



'Together We Grow'

Smithdown Primary School

Assessment, Recording and Reporting Policy

Reviewed: September 2025

Next Review: September 2027

Our Key Values

Our school motto is 'Together we Grow'.

We ensure that every child has access to a broad, balanced and supportive curriculum. Through this we are able to give our pupils a range of opportunities and experiences to grow and develop academically, physically socially and morally.

Our School Vision

At **Smithdown Primary School**, we aim high for every member of our community—pupils, parents, and staff. We are committed to creating a happy, safe, and stimulating environment where children are inspired to learn and grow together. We have high expectations of ourselves and each other and we equip our pupils to face opportunities and challenges with confidence, resilience, and determination. We nurture curiosity about the world and strive to develop children who make a positive contribution—both now and in the future.

1. Aims

The aim of any assessment at Smithdown Primary School is to raise standards and help all learners to progress. Assessment is a continuous process integral to teaching and learning. It is how teachers gain knowledge of their pupils' needs, achievements and abilities, enabling planning and delivery to be more effective, thereby raising attainment and progress for every child.

Principles of assessment are:-

- to provide information to support progression in learning through planning
- to provide information for target setting for individuals, groups and cohorts
- to share learning goals with children
- to involve children with self-assessment
- to help pupils know and recognise the standards they are aiming for
- to raise standards of learning
- to identify children for intervention
- to inform parents and other interested parties of children's progress
- to complete a critical self-evaluation of the school

2. Types of Assessment

At Smithdown we undertake two different, but complimentary types of assessment: formative assessment and summative assessment.

Formative assessment

Assessment for learning are opportunities which are a natural part of teaching and learning and are constantly taking place in the classroom through discussion, listening and analysis of work. It is essential that teachers know how well a child has progressed and that pupils understand how well they are doing and what they must learn to help them improve.

Assessment for Learning strategies used at Smithdown include:

- Working walls
- Self and peer evaluation
- Discussion, talk and modelling
- Learning journeys
- Marking and feedback - all work is marked in line with the school marking policy and children are aware of how to improve their work
- Learning objective is shared and displayed at the start of every lesson.
- Questioning
- Plans are adjusted to meet the needs of the pupils, differentiating objectives where appropriate
- Set individual and challenging targets in numeracy and literacy on a regular basis and discuss these with the pupils so that they are involved in the process
- Regularly share these targets with parents to include them in supporting their child's learning.

Summative assessment

Assessment of learning (summative assessment) involves judging pupils' performance against national and local standards. Teachers make these judgements at the end of a unit of work, the end of a term, or at the end of a key stage. Test results describe pupil performance in terms of age related expectations. At Smithdown, we have a termly summative assessment system, so that we can track individual's progress and facilitate interventions when necessary. This summative assessment supports the on-going formative teacher assessments.

3. Assessment in EYFS

On entry to Nursery, our pupils are assessed using Birth to Five Matters stages and that information is inputted onto the school tracking system. Results are used to inform planning, set targets and aid early identification of special needs. On entry to Reception, our pupils are assessed using the baseline materials. This, together with practitioner observation against Birth to Five Matters stages, is recorded and used to inform planning, set targets and aid early identification. All EYFS children also undertake Wellcomm screening to assess children's language and communication and plan and deliver appropriate support

During Nursery and Reception, children will be assessed using the EYFSP and Birth to Five Matters stages which is based on ongoing observations and assessments in the three prime and four specific areas. Every child's developments and achievements are tracked on entry and then each term, and recorded on the school's tracking system.

4. Assessment in Key Stage 1 and 2

Each term, children will be assessed in English and Maths and tracked using Insight (schools tracking system). The terminology used will be: below, working towards, expected and greater depth. Not all children may reach 'expected' by the end of each year. Those children are to be tracked and interventions put in place in order to close the attainment gap.

Children are assessed in Science and the foundation subjects at the end of each unit using working towards, expected and exceeding.

5. Formal Assessment Cycle

Formal assessment is a systematic part of our school's work which will be used to track each cohort in the school. It is through an effective tracking system that the needs of every pupil can be met and that the school develops a clear understanding of how to raise standards.

The Assessment cycle at Smithdown Primary School will include data from:

- Statutory tests – Foundation Stage Profile, End of Key Stage Tests, Phonics Screening, Multiplication Tables check
- Optional Standardised Tests in years 2, 3, 4 and 5 in June
- Termly assessments in Maths and Reading
- The regular reviewing of tracking data will give teachers the opportunity to revise and refine targets for the class
- Termly pupil review meetings with class teacher, Assessment Lead and Inclusion Manager
- Regular analysis of pupils' attainment will ensure that every pupil has challenging and realistic targets set for them and that the path of reaching those targets is determined through effective classroom organisation; setting learning groups, careful planning and implementation of interventions

To achieve this at Smithdown Primary School we will:

- follow the Assessment cycle and update the data on a regular basis using Insight
- use information to identify percentages of children working at each stage within a cohort
- analyse the data and review targets for individuals and use the information to identify intervention groups, including those pupils who are gifted and able and those with special educational needs
- set cohort targets for Maths and English and share information with Headteacher, Assessment Coordinator, Inclusion Manager, Subject Leaders, Key Stage Leaders and Governors
- work with colleagues to moderate and level writing every term
- analyse data at the end of each academic year to track progress made
- pass cohort data and analysis to next teacher

6. Moderation

Moderation is important to ensure a consistent approach in assessment throughout the school. It is important that when teacher assessments are carried out, there is evidence recorded to justify judgements made.

At Smithdown Primary School we will:

- Hold regular staff meetings to moderate both core and foundation subjects
- Participate in moderation schemes in the Local Authority and with other schools within the DGT collaborative

7. Reporting

Reporting to parents / carers provides the opportunity for communication about their child's achievements, abilities and future targets. The end of year reports will be written so that they have a positive effect on pupils' attitudes, motivation and self-esteem.

At Smithdown Primary School we will:

- Provide opportunities for two parent consultation evenings so that parents can discuss how well their child has settled and be involved in target setting process; have opportunities for a mid-year progress report and have a final end of year report.
- Provide an end of year written report which include results of statutory tests and assessments and gives information relating to progress and attainment
- Discuss pupil progress at the request of parent by appointment.

This policy should be read in conjunction with the marking policy.