



PARK PRIMARY ACADEMY

ASSESSMENT, RECORDING AND REPORTING POLICY

Last review: June 2025

Next Review: June 2026

Contents

1. Aim
2. Assessment Principals and Practice
3. Our Approach to Assessment
4. Our Method of Assessment
5. Collecting and Using Data
6. Reporting
7. Management of above
8. Monitoring and Evaluation
9. Roles and Responsibilities
10. Monitoring and Moderation
11. Inclusion and the Engagement Model

1. AIM

The objective of our assessment cycle is to improve pupil outcome: progress and attainment. At Park Primary Academy, we operate a cycle of formative and summative assessment. Formative assessment is used by teachers to plan future lessons, thus ensuring that pupils have the best opportunity to make progress with their learning and deepen their understanding of concepts; and summative assessment opportunities, which support our learners to become familiar with the more formal statutory arrangements required through the primary years.

Pupil's progress is closely tracked to provide the best possible opportunities and highest levels of support for all pupils to reach age-related expectations.

2. ASSESSMENT PRINCIPALS AND PRACTICE

- To gather, only necessary, information about the performance of individual pupils, groups, and cohorts which is used to set specific targets, related to learning, at different levels and to ensure that effective interventions are in place.
- To ensure that all data collection is proportionate and that practices are helpful for pupil progress and measures, without increasing the expectations put on teaching staff that would increase teacher workload.
- To provide information for planning, teaching and curriculum development, as well as part of our SEN monitoring and interventions.
- To ensure that assessment procedures are fair and consistent for all pupils.
- To inform parents of their children's progress at parent consultations in the autumn and summer terms and through the mid-term reports in December, February, May and annual report in March.
- To ensure that efficient assessment and recording are key parts of Park Primary's performance management policy, in line with the Teachers Standards.
- To ensure that assessment is used to inform curriculum provision.
- To allow pupils to show what they know, understand and can do in their learning; as well as helping them understand what they need to do next to achieve their targeted levels.

3. OUR APPROACH TO ASSESSMENT

At Park Primary Academy, we see assessment as an integral part of teaching and learning, and it is inextricably linked to our curriculum.

We use three broad overarching forms of assessment: National standardised summative assessment, in-school summative assessment and day-to-day formative assessment.

3.1. NATIONAL STANDARDISED SUMMATIVE ASSESSMENT

All state schools in England are expected to carry out and report on the following assessments each year:

Assessment Type	When is it to be administered/completed?	Is it Statutory?	Which Year Groups?	Financial Cost
Early Years Foundation Stage Baseline Assessment DfE Guidance	Within the first six weeks of a pupil entering Reception	Yes	Reception	N/A

Early Years Foundation Stage Profile	Summer term	yes	Reception	N/A
Phonics Screening Check	Summer term	Yes https://www.gov.uk/guidance/primary-assessments-future-dates	Year 1	N/A
End of Key Stage 1 SATs <i>OPTIONAL</i>	Summer term	No https://www.gov.uk/guidance/primary-assessments-future-dates	Year 2	N/A
Multiplication Check	Summer term 2-week period	Yes	Year 4	N/A
End of Key Stage 2 SATs	May Grammar, Punctuation and Spelling – Reading Mathematics Paper 1 (Arithmetic) Mathematics Paper 2 (Reasoning) Mathematics Paper 3 (Reasoning)	Yes	Year 6	N/A

Early Years Foundation Stage Baseline Assessment

The Reception Baseline Assessment (RBA) is a short task-based assessment. Pupils will use practical resources to complete tasks and teachers will record the results electronically. The RBA is completed within the first 6 weeks of children joining Reception. A short narrative set of statements will inform teachers of how the children perform during the assessment and these are shared with parents.

Early Years Foundation Stage Profile

This information is based on two categories - 'emerging' – *working towards the expected standard* and 'expected' – *working* within the appropriate 'Age and Stage' band for each individual child. EYFS teachers have a statutory responsibility to report the attainment of pupils at the end of the year using: 1 emerging / 2 expected scale with reference to the 'Characteristics of Effective Learning'.

Year One Phonics Check

All pupils in Year 1 will participate in a phonics check. This assessment is administered by the Year 1 teacher. Results are reported in writing and orally to parents and pupils at the end Year 1. Pupils, who do not reach the expected standard are reassessed in Y2.

Year 4 Multiplication Check

All pupils in Year 4 complete the Multiplication Check in June. The assessment is administered by the Maths Lead. Pupils answer 25 questions on timetables 2 to 12. The results of these assessments are reported in writing and orally to parents and pupils at the end Y4.

Standard Assessment Tests (SATS)

Pupils in Year 6 are assessed during May. The results of these assessments are reported in writing and orally to parents and pupils at the end Y6. The national expectation is that pupils should aim to achieve Age Related Expectations (ARE) at the end of Year 6.

Statutory Tests results shared with parents and state whether pupils have reached the expected standard. The school website provides an overview of school performance based on actual results. This provides a simple comparison of school performance against national averages.

3.2. IN-SCHOOL SUMMATIVE ASSESSMENT (ADDITIONAL TESTS)

NFER

Reading, Maths and SPAG are assessed termly, using purchased assessments from NFER. These assessment papers are in the style of the National Tests and support measuring pupil progress between terms. The findings from the assessments are used to complete a gap-analysis and to implement targeted support for pupils.

Content and test demand builds cumulatively term-by-term. This means that, by the end of the year, pupils are sitting a full National Test-style paper, with content sampled from the current year's curriculum and the years below. This allows accurate and effective progress tracking.

Phonics

Little Wandle assessments are carried out on a half-termly basis. These measure pupils' progress from their starting point and against the National Curriculum progression of skills. The findings from the assessments are used to complete a gap-analysis and to implement targeted support for pupils.

3.3. FORMATIVE ASSESSMENT

In addition to the statutory assessments above, teachers across the school assess regularly using a range of formative and diagnostic assessment tools. (Linked to our Teaching and Learning and Marking and Feedback policy)

At Park Primary Academy we assess against subject objectives to show how Pupils are progressing towards end of year ARE. Pupil attainment (where they are in relation to ARE) is described as: *'working towards the expected standard, meeting the expected standard and exceeding the expected standard'*.

Progress may be defined as catch-up, closing gaps, over-coming barriers and deepening understanding. As stated by the DfE, we know that pupil progress is not linear and continuous, and that periods of consolidation are necessary and part of the norm. Our assessment strategy seeks to provide pupils, teachers and parents with the necessary information to support continued progress across the full National Curriculum.

The EYFS profile summarises and describes Pupil's attainment at the end of the EYFS. It gives:

- the child's attainment in relation to the 17 early learning goal (ELG) descriptors
- a short narrative describing the child's 3 characteristics of effective learning

At Park Primary Academy we complete a baseline assessment, using careful observations of the Pupils during their first 2 weeks of starting school. These and ongoing observations are used to plan throughout the year. The Pupils also have an online Learning Journey (Tapestry) which supports us in storing information throughout the year.

The Early Years Foundation Stage profile are completed for each child, who will be 5 years old, on, or before, 31st August. The profile judgements are based on cumulative observational evidence recorded over the course of the year. The EYFS profile must be completed for each child and submitted to the LA by the specified date.

The Early Learning Goals:

- Communication and Language Development (Listening, attention and understanding, Speaking)
- Personal, Social and Emotional Development (Self-Regulation, Managing Self, Building Relationships)
- Physical Development (Gross Motor Skills, Fine Motor Skills)
- Literacy (Comprehension, Word Reading, Writing)
- Maths (Number, Number patterns)

- Understanding the World (Past and present, People, Culture and Communities, The Natural World)
- Expressive art and design (Creating with materials, Being Imaginative and Expressive)

Age related expectations for these Early Learning Goals can be found here – Early Years Foundation Stage Profile Handbook – Page 10, section 3.4. The Early Learning Goals

English Big Write

At the end of each genre sequence, teachers use the writing trackers to assess independent writing (Big Write) for each of the skills. Trackers are personalised to each Year group and segmented into Working Towards, Expected and Greater Depth. The trackers will show a child's individual progress over the curriculum and teachers will lift targets directly from these to personalise everyday learning in English lessons.

Maths Mastery

Reasoning

Reasoning is done throughout the lessons to enable children to develop their mathematical thinking. In each lesson all children will be exposed to a variety of reasoning questions. To deepen their knowledge, some children will have the opportunity to further deepen their understanding by conjuring, explaining and showing their understanding.

Key Knowledge Questions

Key knowledge questions are used in every lesson to assess pupil's knowledge. Pupils are made aware of the key knowledge questions at the beginning of the lesson so that they are aware of the assessment questions they are aiming to answer by the end of the lesson in order to be successful. They are designed to be open, allowing pupils to share their thoughts/knowledge by connecting to their learning, prior learning and experiences.

Diagnostic Assessments

Diagnostic questioning is used across the curriculum, to assess pupils learning. It is recommended that these quizzes assess prior learning, from earlier in the term/previous term or previous year. Teachers will regularly carry out multiple-choice quizzes, which assess understanding of learning and is inclusive for all pupils. Our curriculum has been carefully designed to build upon previous learning, we recognise the value in assessing prior learning before attempting to further develop and deepen pupils' understanding.

Assessment of Foundation Subjects

Cornerstones Subjects

In line with school policy the Cornerstones subjects follow the formative assessment highlighting grid linked to the Learning intention and Key knowledge questions. This information is recorded following each lesson and then feeds into summative teacher judgement alongside the formal written assessment. Following the completion of the written assessment each term, class teachers will complete a gap analysis proforma to identify strengths and weaknesses within each cornerstones subject. This enables the team to identify future curriculum needs.

PE, PSHE

In PE, teachers are required to assess against the skill every lesson. This data is used to inform target children, planning and areas of development.

In PSHE, each pupil has a workbook, which they use to show a range of work and abilities for each lesson. Teacher assess against the LO every lesson and refer to the Jigsaw summative statements to update their termly assessment grids.

Knowledge of the World – Computing, Spanish, Music, RE

In line with school policy, Computing follows the formative assessment highlighting grid linked to the Learning intention and Key knowledge questions. This information is recorded following each lesson and then feeds into summative teacher judgement alongside the end of unit activities planned within the Purple Mash curriculum. At the end of each term, teacher's summative assessments are used to identify children who are not making the expected progress and provide support to the teacher to minimise any gaps in learning.

Assessment in music and RE is done on a continuous and ongoing basis. The Charanga scheme offers children lots of opportunities to practise skills such as singing, composition and improvisation. In lessons teachers have specific learning skills that they assess.

Assessment in Spanish is done on a continuous and ongoing basis. Pupils are assessed against the National Curriculum objectives. This involves checking the listening, speaking and writing skills of children in MFL. Once assessments have been marked this information is used to help inform the assessment point for that term.

4. COLLECTING AND USING DATA

At Park Primary Academy, as well as providing information on outcomes, summative assessment is a vital tool in improving future learning. We focus on the following principles for evaluating and collecting data at Park Primary.

- We ensure that data collected is clear and focused on our school audience. The data collected is based upon work over time and this gives a more reliable measure of the effects of teaching and learning. The data collection surrounds being continually assessed against their age-related expectation.
- We understand the limitations of the data we collect and what we can infer from it to make improvements over time. At Park Primary Academy, we acknowledge that we can never know what each child has learned exactly, nor can we know what our children are capable of at all times. Considering this, we strive to ensure that the data that we collect provides us with an accurate judgement of a child's attainment against what is age related. We ensure that the data collected is based up on a range of evidence for each term.
- We ensure that the collection of data is proportionate. Each term, for reading, writing, maths, teachers enter their judgements on to Pupil Asset/Tapestry (our assessment system) and at the end of each term, judgements are made against the foundation subjects. Entering data on to Pupil Asset/Tapestry, is incorporated into staff meeting time and becomes part of our normal working hours.

We ensure that analysing data is central to the collection and improving future teaching and learning

Once the data has been entered on to Pupils Asset/Tapestry (tracking system), analysis documents are produced for each team.

This data analysis includes:

Where children are in relation to their age-related expectation across all groups of learners.

The Assessment Lead, will analyse the performance of the whole school. This includes, performance of: the cohort, groups of learners or individual children. From this, the assessment lead and subject teams will complete a gap analysis, identifying the gaps in learning and where teaching needs to be focussed.

In addition to the above, each term pupil progress meetings are set up between subject leaders, class teachers and the assessment leader. In this time, discussions surround knowing the data and the threads to follow for improving future learning. At this point, intervention discussions will take place to ensure that improvement is made over time.

The Assessment lead, will ensure that all data is added onto Pupil Asset/Tapestry within the time frame for collection and will distribute analysis to teams, subject leaders and SLT within school. A whole school review of data will form part of SLT discussions and governors meetings each term

5. REPORTING

5.1. PARENTS

Reporting to parents and carers is a fundamental part of our assessment practices at Park Primary Academy to encourage, engage, motivate and improving future learning. Assessment data is reported to our parents in the form of both consultation evenings and written reports.

The format for reporting to parents is outlined below:

- Autumn term consultation meeting discussions surround details on: attainment and progress performance over the term, attendance data and future learning targets.
- Spring Term written reports are given to parents annually.
- Summer term consultation meeting discussions surround details on: attainment and progress performance over the term, attendance data and future learning targets.
- Pupil target cards are given to parents in December, February and May. These detail the attainment and progress of pupils over the term.

The basis for our written reports is to ensure parents are informed about:

1. Progress.
2. Attainment against age related expectation.
3. Attendance as a percentage with the number of unauthorised absences.
4. Brief achievements in all areas of the curriculum.
5. Targets for improving future learning
6. Results of external examinations taken.

5.2. GOVERNORS/TRUST

- Governing Body and Trustees receive and review assessment data termly during Governor and Trust Board meetings.
- Assessment Lead presents whole school data analysis, including data targets for the academic year, to the Governors in the autumn term.
- Executive Headteacher presents data analysis and data targets to Director of School Improvement during the first meeting of the academic year.
- Each term, as part of the school's health check, the Director of School Improvement completes a data review with the school and shares this information with the Trust board.

6. MANAGEMENT OF ABOVE

- To ensure there is a shared understanding and common practice amongst staff.
- To maintain a coherent policy and carry out regular evaluation.
- To monitor and analyse results of summative assessments.
- To develop effective target setting strategies.
- To ensure that statutory requirements are fulfilled.

7. MONITORING AND EVALUATION

This policy is regularly monitored and evaluated against the following criteria:

- A variety of assessment strategies are used.
- Assessments are carried out according to the assessment cycle.
- Regular moderation is carried out during Pupil Progress Meetings, held by SLT.
- Records are accurate and systematic.
- Records are used to inform future plans and are passed on to subsequent teachers.
- Agreed reporting methods are being used.
- The policy is used by staff in practice.
- The policy is reflected in all subject areas.
- Statutory requirements in assessment and reporting is adhered to.

8. ROLES AND RESPONSIBILITIES

Teachers are responsible for carrying out in-school summative and formative assessments with individual pupils, small groups and whole classes, depending on the context. Where appropriate, these outcomes are shared with pupils as part of an ongoing dialogue with pupils about their learning progress.

The outcomes of in-school summative assessments, which assess each pupil's attainment as either '*working towards the expected standard, meeting the expected standard and exceeding the expected standard*' against age related criteria are reported three times a year on Pupil Asset.

These outcomes are shared with parents, through parent consultation meetings and in learner's school reports.

The Governors/Trust will ensure that:

- They are familiar with statutory assessment systems as how the school's own system of non-statutory assessment captures the attainment and progress of all pupils.
- They hold school leaders to account for improving pupil and staff performance by rigorously reviewing the school's assessment data.

The School Leadership Team will ensure that:

- All staff are familiar with the assessment policy and practice.
- Each class teacher uses summative and formative assessment against Key Performance Indicators to assess Pupil attainment.
- Tapestry captures some of the assessments in EYFS, as well as the use of Pupil Asset to identify individual steps.
- Pupil Asset is used to analyse performance of individuals.
- Standards are monitored in core and foundation subjects.
- Pupil progress and attainment is analysed termly.
- Pupil progress meetings are held after each data input in to Pupil Asset, to discuss barriers for adaptive planning, intervention and approaches for continued improvement and progress.
- Pupil groups, who are vulnerable to underachievement in relation to age-related expectations and prior attainment, are identified.
- Key actions to address underachievement of individuals and groups are prioritised.
- Governors receive termly reports on pupil attainment and progress.
- Teachers are held to account for the progress of individual pupils in their class.

Senior Leaders will ensure that:

- All staff are familiar with the assessment policy, practice and guidance for their particular subject.

- Assessment data is analysed termly.
- Outcomes of monitoring are used to priorities school improvement work.

Teaching staff will ensure that:

- The schools assessment policy is fully implemented.
- Individual pupil progress against NC2014 objectives is measured over the year through the use of Tapestry, Pupil Asset and Foundation assessments. Information is used to set next step pupil targets and inform teaching and learning.
- Ongoing formative assessment outcomes, (including Key Knowledge Questions) are used to identify key gaps in learning to be addressed through planning, quality first teaching and intervention.

9. MONITORING/MODERATION

- Each term the school completes internal moderation meetings, where books from all subjects are shared.
- Park Primary Academy works with local primary schools to moderate writing. This supports teacher assessment and quality assure standards.
- Each term Park Primary Academy School participates in Trust moderation meetings, this includes all subjects.
- To support the accuracy of teacher assessment in writing Park Primary Academy buys in external moderators to moderate writing across the school. This strengthens the assessment process and feeds into the development of writing across the curriculum and whole school.
- Local authority moderations take place every 4 years in Year 6. The Local Authority moderates pupils work in reading, writing and maths.

10. INCLUSION

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

Assessments are used diagnostically to contribute to the early and accurate identification of pupils' special educational needs and any requirements for support and intervention.

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. However, this should account for the amount of effort the pupil puts in as well as the outcomes achieved.

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.

Teachers must have regard to the SEND Code of Practice when supporting pupils with SEND. This outlines the four-stage process of 'assess, plan, do, review' to identify and support Pupils with SEND.

Engagement Model

It must be used for pupils who are:

- Working below the standard of the National Curriculum assessments, **and**
- Not engaged in subject-specific study at Key Stage (KS) 1 and KS2
- Assess pupils who are working below the standard of the National Curriculum assessments but who **are** engaged in subject-specific study against the [pre-Key Stage 1](#) and [pre-Key Stage 2](#) standards.

The 5 areas of engagement

The model breaks engagement into 5 areas, which are interrelated. They're not hierarchical, and there's no expectation that pupils need to demonstrate progress in all 5 areas.

The 5 areas are:

Exploration Whether a pupil can build on their initial reaction to a new stimulus or activity (e.g. they display more than an involuntary or startled reaction, and may notice it or reach out to it)

Realisation How a pupil interacts with a new stimulus or activity, or discovers a new aspect of familiar ones (e.g. they display behaviours that show they want more control)

Anticipation How a pupil predicts, expects or associates a stimulus or activity with an event (e.g. they anticipate a familiar activity is about to start or finish by interpreting cues or prompts)

Persistence Whether a pupil can sustain their attention in a stimulus or activity for long enough that they can actively try to find out more and interact with it

Initiation How much a pupil investigates a stimulus or activity in order to bring about a desired outcome, acting spontaneously and independently without waiting for direction

How the engagement model works

The model allows teachers to assess:

- How well pupils are being engaged in developing new skills, knowledge and concepts in the school's curriculum
- How effective the special educational provision is in empowering pupils to progress against the agreed outcomes of their education, health and care (EHC) plans
- How effectively pupils are engaging with, and making progress against, their EHC plans
- Pupils' achievements and progress across the 4 areas of need of the [Special Educational Needs and Disability \(SEND\) Code of Practice](#)

There are three main purposes of assessment:

1. Assessment of learning (summative assessment)
2. Assessment for learning (formative assessment)
3. Assessment for diagnosing strengths and weaknesses (diagnostic assessment)