



**Leeds East
Primary Partnership**
A CO-OPERATIVE TRUST

Cross Gates
Primary School

Policy and Procedure Cross Gates Primary School

Assessment, Recording and Reporting Policy

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1. Principals and Aims

- Assessment is inclusive of all abilities and is used as a diagnostic tool to allow early and accurate identification of those children who may need support or intervention.
- Every child knows how they are doing, and understands what they need to do to improve and how to get there. They get the support they need to be motivated, independent learners.
- Every teacher is equipped to make well-founded judgements about pupils' attainment, understands the concepts and principles of mastery and progression, and knows how to use their assessments to plan effectively.
- Every Parent and Carer will know how their child is doing, what they need to do to improve, and how they can support the child and their teachers.
- We have structured and systematic assessment systems for making regular, useful, manageable and accurate assessment of pupils and for tracking their progress in all curriculum areas.

2. Purpose and Nature of Assessment

Assessment is to support teaching and learning. There are three linked aspects which contribute to an increasingly well-informed, rounded and reliable picture of an individual pupil's performance.

- **Day-to day formative assessment:** Formative assessment is used to assess knowledge, skills and understanding and to identify misconceptions and gaps. Learning objectives and steps to success are shared with pupils; they can measure their knowledge and understanding against these outcomes. Children understanding their own learning journey at the end of each lesson enhances their ability to reflect and allows them to take ownership for their learning. Their ideas are valued within a culture that believes that all children can succeed if taught and assessed correctly. These aspects combine to enable teachers to evaluate their teaching and plan effective future lessons and identify where intervention is required.
- **In- school summative assessment.** This gives a broader view of assessment across each subject within the curriculum: about how well pupils have understood a topic or unit of study. It provides feedback of how the pupil can improve. Teachers, subject leader and senior leaders carefully monitor the performance of cohorts through this process and identify where interventions may be required. It also provides information for the child's parent or carer and their next teacher.
- **Nationally standardised summative assessment:** This is the formal recognition of a pupil's achievement, which is reported to parents and carers and shows how the child is performing in relation to pupils nationally. It uses external test or tasks, so teachers and leaders can assess performance in the broader local and national context.

3. Statutory Requirements

From September 2014 our responsibilities are summarised thus:

- To teach and assess the National Curriculum Programmes of Study.
- To teach and assess R.E (following the Leeds Agreed Syllabus or other as appropriate).
- To keep a record for each pupil, updated at least once a year.

- To assess each child against the National Curriculum standards, teacher assessment tests and tasks at the end of Key Stage 2.
- To administer the statutory Year 4 Multiplication Check and Year 1 phonics screening, including screening pupils in Y2 who did not meet the standard in Y1.
- To ensure that the Reception Baseline Assessment (RBA) is completed for pupils starting in Reception.
- Complete the Foundation Stage Profile at the end of the Foundation Stage.
- To provide a written report to parents at least once a year (including PSHE).
- To comply with statutory transfer arrangements when a pupil moves to a new school.
- To set end of KS2 school targets in English and Mathematics.

4. How do we assess children?

- Day to day, periodic and transitional assessment is part of effective planning; focuses on how pupils learn; fosters motivation; promotes understanding of goals and criteria and helps learners know how to improve.
- Published materials support our assessment process (White Rose Maths, Oxford Reading Criteria, Ready to Progress criteria, NFER reading papers, LEPP Writing Grids, past SATs papers and phonics screening checks). Subject leaders and SLT have scrutinised these materials to ensure that they match the requirements of the National Curriculum.
- Formative Assessment does not require special assessment activities but involves recognising significant evidence from the opportunities generated by planned teaching and learning.
- The day-to-day work produced by pupils following the school's scheme of work and teaching plans provides evidence of attainment. The assessment focuses for each attainment target in mathematics and for reading and writing provide teachers with a framework to help them be selective in looking both at what pupils have learned and how well they have learned it.
- Using an online platform ensures there is a detailed assessment for each child in reading, writing and maths and we use this system to track children's progress from EYFS to Y6.
- Observation: both focused and informal, and by sampling 'key' pupils or practical activities.
- Discussion and questioning: both focused and informal and by sampling.
- Marking and feedback: oral and written, against learning objectives, against agreed success criteria to set targets and to agree next steps.
- Teacher assessment in all year groups both day to day and at end of units of work.
- In writing, an independent end of unit writing piece is used at the end of each term to assess the impact of a pupil's learning against the LEPP writing framework.
- Teacher Assessment in Year 1 – 6: termly maths assessments, NFER reading tests (Y3 – 6), writing assessments and half termly reading fluency assessments.
- Summative statutory assessments through the Year 1 phonic screening check, Y4 Multiplication Check and end of Key Stage 2 tests.
- The RBA is a short, interactive, practical assessment of a child's early literacy, communication, language and mathematics skills when they begin school. It is a one-to-one assessment which provides a snapshot of where pupils are when they arrive at our school.
- Foundation stage profile is used to assess progress in the Foundation Stage where child initiated and teacher led activities provide assessment opportunities.
- Pupils are involved in marking (both peer and self-assessment) to help to set their own targets and are continually supported to review their own progress.

- Time is planned for children to respond to marking at the start of every lesson in our Feedback Five time. They may use blue pen or pencil for simple editing of their work and longer redrafts are written in pencil.
- Parents are able to meet informally with teachers at any time to discuss how their children are learning in relation to the expected standards. Parents are asked for feedback in Reading Records, Foundation Stage portfolios and at Parent Teacher meetings. Through our termly open doors afternoons, parents are invited into their child's classroom; this allows children to discuss their current learning using their books to guide conversations and allows parents another opportunity to discuss their child's progression.

5. When do we assess children?

- Most assessment is during normal classroom activities to plan next steps in learning, match work to abilities, celebrate progress and success, identify areas where specific support is needed and evaluate teaching.
- We identify a limited, specific number of assessment opportunities on planning, clearly related to learning objectives and Assessment focuses rather than trying to assess everything.
- We use the School Diary and Assessment Calendar to plan assessments for the year.
- Children in Years 1 to 6 undertake termly assessments (tests and tasks) for maths, reading and writing.
- A standardised reading tests (NFER) is used with pupils in Year 3 to 6 each term.
- The Reception Baseline Assessment (RBA) is administered within the first six weeks of a pupil starting reception. This could be in any term – Autumn, Spring or Summer.
- At end of each key stage, using statutory assessment or summative assessment (tasks, tests & TA in Y6 & Foundation Stage Profile in FS2).
- The Phonics assessment is carried out during June for Pupils in Y1 and for children in Year 2 who did not achieve the required standard in Y1.
- The statutory multiplication check is administered to Y4 pupils in the Summer Term.
- Targets are set for each pupil in core subjects in October (to be achieved by the end of academic year), and are reviewed regularly by SLT and during pupil progress meetings.
- Intervention strategies may also involve specific assessment practices (curriculum or speech and language).
- At the end of each unit in foundation lessons, children take part in quizzes and vocabulary checks to showcase children's knowledge. This is then reported to subject leaders to allow leaders to monitor individual children's progress and the progress of different groups of children in school.

6. Use of Assessment Information

- In Foundation Stage, assessment information is recorded on Tapestry, a secure online learning journal. This record of a child's achievements is shared with parents.
- The RBA will provide a snapshot of where a child is when they enter reception, and help identify next steps. The data is used externally by the Department of Education to measure the progress a school makes with pupils between Reception and the end of primary school.
- KS1 and KS2 Teacher Assessment in Reading, Writing and Maths is collected formatively through teacher input using Insight.
- Data is inputted to Insight on a regular basis which allows for analysis.

- Staff assess against curriculum objectives identifying whether it has been taught, but not yet understood, some evidence, but not yet secure, objective secured or working at greater depth.
- Progress through an objective then adds 'weighting' to a child's overall progress through a subject. A child moves from Well Below to Just Below, then to Expected and finally to Above.
- Pupil progress is carefully tracked and analysed against aspirational targets. Attainment is also analysed against age expected levels and FFT data in order to gain an overview of whole school standards as well as progress.
- Rigorous pupil progress meetings are held between the senior leadership team and class teachers in order to discuss every pupil individually and to track the progress of vulnerable groups to provide an opportunity where every pupil's needs can be considered and strategies to improve outcomes can be discussed.
- Teachers share achievements and next steps with TAs who assist in teaching and learning.
- Planning is modified; it is adapted as necessary to meet the needs of the different cohorts.
- Achievement and next steps are shared with the pupils; the involvement of pupils in the assessment and planning process helps support appropriate content and meaningful contexts for learning.
- On-going assessments inform daily short-term planning; build up a picture of progress and learning and are used to identify pupils in need of same day intervention (targeted support aimed at ensuring all pupils attain a given level of understanding).
- Day to day assessments give children their next steps in learning and teachers plan time for the children to act on feedback.
- Summative assessments are used to monitor and evaluate, to inform receiving teachers and reports to parents.
- Assessment helps inform the relevant staff of the effectiveness of any intervention groups or strategies being used.

7. Target Setting

- The Governing Body is responsible for setting statutory targets and is involved in the process.
- Targets are set in English and Maths according to statutory requirements. The process is informed by prior attainment, comparative information and by our contextual knowledge about particular cohorts to ensure challenging teacher forecasts. The target setting platform (FFT Aspire) is considered when looking at aspirational expectations.
- Curricular expectations are set in all curriculum areas each half-term for all year groups. These are shared with parents via curriculum newsletters, knowledge organisers and at parents' evenings.
- Our School Improvement Plan is informed by data analysis and supports the process of achieving targets, mastery and progression.
- Children are involved in setting targets by discussion, marking and regularly reviewing their progress. We share lesson objectives / targets in all curriculum areas. In English and maths, teachers also share steps to success to ensure the children know what is expected of them, encouraging them to think metacognitively about their work.
- Bespoke planning and the use of Fab Fours as a retrieval starter focuses on specific targets to reduce gaps in learning.

- Metacognitive talk is encouraged between children to review and reflect on their own learning journey.

8. Standardisation and Moderation

- Teachers meet to standardise work against National Standards. Work is carefully examined against the Standards files.
- All teachers are involved in the moderating and levelling of children's work. A specific focus is agreed for each moderation to help check the consistency of teachers judgements, identify and resolve any differences and to agree standards. Dates are identified in the school monitoring calendar.
- School portfolios of levelled work are currently being developed and used both as a source of reference and as models / shared texts for children.
- Staff involved in Foundation Stage Profile or KS1 Standard Assessment Tasks attend training which includes moderation of children's work; these examples are incorporated into school resources where appropriate.
- Writing Assessment Books are in place: these books record three pieces of levelled writing from each child per year and are passed to the next class teacher as a record of progress and a way of comparing / moderating levelled writing.
- Cross moderation between year groups and schools within the LEPP Trust ensures that assessment is accurate and in line with National Standards.

9. Record Systems for Assessments

The following systems are in place:

- Whole school long, medium- and short-term planning (an evaluated record of experience)
- Marking and Feedback Policy
- Phonics assessment sheets, reading records and writing grids to track progress and attainment
- Informal Records (mark books, observation notes, 'sticky labels' etc)
- Cohort tracking sheets
- Trackers
- School subject floorbooks are being developed which exemplify work at each level: RE, PSHE and French
- Termly end of unit writing pieces are completed in Writing Assessment Books
- SEN records in accordance with the revised Code of Practice
- A2E SEN Toolkit on Insight tracking for identified children with special educational needs
- Online subscription websites tracking progress (Eg, TTRockStars, Numbots, PurpleMash and White Rose Infinity)
- TestBase
- Annual transition meetings

Our recording systems enable us to monitor progress, achievement and learning. This provides clear evidence for reports to parents, teachers and other interested parties and satisfy statutory requirements

10. Reporting

- In line with statutory requirements, all parents receive a written report in the summer term which shows progress in each subject, a general statement of progress in other curriculum areas and interests, an overview of their 7R values, record of attendance and at the end of Y6 statutory assessment information.
- Foundation Stage Profile information is reported to parents at the end of the Early Years.
- Information is transferred to High Schools using Leeds LA Transfer documentation.
- Results of statutory assessments and targets are shared with parents in the school reports.

11. Monitoring and Evaluation

- Monitoring to ensure consistent implementation of assessment and marking is carried out by the Senior Leadership Team.
- Subject leaders monitor assessment and progress of their own subject.
- The SLT monitors medium- and short-term planning and, as part of this process, evaluates the appropriateness / effectiveness of assessment opportunities and outcomes.
- Assessment and marking policies are reviewed every 2 years. The policy is discussed at Staff Meetings to ensure that teaching staff have ownership of the policy and are committed to the implications that effective assessment has for improved teaching and learning.
- The policy will be judged as being effective when:
 - Pupils can demonstrate an understanding of how they are doing and where they need to improve. They have a sense of responsibility for their learning.
 - Parents are able to see a link between the curriculum and the information they receive about their child's attainment and progress and can support continued progression.
 - Teachers use assessment to inform teaching practices and lesson planning. They notice that pupils are increasingly engaged in the learning process and responsive to assessment feedback
 - The link between curriculum, pedagogy and assessment are stronger which will result in the more effective delivery of the curriculum.