



Assessment, Recording and Reporting Policy			
Reviewed by	Susannah Holmes	Authorised by	WGB Committee
Last Review	Summer 2026	Date	June 2026
Next Review	Summer 2029	Review Cycle	3 years

1. Introduction

Freegrounds Infant School is a Rights Respecting school. Children and adults work together to recognise and act upon the rights of the child within our school, our local community and the wider world. We believe that by understanding their own rights children learn to respect and value the rights of others. This policy exemplifies these rights, and our practice aims to ensure that the following rights are adhered to:

Article 3 The best interests of the child must be a top priority in all decisions and actions that affect children.

Article 28 Every child has the right to an education.

Article 29 Education must develop every child's personality, talents and abilities to the full.

2. Rationale

Teacher Assessment is first and foremost about helping pupils to learn. This policy provides our set of principles for assessment, recording and reporting and outlines the way we use teacher assessment to raise standards of achievement and ensure all children make rapid and sustained progress.

3. Fundamental principles underlying assessment at Freegrounds Infant School.

Our assessment reporting and recording procedures:

- Offer all pupils an opportunity to show what they know, understand and can do.
- Help pupils to understand what they can do and what they need to develop.
- Encompass all learning, the National Curriculum and EYFS statutory framework objectives as well as the wider curriculum and the pupil's personal and social development.
- Are based on a considered view of what learning should be assessed in each subject or area of experience.
- Inform effective lesson planning, target setting, and school-wide evaluation. Enable teachers to plan effectively.
- Help parents be involved in their children's progress.
- Provide school with information to evaluate work and set suitable targets.

4. Planning

Planning is an essential part of the assessment process.

4.1 Long term planning at the school:

- involves the whole school to ensure coverage and ensure development of core skills, knowledge and vocabulary,
- matches the curriculum to the needs of the pupils taking into consideration the programmes of study, the schemes of work, the time available and any planned thematic work
- maps progress throughout school
- is amended to reflect account assessment Outcomes.

4.2 Medium half termly planning

- provides clear learning objectives
- Clearly identified assessment opportunities

4.3 Short term planning in school:

- recognises the range of needs and abilities in the class
- selects suitable activities and resources which take account of pupils' prior learning
- shows assessment based on learning objectives and planned activities
- includes strategies for sharing the learning objectives, individual targets and assessment criteria with pupils
- takes account of agreed priorities for what will be assessed in depth
- recognises that assessment does not need to be planned for all learning.

At Freegrounds Infant School, daily formative assessment identifies what each pupil can achieve, informing subsequent lesson planning.

5. Formative Assessment

Our teachers

- ensure pupils know what they are supposed to be learning, what they have achieved and how they can improve
- use a range of assessment methods confidently and appropriately e.g. observing pupils, asking questions, listening, assessing pieces of work and administering tests
- organise learning in ways which enable them to carry out planned assessments and to recognise and act upon any unexpected or significant achievements of pupils, or difficulties of pupils
- make other adults working in the classroom clear about their role in assessment
- apply the standards agreed within the school consistently in the classroom.

6. Marking

Our teachers:

- apply the standards agreed throughout the school, using praise, positive feedback and a sticker reward system

- provide feedback to pupils about their work promptly and regularly
- provide both written feedback using agreed marking codes and verbal feedback at the point of teaching, which is our preferred and most impactful method. Focus the response on the learning objective and the criteria for success
- provide pupils with opportunities to assess their own and one another's work and give feedback to one another
- ensure that pupils understand their achievements and know what they need to do next to make progress
- use the information gained together with other information to plan future lessons and learning sequences.

7. Children's involvement in marking

Our children are encouraged to respond to feedback and marking. We provide both written feedback using agreed marking codes and verbal feedback at the point of teaching, which is our preferred and most impactful method.

Wherever possible work is marked with children following guidelines in the Marking policy.

Children respond to marking and feedback in KS1 by using a purple pen.

Pupils also comment on their learning in the end of year report.

This process happens gradually while the children are at our school, taking account of age and maturity.

8. Baseline, phonics screening, EYFS and End of Key stage Assessments

Teachers

- are fully aware of and follow the current statutory requirements and the guidance
- are aware of the importance of teacher assessment and draw on the full range of assessment information when making baseline and the end of Key Stage Assessments
- are fully aware of the descriptions given for each stage of attainment
- give feedback to parents on baseline, end of EYFS, phonics screening results and the Key Stage 1 assessment
- apply any special arrangements needed for individual pupils
- use the information from baseline, end of EYFS, phonic screening and end of Key Stage tests to inform planning and monitor progress

9. Recording and Evidence

Our teachers:

- keep records that are purposeful and manageable
- use professional judgement in deciding what needs to be recorded and what should be noted informally and which assessments should be used to inform planning
- use records from previous teachers in planning work for the class and individual pupils
- record children's significant progress and achievements

- involve pupils in reviewing their own work
- pass on records which are clear and easy to interpret and which other people understand and find useful
- use the electronic data system to record and submit summative data after each Milestone
- year leaders will compile a year group milestone assessment report outlining progress from previous milestones and a breakdown of vulnerable group attainment

Assessment uses a common agreed system of recording. Records will be maintained for all pupils in each subject in the class Assessment folder on shared resources in the teaching staff folder. This ensures all documents are fully accessible for monitoring purposes.

Early Years use their own Foundation Stage digital document to record pupils' progress. They use assessment documents from Pip and Pap to record progress in Phonics.

KS1 keep digital class records for Reading, Writing, Maths and Phonics. These follow the Hampshire Assessment Model and Pip and Pap phonics.

Details of pupils' progress and attainment are recorded on a half-termly basis for foundation subjects in KS1 when they have featured in that half term's unit of work.

These records are then used to inform the end of year report, planning, target setting and interventions.

10. Consistency in standards

Consistency in standards across the school is ensured by:

- subject leaders and the SLT monitoring assessment records through SLED days
- subject leaders carrying out work sampling and pupil interviews
- subject leaders maintaining their subject portfolios to provide evidence of attainment and progress in their subjects
- class teachers analyse and discuss work with each other and involve subject leaders if appropriate during PPA
- all appropriate assessment documents being kept digitally in the assessment folder in shared resources
- each year group arranging opportunities for moderation of work throughout the academic year
- opportunities to moderate writing and maths work samples being built into staff meetings
- attending moderation training and twilights to liaise with other schools

11. Meet the Teacher Meetings

Key Stage 1 Meeting

In the summer term, parents and carers of children in Key Stage 1 will be invited to a meeting to explain class arrangements and provide an overview of the curriculum. This will include information about how classes are organised, expectations for learning, and how we support children's progress across the year.

EYFS Welcome Meeting

Parents and carers of children starting in the Early Years Foundation Stage (EYFS) will be invited to a 'Welcome'

meeting, where they will have the opportunity to meet their child's new teacher, learn about daily routines, and receive key information about the EYFS curriculum and their child's transition into school.

12. Parent's Evening Meeting

Around half term in the Autumn term (end of milestone 1), all year groups will have parent teacher meetings to discuss how the children are settling in and the children's next steps in learning. Early Years teachers will also discuss the initial Early Years Foundation Stage baseline assessment.

Next steps in learning will be given to parents in the form of targets for Reading, Writing and Maths. Where it is felt there is a need, targets regarding Personal, Social and Emotional development will also be included.

Parent Interviews in the Spring term (end of milestone 2) provide an interim opportunity to review progress and share new targets.

During the Summer term, parents are given the opportunity to discuss their child's written report and progress.

An Open Afternoon will also take place towards the end of the summer term so parents can view their children's work.

13. Reporting to Parents

Our teachers:

- provide clear information about a child's progress, outlining strengths and the areas they need to develop. This is through formal and informal dialogue throughout the year, Parents' Evenings, Next Step targets and report writing.
- set realistic targets which are worked on and reviewed regularly
- promote parental involvement in their children's learning and encourage dialogue between teacher, pupil and parent
- meet statutory requirements for reporting to parents. Any end of EYFS, Key Stage and phonic screening results are clearly explained when reporting on the relationship between individual attainment and comparative data
- reports to parents are sent at times which allow appropriate action or discussion to take place
- ensure the children's relationships within the class and school and their attitudes to learning are discussed at Parents Evenings and in the yearly report.
- through our 'open door' philosophy discussions between parents and staff concerning pupils' welfare, behaviour and emotional wellbeing are discussed with parents on a more informal basis when necessary

14. Transferring of pupils

At our school

- there is a developing curriculum liaison and cross-phase trust with Freegrounds Junior School
- there is an agreement and set procedures between the two schools about what information should be passed on and at what time

- information we pass on focuses on significant aspects of learning and identifies pupil's strengths and areas for development
- we take account of information received to provide appropriate challenge and support for each pupil

When children transfer from one setting to another, or across classes, appropriate records need to be forwarded. This information varies at all levels and is listed below:

From Pre-Schools to Freegrounds:

- evidence of pupil attainment through individual learning reports
- tapestry transfers

Freegrounds to parallel settings:

- common Transfer File (CTF – electronic data transfer)
- current work books
- individual pupil reports for past and current year
- individual assessment data for reading writing and maths
- latest Writing, Maths, Science, Project and RE books
- relevant SEN documents (IEP's and outside agency reports via Provision map)

From Freegrounds to junior schools:

- as requested from individual school
- relevant SEN documents (IEP's/speech therapist reports via Provision map)

15. Managing and Using Assessment

Class teachers, under the direction of the Year Group Leader, Deputy Headteacher and then the Head Teacher have the responsibility for assessment, recording and reporting.

The assessment, recording and reporting policy has been agreed by all teaching staff.

Teachers are responsible for assessment in their classroom to ascertain and act upon strengths and areas for development which are identified.

Assessment information is used to monitor school improvement by ensuring expectations are appropriate for all pupils and targets are appropriate to cohorts.

The performance of different groups of pupils is identified and monitored to ensure optimum progress and to evaluate the impact of interventions for specific groups of pupils.

Performance is considered alongside benchmark information and reflects year on year trends.

The school management will use the assessment information to:

- influence classroom practice
- influence curriculum planning, learning objectives and target setting
- influence the Strategic Improvement Plan
- produce comparisons between school performance and national and local expectations
- inform Performance Management

16. Early Years Foundation Stage Baseline

Within the first six weeks of children starting school in EYFS, the statutory Reception Baseline Assessment will be completed. This is an age-appropriate assessment of mathematics and literacy, communication, and language. The assessment has two components, each consisting of practical tasks using physical resources. Teachers will use narrative statements from the statutory baseline and further baseline activities to form a picture of the children's starting points as they begin school.

Further details of the baseline and privacy notices will be shared with parents at the start of the academic year.

17. Linked policies:

Teaching and Learning Policy

Marking Policy

Version control

V1	<u>Replace Twinkl phonics for Pip and Pap</u> <u>Section 7 removal of statement about writing targets</u> <u>Addition of Meet the teacher meetings</u> Key Stage 1 Meeting In the summer term, parents and carers of children in Key Stage 1 will be invited to a meeting to explain class arrangements and provide an overview of the curriculum. This will include information about how classes are organised, expectations for learning, and how we support children's progress across the year. EYFS Welcome Meeting Parents and carers of children starting in the Early Years Foundation Stage (EYFS) will be invited to a 'Welcome' meeting, where they will have the opportunity to meet their child's new teacher, learn about daily routines, and receive key information about the EYFS curriculum and their child's transition into school. Section 14 Removal of From one Year group to another:
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	• transition document including current level in reading, writing and maths, their current book band, phonic screening score, interventions in place and any PSHE needs • copies of whole class Writing Level and Science Level sheets
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