



Rawmarsh Ryecroft **Infant School**

Assessment, Recording & **Reporting Policy**

Reviewed: October 2025

Next Review Due: October 2027

Purpose of this Policy

The purpose of our policy for assessment is to develop effective, efficient, consistent methods through which a child's progress and attainment is monitored and to ensure that the information gathered is used to inform decisions about future curriculum developments for that child.

Effective recording systems throughout the school will be an aid to consistency and continuity. Reports, based on our internal records, will provide meaningful information for all stakeholders. Throughout this policy the term teachers is used to refer to any adult in school who is working with the children, this may be teachers, support staff or student teachers.

At this school we use a bespoke version of the EMAG for planning, formative assessment and summative assessment purposes. Information is collected in one place by all teachers and those responsible for data analysis draw down data from this system in line with the dates on our assessment schedule. This system has been developed with teachers across the school to ensure that children meet age related expectations in each of the year groups and meet national expectations by the end of each Key Stage. Termly pupil progress meetings will be used to ensure children are on track to meet these national expectations.

This policy will also consider the impact of assessment, marking and feedback on teacher's workload.

Principles and Practice

Core Principles

- Assessment places achievement in context against nationally standardised criteria and expected standards
- Assessments will be based on age appropriate tasks.
- Assessment will draw on a wide range of evidence to provide a complete picture of achievement.
- Assessment will demand no more procedures or records than are practically required to allow pupils, their parents and teachers to plan future learning.

Assessment is at the heart of teaching and learning; it is used by teachers to guide teaching and learning.

We use summative assessment to evaluate learning over time and we check our outcomes against standardised scores or benchmarks as well as internal and external moderation with colleagues from other schools.

We use formative assessment (in conjunction with a Marking and Feedback policy) as part of ongoing feedback to improve learning for children, to help them identify strengths and areas for improvement. Teachers will use ongoing formative assessment in every lesson to ensure children can achieve age related expectations at the end of each key stage. (FS2 and KS1).

Outcomes of termly standardised testing will be used for both summative and formative purposes.

There will always be a clear purpose for assessment and information will be collected in line with our assessment calendar which is published annually.

This assessment policy and other core policies are included in the school's induction policy. A member of the Senior Leadership Team will ensure induction of all staff includes this documentation and that training in the use of EMAG is provided.

Accountability

The Head Teacher and Assessment Leader are responsible for reporting data to Governors and others who hold the school to account.

- Summative data will be used to set and monitor appraisal targets for all teachers.
- Summative data will be reported to Governors on a termly basis.

Ofsted will make use of nationally standardised summative assessment.

We will ensure that teachers have appropriate training and support in all of these areas by

- Attendance at LA training for moderation at F2, Y1 and Y2 (Non Statutory)
- Engaging in cross school, cross phase and year group moderation at least twice per year for all year groups.
- The Senior Leadership Team provide ongoing EMAG training and for all new staff.

When teachers join the school they will be provided with a copy of this policy and it will form part of induction. In all staff meetings and training there will be an emphasis on teachers having a good understanding of assessment and assessment practice. Core subject co-ordinators (reading, writing, maths, SPaG, phonics) will provide ongoing training for all staff at phase meetings and/or staff meetings and will conduct regular moderation.

The school makes significant use of technology to assess and in order to reduce the workload for teachers we use a bespoke EMAG system which enables teachers to use one simple process for summative and formative assessment which provides senior leaders with the appropriate data for monitoring purposes.

Other CPD may take various forms including the provision of direct face to face training or coaching (particularly of ECTs) as part of their ongoing professional development. The school is making use of external assessment systems and will continually review and evaluate these to ensure they support the delivery of the school's assessment policy and are in line with the aims and principles outlined.

Evidence to support moderation will be:

- Pupils' work in books and folders
- Standardisation documents for F2 and Y2 (As used in previous years)
- EYFS will hold separate moderation staff meetings internally and across schools
- Subject leaders and SLT will carry out book scrutiny
- Exemplification from DFE and/or STA

Formative Assessment

Day to day formative assessment is an integral part of teaching and learning. It enables teachers to understand pupil performance on a continuing basis enabling them to identify when pupils are struggling, when they have consolidated learning and when they are ready to progress. In this way it supports teachers to provide appropriate keep up activities or extension activities to deepen learning.

When planning future learning, teachers will also consider whether individuals or groups of children require pre-teaching of specific concepts in order for them to fully engage in the whole class teaching of age-related expectations with the rest of the class.

Examples of formative assessment in this school are:

- Marking and feedback of work completed
- Questioning during lessons
- Sticky Knowledge Checks
- Assessed Learning tasks
- Reading records
- Spelling and times table checks
- Peer marking
- On going marking and feedback - Maths
- Friday Maths Challenges

Summative Assessment

In school summative assessments will be used to monitor and support children's performance. They will provide teachers, children and parents/carers with information about how well they have achieved in reading, writing, maths, SPaG. Teachers will make use of this information to plan for subsequent teaching and learning.

In school summative assessment data (as well as information from standardised testing) will be drawn down from the EMAG and will be used to target individuals, groups and cohorts and to monitor the performance of all children. Teachers may use

pre-learning and keep up activities to ensure that children can access age related expectations in whole class teaching.

Interventions will only be used where they are:

- a. Planned, delivered and evaluated in conjunction with the class teacher/SENCo/Multi Agency Professionals
- b. Are delivered by appropriately trained members of staff
- c. Link with teaching and learning in the classroom

OR

are specifically directed at SEND children who may not achieve age related expectations.

Examples of summative assessments in this school are:

- Completion of EMAG towards age related expectations
- Testing in reading and maths
- Writing assessments
- SEND reviews through the Inclusion Team
- Annual end of year reports to parents/carers outlining progress and attainment of children in relation to the National Curriculum and age related expectations.

National Standardised Summative Assessment

- The EYFS Baseline assessment will be completed for all FS2 pupils within the first 6 weeks.
- The Foundation Stage profile will be completed at the end of F2 for all pupils.
- Y1 Phonics testing will be carried out annually
- Y2 Phonics repeat testing will be carried out
- End of Key Stage 1 Nationally standardised assessments will continue to be used to provide information on how children are performing in comparison to children nationally as much as information is available (Though now Non-Statutory)

Teachers

Teachers will use formative assessment on a daily basis to inform their planning and teaching. They will use the EYFS document and National Curriculum to plan objectives and assess against these to ensure children remain on track each half term, each term and annually. Information will be reported to parents at the parent consultation evenings in the Autumn and Spring term and will provide an end of year report with detailed information about attainment and progress towards age related expectations nationally.

Teachers will attend termly pupil progress meetings to discuss progress and attainment of their children.

Support staff will be responsible for supporting children with their learning as directed by the class teacher or Inclusion Team and provide feedback on children's learning.

Curriculum Leaders / Phase Leaders

The core curriculum leaders will work with the Assessment Co-ordinator to ensure they have a clear and current data picture for their subject, including the attainment and progress of specific groups. SLT will discuss with individual teachers through Pupil Progress Meetings if children are not making appropriate progress or reaching age related expectations.

The SENDCo

The Inclusion Team will monitor the progress and attainment of SEND pupils and ensure appropriate provision to enable them to make good progress from their starting points.

Senior Leaders

SLT will analyse data termly which is drawn down from EMAG and standardised testing. Outcomes of standardised testing in Y2 will be used to predict end of KS1 outcomes.

Parents/Carers

Parents and Carers are responsible for supporting their children with home learning and liaising with school through parent consultation evenings.

Governors

Governors will receive the following information to hold the Head Teacher to account:

- a. Termly data analysis
- b. End of year data
- c. IDSR or most current system made available by the DfE

To ensure that all stakeholders understand assessment in the same way, the following will be put into place:

- This assessment policy will be shared and publicised on the website
- Parents/carers will be invited to meetings
- Governors will receive detailed information and training
- There will be meetings for parents to give them information on:
 - FS systems and procedures when children join F2
 - Phonics Screen Check
 - KS1 Assessment

The Head Teacher will ensure that Governors are kept up to date regarding new developments in National Data through HT reports.

The Senior Leadership Team will provide training for new Governors on how to use this data and to interpret the scores.

The Head Teacher and Assessment Lead are responsible for

- Updating this policy in line with any new developments in the school and new Government guidance.
- Ensuring there is a shared understanding and common practice amongst staff.
- Ensuring consistency of teacher assessment.
- Ensuring evidence from the results of assessments is used as performance indicators for all groups including Pupil Premium, SEND, boys, girls)
- Monitoring and analysing results of summative assessments
- Developing of effective target setting strategies
- Using ICT as an aid for assessment, recording and reporting
- Ensuring that statutory requirements for reporting statutory testing are met.
- Holding staff to account for pupil attainment and progress through the monitoring of assessment data and appraisal targets.
- Holding pupil progress meetings

All staff are expected to follow the policy and the Senior Leadership Team, following ongoing regular reviews of classroom practice, will be responsible for ensuring the effectiveness of practice across the school.

This policy is to review in Sept 2027 or before if required