Comparative Judgement National Window

Comparative Judgement National Window

[Find out more](#)

YGs	Month	Stimulus Released	Writing Window	Judging Window	Results Published
Y3	Oct	29-Sep-25	06-Oct-25 - 10-Oct-25	20-Oct-25 - 31-Oct-25	07-Nov-25
Y5	Nov	03-Nov-25	10-Nov-25 - 14-Nov-25	24-Nov-25 - 28-Nov-25	05-Dec-25
Y1	Jan	05-Jan-26	12-Jan-26 - 16-Jan-26	26-Jan-26 - 30-Jan-26	06-Feb-26
Y4	Jan	12-Jan-26	19-Jan-26 - 23-Jan-26	02-Feb-26 - 06-Feb-26	13-Feb-26
Y2	Feb	09-Feb-26	16-Feb-26 - 27-Feb-26	09-Mar-26 - 13-Mar-26	20-Mar-26
Y6	Mar	16-Feb-26	02-Mar-26 - 06-Mar-26	16-Mar-26 - 20-Mar-26	27-Mar-26
Y6 Redraft	Apr		13-Apr-26 - 17-Apr-26	27-Apr-26 - 01-May-26	08-May-26
Y1-5	May	05-May-26	11-May-26 - 15-May-26	01-Jun-26 - 12-Jun-26	19-Jun-26