# ASTON-ON-TRENT PRIMARY SCHOOL

# ASSESSMENT, RECORDING AND REPORTING POLICY

School policy, reviewed by Governors' Teaching and Learning Committee on 3rd November 2026.

This policy has been impact assessed in the light of all other school policies, including the Disability Equality Scheme.

| SIGNED: | PRINT NAME: | DATE: |
|---|---|---|
|  | C. Coles<br>Chair of Governors | 03.11.2026 |
| **SIGNED:** | **PRINT NAME:** | **DATE:** |
|  | S. Moore<br>Headteacher | 03.11.2026 |

This policy was drawn up in consultation with the whole staff and governors.

## 1. PRINCIPLES

The assessment, recording and reporting process should:

- Involve the child and parents
- Celebrate success and build confidence
- Be concerned with the whole child
- Meet individual needs
- Be continuous, informing teaching and learning
- Form an integral part of the curriculum planning process
- Be built upon evidence

## 2. MANAGEMENT ISSUES

2.1 The Headteacher, as assessment co-ordinator, is responsible for:

- Formulation of the policy and review in consultation with:

  (a) subject co-ordinators
  (b) all staff

- Monitoring the successful implementation of the policy.
- Updating staff on developments.

2.2 The Headteacher is responsible for:

- Ensuring that consistency in administration of the policy is monitored
- Reporting to the governors on the success of the policy

2.3 Subject co-ordinators are responsible for:

- Formulating schemes of work against which assessments have relevance
- Monitoring the standards achieved in their respective subjects

2.4 Governors are responsible for:

- Ensuring that all legal requirements, regarding assessment, recording and reporting are being met.
- Ensuring that children and parents are receiving information of sufficient quality and quantity.

2.5 Results of assessments are used continually to inform future planning; monitoring takes place on an individual and a whole school basis.

2.6 Appropriate staff development opportunities are available in line with the current school improvement plan.

## 3. ASSESSMENT ISSUES

### 3.1 Planning for Assessment.

The school has a long-term plan which is reflected in more detail in weekly planning. Key assessment for learning opportunities are identified in weekly plans.

Subject co-ordinators monitor and moderate samples of assessed work across the school to ensure consistency in levelling.

### 3.2 Formal assessment maybe carried out by means of:

- EYFS Baseline assessment and ongoing observations
- SATS (Y6)
- KS1 SATS (optional)
- Maths – White Rose assessments
- Rising Stars weekly arithmetic
- Multiplication Checks (Year 4)
- Hodder/Rising Stars termly assessments
- Phonics screening check (Yr1)

Test Results are stored in cohort files, assessment files, and on Arbor.

### 3.3 Types of Assessment

Assessment takes place both formatively and summatively. It is a process that takes place continuously. It is a vital process which enables the teacher to form an accurate picture of a child's capabilities and informs the teacher and child in the next steps of learning. The class teacher will use the teacher judgements alongside summative assessments to form an accurate conclusion on a child's level of attainment.

Assessments can be made by means of:

- Observations
- Discussion
- Questioning
- Children's work
- Marking
- Testing
- Reviewing
- Setting up tasks as set out in the teachers medium term plan.
- Marking and feedback
- Self-assessment

Of these, written evidence can be collected directly from children's work, testing and often from setting up a specific task.

Oral evidence is important as it is recognised that the child is not merely the sum of what he/she writes.

3.4 Adaptations

Children should be taught, with high expectations, that they can achieve age-related expectations and beyond. Adaptations should ensure that there is depth of understanding and should include opportunities for reasoning and explaining.

Assessment should be formative and summative and inform planning for adaptation. Children with Special Education Needs are catered for within the remit of the school's Special Educational Needs Policy and Disability Equality policy.

3.5 Marking - See the school's marking and feedback policy.

## 4. RECORDING ISSUES

4.1 The school's planning documents serve as a record of the work taught. Long term planning is reviewed on a regular basis. Individual pupil records are organised as follows:

| | |
|---|---|
| School MIS system Arbor | Admission forms<br>Medical/family evidence<br>Reports<br>Parent questionnaire<br>Pre-school provision<br>Parental permission form<br>Local visits<br>Disability form<br>Internet access<br>Home-school contract<br>Phonics screening test results |
| Teacher Plans – kept by Staff | Half-termly plans<br>Weekly/Daily plans<br>Class groupings<br>Class test results |
| Teacher Records – Cohort Folder | Formal Assessments – standardised<br>EYFS data<br>End of KS1 predictions<br>KS1 SATs results (optional)<br>End of KS2 predictions<br>KS2 SATs results<br>Intervention strategies<br>Reading, writing and maths tracker grids<br>Phonics screening results |
| Teacher Records – Assessment Files | Evidence of levelled writing |

## 5. REPORTING ISSUES

5.1 The school is using its own report writing format which fulfils statutory requirements and encourages parental support. These are completed in the second half of the summer term. Attached to the reports are the children's phonics results, multiplication check data, KS2 SATS results, and also provided are attainment, progress, and effort information. Final attendance figures are also shared with parents at this point.

5.2 All reports should be truthful and honest in content but should be as positive as possible in tone. Descriptive assessments in reports can and should be supported by evidence collected throughout the year.

5.3 We offer two formal parents evenings per year in the autumn and spring terms where verbal reports are given to parents on an appointment basis.

5.4 The school provides clear, insightful and timely information that supports parents in having a deep understanding of their children's journey throughout school.

## 6. MONITORING AND REVIEW

6.1 The assessment, recording and reporting policy will be reviewed annually.