



Assessment Policy

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Agreed and Signed by Chair of Governors	
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ASSESSMENT, RECORDING AND REPORTING POLICY

This policy is a statement of aims, principles and strategies for Assessment, Recording and Reporting at Parsons Heath School. In this policy we will explore different types of assessment and recording strategies conducted across the curriculum and the way we report progress to parents.

Aims

This policy aims to:

- Provide clear guidelines on our approach to formative, summative and statutory assessment.
- Establish a consistent and coherent approach to recording assessment outcomes and reporting to parents.
- Clearly set out how assessment practice will be monitored and evaluated.

Principles of Assessment

Assessment at Parsons Heath Primary School is an integral part of teaching and learning. Our aim is to ensure high quality teaching is supported and informed by various types of assessment, allowing teachers to respond accurately to the learning needs of every pupil, including those with SEND. In gathering information about the achievements of every child, teachers are able to identify the strengths and weaknesses of individual pupils, groups and cohorts and can therefore adapt their teaching accordingly. Recorded assessments are consistently tracked, with the aim of raising standards and maximising progress for every child. These judgements are then reported regularly to parents to ensure that they have a clear understanding of their child's attainment and progress.

We believe that the purpose of assessment is:

- To be formative, providing information for the teacher to plan the next steps in the children's learning and support children in identifying their own next steps.
- To be diagnostic, providing more detailed information about individual children's strengths and weaknesses.
- To be summative, providing a snapshot of each child's achievement
- To be evaluative, allowing the school and individual teachers to evaluate how effective their teaching is.
- To inform the children to enable them to develop their own learning.

Assessment Approaches

At Parsons Heath Primary School, we see assessment as an integral part of teaching and learning. It is used throughout the curriculum in the form of both formative and summative assessment.

Formative Assessment

Formative Assessment is carried out by teachers every day in lessons. It allows teachers to understand pupil performance on a continuing basis. It is used to assess knowledge, skills and understanding and can identify gaps in learning and misconceptions. Pupils who are struggling can be quickly identified and supported, and children who are working at greater depth can be challenged further. The methods of formative assessment that we use include pertinent questioning, observations, whole class feedback and marking alongside pupils in lessons.

Summative Assessments

Summative assessment enables teachers to evaluate both pupil learning and the impact of their own teaching at the end of a period of time. It is important for informing both parents and teachers of a child's attainment and progress. It also informs school target setting and predictions of a cohort's future attainment.

Summative assessments are carried out throughout the school year. At Parsons Heath Primary School some of our summative assessments are as follows:

- Phonics – at the end of each phase, children complete ‘Little Wandle’ assessments
- Maths – at the end of each term, children complete a White Rose Maths test.
- Science – at the end of each unit, children complete an assessment.
- Foundation subjects – at the end of each unit, children complete an assessment.

Nationally Standardised Summative Assessments

Nationally standardised summative assessment enables:

- School leaders to monitor the performance of pupil cohorts, identify where interventions may be required, and work with teachers to ensure pupils are supported to achieve sufficient progress and attainment.
- Teachers to understand national expectations and assess their own performance in the broader national context.
- Pupils and parents to understand how pupils are performing in comparison to pupils nationally.

Nationally standardised summative assessments include:

- Early Years Foundation Stage (EYFS) profile at the end of Reception
- Phonics screening check in Year 1
- Multiplication Check in Year 4
- National Curriculum tests and teacher assessments at the end of Key Stage 2 (Year 6)

Collecting and Recording Assessments

Assessment data for all subjects is inputted onto our data tracking system at the end of every term. Children are judged to be working below the expected standard, at the expected standard or above the expected standard. If a child cannot access the curriculum at their chronological age, then they will be assessed according to whichever year group curriculum they are working on. To support teachers in their assessments, clear key performance indicators are provided on the data tracking system. End of key stage expectations are also used to guide assessments in EYFS, Year 2 and Year 6.

Monitoring and Evaluating Assessments

Teachers are not asked to provide any onerous evidence to support their assessments and professional judgement is trusted alongside observations and book scrutinies completed by SLT and subject leaders.

In-house moderation of assessments is completed within school and teachers also attend moderation meetings with other teachers in the local consortium. Assessments in EYFS and the end of KS2 are subject to moderation by the local authority.

Pupil progress meetings take place where assessment data is discussed alongside qualitative assessment of where gaps/misconceptions are for particular children in particular subjects. The aim of these meetings is to ensure we meet the needs of any children who are not currently making good progress via interventions, targeted support or adapted quality first teaching.

Assessment, Recording and Reporting in EYFS

As in other year groups, both formative and summative assessment takes place in the EYFS. When children enter Reception, they are required to undertake a Baseline Assessment, results of which are sent to the Local Authority. Throughout their time in

EYFS, children will be observed by the adults in the classroom and a range of formative assessment techniques will be used to make judgements. These observations are then recorded on 'Tapestry' and shared directly with parents.

At the end of EYFS, the children are assessed against the standards of the EYFS profile. This is reported to parents.

Inclusion

The progress of children on the SEN Register is reviewed with the class teacher, child and parent/ carer each term. The class teacher will be supported in leading the meeting by the SENCo.

Children who are on the SEND Register have SEND Support Plans which have been created through the One Planning process. The One Planning process involves the child, parent/carers, class teacher and SENCo and any outside agencies working together to assess the needs of the child and plan actions to move the child forward in their learning. The progress of children with Educational and Healthcare Plans is discussed at termly meetings led by the SENCo and parents/carers are invited to attend.

Children with English as an Additional Language are assessed using the Assessment of English Language Acquisition as well as the usual school assessments and appropriate class activities will be provided to match identified needs.

Reporting to parents/carers

We believe that parents play a key role in their child's education and that they should be kept fully informed of their child's progress and attainment.

Teachers write three reports during the academic year that are sent home to parents. The first report is written in the Autumn Term (October). This outlines the child's attainment in reading, writing and maths and gives details of attitude, behaviour and organisation. Targets for the term are set and these are further discussed at 'Parents' Evening'. The process is repeated in the Spring Term (March).

A final report is produced at the end of the academic year (July) and details the child's final attainment in all subjects. A more detailed account is written of the child's achievements, behaviour and attitude throughout the year.

If a child is in EYFS, parents are provided with their EYFS profile at the end of the academic year. Parents of children in Year 6 are provided with the scores they received in their SATS test alongside information of how their child performed against national standards. Parents in Year 1 are provided with the score their child achieved on the Phonics Screening and parents in Year 4 are provided with their child's score from the Multiplication Check.

Throughout the year, if there are any concerns about a child's progress, then teachers may call for meetings with parents to discuss this further. An 'open-door' policy is also maintained to ensure that parents can come into school to discuss concerns that they may have about their child's progress.

Roles and responsibilities

The overall responsibility for assessment belongs to the Headteacher. Class teachers are responsible for assessment of the children in their care and curriculum subject leaders are responsible for monitoring assessment within their subject area. Governors are responsible for being familiar with the assessment procedures in school and for holding

school leaders to account for improving pupil and staff performance by analysing assessment data.