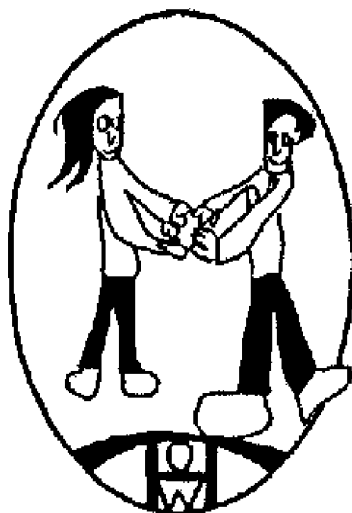


Howbridge Infant School



Assessment, Recording & Reporting Policy

October 2025

Assessment, Recording and Reporting Policy

The main purpose of a policy for assessment, recording and reporting is to develop effective, efficient and consistent methods through which a child's progress is monitored and are used to inform the decisions about future curricular developments for that child. Reports, based on the records, will give accurate and meaningful information. The policy will also ensure that statutory requirements are fulfilled.

Links with school aims

The policy pays full regard to the aims of the school.

Aims of the policy

- Assessment to be seen as an integral part of the teaching and learning process.
- To ensure consistency, continuity and progression in the whole curriculum throughout the school.
- To provide formative, diagnostic and summative information.
- To use assessment procedures to inform curriculum planning.
- To promote children's active involvement in their learning.
- To develop and increase the effectiveness of teaching methods.
- To develop efficient recording procedures that serve a variety of purposes.
- To develop methods of reporting that contribute to positive relationships with parents/carers.
- To fulfil statutory requirements.

Objectives

1. **Assessment - when used effectively, assessment helps pupils to embed knowledge and use it fluently, and assists teachers in producing clear next steps for pupils.**
 - To ensure assessment opportunities are identified within the planning structure established by the school.
 - To employ a wide range of assessment strategies and forms of evidence (including end of KS1 teacher assessment framework statements, Development Matters statements through Tapestry and Early Learning Goals).
 - To use assessment to inform planning.
 - To develop methods through which the child can become actively involved in the assessment process leading to an increase in self-esteem, motivation and next steps.
 - To fulfil statutory requirements.
 - To develop methods which ensure consistent assessment criteria and an agreed set of standards amongst statements (across year group/external moderation, assessment folders).

Implementing Assessment

a) Active involvement of children.

Children are aware of what they need to achieve in school. They will have opportunities to respond to, revise and edit their work and know what their next steps will be. The tasks set are well matched to the child's ability and will be shown as either a target (purple) or a challenge (blue). Assessment is carried out in such a way as to highlight positive developments (pink) and areas to improve are identified (purple). These assessments are completed within the lesson as the child works so can be acted upon immediately. Both class teachers and Learning Support Staff contribute to these assessments within a lesson. Assessments are shared with individual pupils consistently either verbally or through the use of symbols and written feedback. Children collaborate with each other in editing and redrafting their work.

b) Consistency and agreed standards - all teachers use the end of year group curriculum objectives.

c) Parents of all children are aware of the assessment criteria at the start of the school year and also receive examples of work linked to expectations.

Consistency and agreed standards are evidenced through the use of:

- National curriculum objectives evidenced alongside pupil work
- KS1 Phonics Screening Check for year 1 and 2
- Shared discussion about the standards at KS1
- On-going discussion at curriculum planning, pupil progress and staff meetings
- Reception Baseline and Early Learning Goals Assessment evidenced through Tapestry
- Through local schools moderation
- Internal and external moderation

d) Planning

Collaborative planning for assessment takes place amongst staff in year groups and with subject leaders. Carefully planned assessment will provide a summative picture of a child's progress. Assessment is also seen as a diagnostic tool to address children's learning needs.

2. Recording

- Records as well as Sonar Tracker (KS1 and EYFS) and Tapestry (EYFS) to be used to assess learning outcomes in relation to planning and as an aid to evaluate teaching methods.
- Statements are highlighted when objectives are met to give a clear, accurate picture of the child alongside the relevant evidence.
- Pupil progress meetings every term.
- Records are to be regularly updated.
- EYFS data regularly updated.
- Records to provide clear evidence of 2014 National Curriculum achievements.
- Records to contain information that is useful to other professionals.
- Records to be regarded as a key tool in ensuring continuity and progression.

Records of Children's Learning

Assessment of children's learning is recorded in a clear and concise way to ensure all staff are able to contribute to these assessments, making them as meaningful and purposeful as possible to support the child's next steps and inform teacher planning.

'In the moment' assessment takes place in all curriculum areas. Staff can quickly highlight which children have achieved the intended objective of the lesson, note which children have shown evidence of working at greater depth or which children require additional support in order to meet the given objective. These are broken down into achievable steps which match all year group planning. These assessments are used to plan future lessons so all children have the opportunity to meet the expectations of their year group.

Implementing Recording

a) Learning Outcomes

Records will identify the successful link between planning and learning outcomes. Records are to be used as an aid to evaluate teaching and planning.

b) Maintenance

Records are easy to use and update. They are used as a basis for reporting and provide a clear summative picture of the child. They include an accurate summary of results achieved and give an indication of future development. They provide useful information for other professionals. Records are a prime source of evidence of achievement and an important aid in accountability.

c) Continuity and Progression

Records are meaningful, relevant and diagnostic. They inform future learning, raise achievement and motivation. Records are passed on from one year to another and when children transfer to another school.

d) National Curriculum

Records showing progress in the core subjects of the National Curriculum have been established and records in other areas of the curriculum are updated along with statutory requirements.

3. Reporting

- Reports will highlight achievements and progress.
- Reports to include indications of future developments.
- Written reports to be given to parents annually (attainment reported in all year groups).
- Attainment steps with targets to be given at/after parents' evenings.
- Teachers are available to report orally to parents each term.
- Reporting to parents should be clear, succinct and informative.
- Reports to fulfil statutory regulations.

The school has a well-established system for reporting to parents.

- a) Autumn Term - parents have a consultation where the child's wellbeing and transition into the new year group is discussed. Curriculum strengths and next steps are shared verbally with parents.
- b) Spring Term - parents are again invited to a consultation with the class teacher and have the opportunity to view their child's work and assessments are shared along with targets and next steps to support the child
- c) Summer Term - parents receive a full written report which includes details of the child's achievements, progress and future targets and outcomes of statutory assessment; a further consultation is offered if parents wish to discuss the report.

The school has an 'open door' policy for parents. Staff are available for parents to consult at a mutually convenient time. Parents are also able to email staff regarding their child's attainment and progress throughout the term. Half termly celebration sessions give parents an opportunity to look at work.

Parents and carers are given the opportunity to visit their child's class during our Open Door mornings/evenings to see their child's work. They are also able to informally speak to the class teacher about how their child is progressing.

4. Management

- To ensure that there is a shared understanding and common practice amongst staff.
- To maintain a coherent policy and to carry out regular evaluation.
- To monitor and evaluate pupil progress and outcomes against the National Curriculum and statutory assessments.
- To plan staff development to increase expertise.
- To ensure all staff are confident with using Sonar Tracker to assess children and can use this as an aid to analyse data
- To regularly review targets in line with children's progress.
- Members of SLT inform TAs of the current assessment information to support learning

The school has an identified assessment leader who is supported by the HT/DHT and EYFS leader. It is their responsibility to ensure the assessment, recording and reporting policy is implemented and to monitor developments. They ensure there is consistency between subjects as new policy statements are developed. Outcomes from pupil progress meetings and data analysis are shared with the headteacher and all staff. This information is reflected in the school improvement plan.

5. Monitoring and Evaluation

The policy is to be regularly monitored and evaluated against the following set of criteria:

- A variety of assessment strategies will be used.
- Assessments should be wide-ranging and accurate.
- Moderation is used to ensure consistency of Teacher Assessment.
- Records are accurate and systematic.
- Records are used to inform future plans and are passed to subsequent teachers.
- Agreed reporting methods are being used.
- Comments in reports should match records.
- Reports are clear and fulfil legal requirements.
- Reports indicate future learning targets.
- The policy is reflected in all subject areas.
- Evidence from the results of assessments are used as performance indicators.
- Statutory requirements in assessment, recording and reporting are adhered to.

To be reviewed: October 2026