

## ASSESSMENT, RECORDING AND REPORTING POLICY

This policy was approved by Governors on 12<sup>th</sup> March 2026 and will be reviewed every 2 years.

### Introduction

This policy reflects the assessment practice at Navenby Church of England Primary School. It was devised through discussion amongst staff and governors and is a summary of the decisions made and agreed by all.

### Principles

1. Careful thought is given to the purpose of assessment. Navenby adopts a wide range of methods to assess where children are in their learning and to reflect the whole curriculum and learning opportunities. **The main purpose of assessment is to help children make progress in learning and maximise their potential.**
2. Assessment is an integral part of the teaching and learning process. It should help teachers to:
  - plan work matched to a child's level of attainment and their next steps in learning;
  - identify where specific help is required;
  - ensure children progress in their learning.
3. The range of opportunities for carrying out continuous assessment is increased by:
  - excellent classroom organisation which encourages children to work independently while the teacher is concentrating on a focused group;
  - effective use of other adults in the classroom and positive dialogue with parents;
  - classroom experiences which arise from a wide range of stimuli and lead to tasks which offer opportunities for observation / discussion.
4. The outcomes of assessment (including regular professional teacher assessment) can contribute to modification of our teaching methods, so that every child's progress is ensured.
5. Through positive and constructive feedback, formative assessment opportunities contribute to raising children's self-esteem which is important for continued success.
6. In addition to day-to-day assessment, opportunities are taken to record significant points in a child's development, such as a moment of 'breakthrough' in understanding or difficulties encountered and possible reasons for them.
7. Teachers and pupils in the school use a common policy for marking work that is fully understood by all – see 'Marking' policy.

### Assessments at Navenby School

A variety of assessments are used at Navenby School which are outlined below:

#### Day-to-day assessments / teacher judgements

In all subjects teachers will make judgements about children's learning and progress on a regular basis. These judgements will focus on what children need to do next in order to make progress. Many of these judgements will not be formally recorded but evidence of this informal assessment will be found in:

- **Rapid verbal feedback** in lessons; i.e. not only praising a child but also offering formative comments e.g. "Well done. Now can you ..... to make this better?"
- **Written feedback** when marking children's work (which forms part of the record keeping system). This is not possible, manageable or appropriate for all pieces of work, but should be seen when a child needs specific guidance in order to help them improve. This feedback can be very effective when set down as a target for the child. (Often children use peer marking techniques within lessons to promote thinking skills and further understanding which impacts on the teacher's judgement about the next steps).
- Teachers' weekly **short term planning** sheets. This is where teachers can articulate their judgements about children's performance during a lesson. The planning may be annotated in whatever way suits an individual teacher [e.g. a system of highlighter pens or initials of particular children with a symbol next to them]. However it must be clear from the planning that teachers have made decisions about children's future learning from making observations during a lesson.

### Termly / Yearly Assessments

- Y6 end of year statutory assessments (see Appendix 1)
- YR – Foundation Stage profile based on the Early Learning Goals; on-entry baseline assessments are done across the curriculum and an end of year assessment is made.
- There is an 'Assessment Week' administered during the last two weeks of every seasonal term for Years 1-6.

### Recording of Assessments

Recording of assessments takes various forms in the school. Each teacher will be responsible for completing the above assessments and recording the data of their children's progress in the formats below: –

- A **Pupil Tracking System (Arbor)** is in place which tracks termly attainment in English and Maths. It is updated following the three 'Assessment Weeks'. This information is used to inform the teacher's planning ensuring all children receive appropriately challenging work and support where necessary.
- **Observations and assessments** in the Reception class contribute to each child's FSP. This document is a picture of what the child can do independently and covers the 6 areas of learning outlined in the Early Years Foundation Stage (EYFS)

The teachers assess children's work accurately across the whole curriculum. Attainment is reported to parents at parents' evenings (after assessment week) and in the end of year report. This is determined by:

- Their attainment in the formal end of year tests (Y6)
- Standards of work demonstrated consistently by the child in class.

A moderation exercise will take place each year where staff will look at samples of work and agree on the stage awarded to them (WTS, EXS, GDS). Staff may also take part in moderation training run by County and this is dependent on whether they are new to teaching, a particular year group or the school.

### Reports

A full written report is given to parents / carers once a year for each child. This gives information about each child's achievements in each subject of the National Curriculum and RE. Teacher Assessments will form the main basis of this, supported by any statutory or non-statutory assessments. It will also highlight children's strengths and weaknesses, general behaviour and attitude to work and school life; in addition it indicates targets for future learning at home and at school. These targets will form the basis of the parent/teacher interviews held during the autumn term.

Reports for Year 6 children will also contain end of KS2 statutory test results.

Arrangements for discussion of reports are outlined to parents when reports are sent home in July.

## Transition

Time is built into the school calendar for formal and informal discussions between staff when children move from one year group to the next. All data/trackers, SEN data/ANPs, individual additional provision notes and any other relevant information is discussed and handed over. This ensures that provision is progressive and children's needs are being catered for consistently across years and Key Stages.

## Transfer of records

When children leave the school to transfer to KS3, the electronic common transfer form will be completed, together with information held in the pupil's record file. For those secondary schools who use it, we will complete the Primary to Secondary Transition Portal.

For pupils leaving the school before the end of KS2, up-to-date records are forwarded to the new school. These usually comprise the pupil's reports, statutory assessment results and comments on recent work as appropriate. In line with GDPR, staff sign to say these have been handed over.

## Analysis and use of assessment results

The school's test results are analysed by the Headteacher and Leadership team as part of the school's monitoring procedures. The outcome of this analysis (taking into account local and national benchmarking data) is to set future targets for school improvement. These will be reported / discussed with the Governing Body.

English and Maths subject leaders will have responsibility for collating the school's results and advising staff of priorities for those subject areas.

## 11 Plus

Although the school does provide two practice sessions to familiarise pupils with the 11+ tests, the school does not automatically enter all pupils for the test. Parents must opt in if they wish for their child to access the 11+ test. Parents have the opportunity to attend an information evening following the 1<sup>st</sup> practice test in late June/early July of each year. This will help them make an informed decision about whether their child should sit the 11+ test.

Policy Approved: Full Governors meeting 12<sup>th</sup> March 2026

Signed:

Chair of Governors: ..... Mr J Kirby

Head teacher ..... Mr C Elliott

## **APPENDIX ONE**

### **STATUTORY ASSESSMENT**

#### **Key Stage One**

For each child in the final year of KS1, a teacher assessment must be made of the level achieved in each of the attainment targets in English and Maths. Teacher Assessment must be recorded no later than two weeks before the end of the summer term.

Y1 phonics screening will be carried out in accordance with statutory duties.

#### **Key Stage Two**

For each child in the final year of KS2, a teacher assessment must be made of the stage achieved in writing in addition to the National SATs in reading, maths and SPaG. Teacher Assessments are recorded no later than two weeks before the end of the summer term and will be sent to the DfE as required.

**NB The test papers will be kept in a secure place in the Headteacher's office.**

- Schools may not open test packs until one hour before each KS2 test begins.
- KS2 tests will be administered in accordance with the nationally prescribed timetable.
- KS2 test papers will be submitted for external marking by the appropriate agency according to their instructions.
- The results of teacher assessments will be submitted to the DfE

Y4 times tables check will be carried out in accordance with latest legislation.

## **APPENDIX TWO**

**'Assessment Week' comprises the following** (all results are kept in the child's individual record file): Most pupils do a reading comprehension to ascertain a reading level.

- **Spelling Tests** are administered in Years 1-6 according to the pupils' age and ability.
- Samples of unaided **Writing** are collected in Years R-6 and kept in individual writing journey folders.
- **Maths Tests** are administered in Years 1-6. These are based on the PUMA assessment package, Twinkl assessments and prior SATS papers.