

# **Pleasant Street Primary School**



## **Assessment, Recording & Reporting Policy**

**September 2025**

**Review Date: September 2026**

Co-Ordinator: N. Nicholson

## **Aims of Assessment**

The main aims of assessment, recording and reporting relate to three major purposes: **teaching and learning, informing and reporting and accountability.**

### **Teaching and Learning**

#### **Diagnostic, Formative and Summative:**

Through a continuous process of formal and informal assessment, the pupils' areas for development, weaknesses, achievements and their individual needs will be identified. This will provide information for a summative report.

#### **Motivation and Personal Development:**

To give feedback, encourage further progress and increase responsibility for the children's own learning, thereby motivating the children to achieve their potential.

#### **Curriculum Development and Evaluation:**

To aid planning, reviewing and development of the curriculum through what is learnt (the content), and how it is learnt (the process). Through this process, curriculum leaders can ensure coverage of the National Curriculum.

#### **Communication:**

A positive marking policy which focuses on the pupil's achievements and which points the way to a future learning is used (see Marking Policy).

Termly reviews of pupil misconceptions during Assess and Review Weeks (once per term), including Question Level Analysis inform teachers of teaching points to use with their class.

### **Informing and Reporting**

To provide information about individual students to:

- Indicate learning progress to children and parents.
- Aid transition between classes, other phases of education and other schools.
- Assist in the selection and development processes of education.

### **Accountability**

#### **Monitoring, evaluation and Accountability**

To provide information to ensure that standards and levels of learning are being maintained or enhanced and to aid decisions about future provisions and resource allocation.

#### **Statutory Orders**

To comply with statutory orders from Central Government.

### **Teacher Assessment**

This is the formative assessment of pupils through observation, discussion about work in progress and questioning to prompt new thinking. It is planned for in each curriculum area by the policies, procedures and formats used in assessing against programmes of study and Age-Related Expectations in that subject area. An online recording system (NFER) is used to support teacher assessment by tracking progress in Reading, Writing and Mathematics based on the National Curriculum. Termly summative assessments will be used to support this process; however, teacher assessment will be the overriding judgement in assessing pupils' Age-Related Expectations **(See Appendix 1)**.

## **Statutory Assessment within the Early Years Foundation Stage (EYFS)**

**Statutory Baseline Assessment** – The RBA became statutory in schools in September 2021. It is an activity-based assessment of pupils' starting points in:

- language, communication and literacy
- mathematics

The RBA is a short, task-based assessment. It is not used to label or track individual pupils. Schools are required to carry out the assessment within the first 6 weeks of pupils starting reception. No numerical score is shared, and the data will only be used at the end of year 6 to form the school-level progress measure. However, teachers will receive a series of short, narrative statements that tell them how their pupils performed in the assessment. These can be used to inform teaching within the first term.

**EYFSP** - The EYFS framework requires the EYFS Profile assessment to be carried out in the final term of the year in which a child reaches age 5. The EYFS Profile must be completed for each child and submitted to the local authority.

Based on the teacher's knowledge of each child: assessment is based primarily on the teacher's professional knowledge of what the child knows, remembers and can do day-to-day.

Summative: assessment is based on a holistic view of what the child can demonstrate against each ELG at the end of the EYFS. When assessing children against the ELGs, teachers should look at the whole description for each goal to determine whether this best-fits their professional knowledge of the child. The ELGs are interconnected.

Informed by a range of perspectives: assessment is predominantly based on the teacher's professional judgement, but should also take account of contributions from a range of perspectives including the child, their parents and/or carers, and other relevant adults.

Inclusive: teachers need to be alert to the general diversity of children's interests, needs and backgrounds to accurately assess their development and outcomes against the ELGs.

Underpinned by a broad curriculum and effective pedagogy: teaching should enable each child to demonstrate their learning and development fully. (EYFSP Handbook, October 2023).

## **Assessment of children with special needs and more able children**

Some pupils may have special educational needs that make it difficult for them to make significant progress in a regular way. The Assessment, Recording and Reporting systems are designed so that the progress of all pupils, however limited can be recognised. Effective use of One Page Profiles, reviews and PIVAT sheets, if needed, will support this process. The system also allows for more able children to progress at their own pace, deepening their understanding through extension work and assessments which cater for the child's individual needs (see also Marking Policy). An online recording system is used to track specific groups throughout the school.

### **Moderating:**

In assessing children, particularly in writing, teachers need to be concerned with:

- Accuracy of judgements
- Consistency of judgements
- Collecting evidence of judgements

In order to achieve this, moderation meetings between and within key stages will occur on a termly basis. Moderation also takes place within the locality of similar schools and their cohorts – by moderating our judgement alongside the judgement of schools in the district allow us to ensure teacher judgment is supported and more secure. Evidence is collected via writing assessment books and Assess and Review questions in Mathematics.

### **Recording:**

It is essential that the progress of classes and individuals in important areas of learning is recorded consistently and becomes part of a concise but comprehensive tracking system, which ensures that practitioners have detailed but clear overviews of the progress and expectation of all individuals and groups as they move through the school. Progress of specific groups within and across cohorts will be recorded via a series of documents which will be recorded online and within the coordinator's assessment folder **(see Appendices 2, 3 and 4).**

### **Reporting:**

Written reports conforming to statutory regulations will be given to parents towards the end of the summer term. Teacher Assessment will be reported each year and SATs results will be reported at the end of Key Stage 2. Guidance should be followed to ensure that the language and information used is appropriate. Meetings between staff and parents are held during autumn and spring terms to discuss pupils' progress.

There will be an opportunity for parents to discuss the statutory end of year report in July. Records will be sent on to the new school of any child who moves as quickly as possible. Information that has been collected throughout school will be passed on to the secondary school through the Transition Document.

### **Appendix**

Appendix 1 – Assessment Schedule

Appendix 2 – Class Assessment & Recording Files

Appendix 3 – Mathematics / English Pupil Map Sheet

Appendix 4 – EYFS Formative and Summative Assessment

## Appendix 1 – Assessment Schedule

Test results will be used to support teacher assessment, with teacher assessment being the overriding judgement. All Age-Related Expectations data/test results to be recorded using the NFER Online Hub to support a teacher's judgement. Assess and Review (A&R) week during the penultimate week on each term.

Autumn	Assessment	Action Required
Reading	Teachers will use NFER assessment to assess children. With exception of year 1, who use RisingStars & WRMH.	Results of NFER tests will be recorded via the NFER Online Hub by the Wednesday of A&R Week. Pupil maps (Appendix 3) updated, before the Friday of A&R week, to reflect pupil's ability. NN to be informed – Interventions planned by coordinator for the following term.
Writing	Teachers will use their judgement, alongside internal and external monitoring to assess children's ARE in writing. Writing assessment to be done twice each half term – as per Literacy Counts planning.	
SPAG	Teachers will use NFER assessment to assess children. With exception of year 1, who use Rising Stars & WRMH.	
Maths	Teachers will use NFER assessment to assess children. With exception of year 1, who use Rising Stars & WRMH.	
Foundation subjects	Teachers will assess these subjects against the objectives outlined in the planning documents for the topic.	Results updated on an online document on the first week of a new half-term (to ensure objectives are covered). Subject coordinators to seek opportunities for CPD or curriculum growth.
Spring	Assessment	Action Required
Reading	Teachers will use NFER assessment to assess children.	Results of NFER tests will be recorded via the NFER Online Hub by the Wednesday of A&R Week. Pupil maps (Appendix 3) updated, before the Friday of A&R week, to reflect pupil's ability. NN to be informed – Interventions planned by coordinator for the following term.
Writing	Teachers will use their judgement, alongside internal and external monitoring, to assess children's ARE in writing. Writing assessment to be done twice each half term – as per Literacy Counts planning.	
SPAG	Teachers will use NFER assessment to assess children.	
Maths	Teachers will use NFER assessment to assess children.	
Foundation subjects	Teachers will assess these subjects against the objectives outlined in the planning documents for the topic.	Results updated on an online document on the first week of a new half-term (to ensure objectives are covered). Subject coordinators to seek opportunities for CPD or curriculum growth.
Summer	Assessment	Action Required
Reading	Teachers will use NFER assessment to assess children. Y2 and Y6 will follow statutory guidance in the administration of SATs.	Results of NFER tests will be recorded via the NFER Online Hub by the Wednesday of A&R Week. Pupil maps (Appendix 3) updated, before the Friday of A&R week, to reflect pupil's ability. NN to be informed – Interventions planned by coordinator for the following year.
Writing	Teachers will use their judgement, alongside internal and external monitoring, and to assess children's ARE in writing. Writing assessment to be done twice each half term – as per Literacy Counts planning.	
SPAG	Teachers will use NFER assessment to assess children. Y2 and Y6 will follow statutory guidance in the administration of SATs.	
Maths	Teachers will use NFER assessment to assess children. Y2 and Y6 will follow statutory guidance in the administration of SATs.	
Foundation subjects	Teachers will assess these subjects against the objectives outlined in the planning documents for the topic.	Results updated on an online document one the first week of a new half-term (to ensure objectives are covered). Subject coordinators to seek opportunities for CPD or curriculum growth.

## **Appendix 2 - Class Assessment & Recording**

Class assessment and recording e-files should include the following in each section:

- OPPs
- Target Sheets
- Assessment Trackers
- Pupil Maps
- Topic Assessment Sheets
- Intervention data/notes
- Pupil Progress Meeting Records
- Miscellaneous

## Appendix 3 – Mathematics / English Assessment Pupil Map Sheet

Class _ (subject) Age Related Expectations Pupil Map (Year)																
Assessment Step	Progress 'Step'	Term 3 of Previous Year		Autumn			Spring			Summer 1			Summer 2			
Y6 Exc.	39.5															
Y6 Sec.	39															
Y6 Dev+	38.5															
Y6 Dev.	38															
Y6 Beg+	37.5															
Y6 Beg.	37															
Y5 Exc.	36.5															
Y5 Sec.	36															
Y5 Dev+	35.5															
Y5 Dev.	35															
Y5 Beg+	34.5															
Y5 Beg.	34															
Y4 Exc.	33.5															
Y4 Sec.	33															
Y4 Dev+	32.5															
Y4 Dev.	32															
Y4 Beg+	31.5															
Y4 Beg.	31															
Below	Below 30.5															
Other																
		W Class	PP	Stability	W Class	PP	Stability	W Class	PP	Stability	W Class	PP	Stability	W Class	PP	Stability
		%	%	%	%	%	%	%	%	%	%	%	%	%	%	%
		%	%	%	%	%	%	%	%	%	%	%	%	%	%	%
		%	%	%	%	%	%	%	%	%	%	%	%	%	%	%
		%	%	%	%	%	%	%	%	%	%	%	%	%	%	%
		%	%	%	%	%	%	%	%	%	%	%	%	%	%	%
		%	%	%	%	%	%	%	%	%	%	%	%	%	%	%

Above ARE	Below ARE	Pupil Premium	# EAL	New starter
A+ ARE	Well Below ARE	-Stability-	* SEND	

## Appendix 4 - EYFS Formative and Summative Assessment

### Formative assessment

Autumn	Assessment		Action Required
Autumn 1	Nursery	Reception	Complete RBA within 6 week timescale -Submit. Gaps identified in children's learning - Assessment to inform planning
	Summative Baseline	RBA	
		Summative Baseline	
Autumn 2	Summative 1 <sup>st</sup> Cycle	Summative 1 <sup>st</sup> Cycle	
Spring	Assessment		Action Required
Spring 2	Nursery	Reception	Gaps identified in children's learning - Assessment to inform planning
	Summative 2 <sup>nd</sup> Cycle	Summative 2 <sup>nd</sup> Cycle	
Summer	Assessment		Action Required
Summer 1	Nursery	Reception	NN Submit EYFSP TO LA within time scale allocated. Gaps identified in children's learning - Assessment to inform planning
		EYFSP	
Summer 2	Summative 3 <sup>rd</sup> Cycle	Summative 3 <sup>rd</sup> Cycle	

Formative assessment is central to effective early years practice and is ongoing. It involves practitioners observing as they play and interact with children which contributes to a practitioner's knowledge of a child. It is sometimes recorded. However, not everything that a practitioner observes needs to be written down or documented with photos or videos.

Formative assessment is used to understand how a child is learning and developing. It informs planning so that adults can meet children's needs and support and extend the learning of all children.

### Summative assessment

At points across the academic year, it is useful to pull together insights from formative assessment and information about the child from listening to the child, parents/carers, other professionals and colleagues.

Summative assessment provides a holistic summary of a child's progress, strengths, needs, interests, how the child learns and how the child is supported. Summative assessment can inform improvements to provision and practice which enhance children's development and learning.

