



Assessment, Recording and Reporting Policy

Kington St. Michael CE Primary School

Policy agreed (date):	Friday 9th October 2026
Reviewed by:	Mrs. Ellie Burfoot
Next Review Date:	October 2028

KSM Rationale

This policy sets out the principles and practice of assessment across the school from Reception to Year 6. It is designed to ensure that assessment is purposeful, proportionate and directly linked to the taught curriculum so that teachers know what pupils have learned, what they have remembered, where misconceptions remain, and what should be taught next.

Assessment is used to support high-quality teaching, secure progression, accurate reporting and timely intervention. It reflects the requirements of the 2014 National Curriculum framework, statutory primary assessment arrangements, and the expectations of Ofsted that assessment should help to improve curriculum implementation and ensure that pupils know more, remember more and can do more.

The aims of assessment at Kington St Michael C.E. Primary School are:

- support high-quality teaching and learning through clear information about pupils' knowledge, skills and understanding
- identify what pupils know, remember and can do, and what they need to learn next
- ensure that assessment is rooted in the intended curriculum rather than in test preparation alone
- help teachers adapt teaching in response to pupils' needs, including during lessons
- promote secure retention of knowledge over time through regular review and retrieval
- provide accurate information for reporting to parents, pupils, leaders and receiving teachers
- support early identification of additional needs, including SEND, and inform appropriate support and review
- enable pupils to understand success criteria, take responsibility for improvement and engage in self-assessment
- provide a manageable and consistent approach that supports staff workload
- ensure that assessment contributes to progression, challenge and standards across all subjects
- support moderation and standardisation so that teacher judgement is reliable and well informed

Statutory assessment and Reporting Requirements

Assessment at primary level must comply with the relevant statutory duties and published assessment arrangements. The school will ensure that:

- the curriculum is broad and balanced, with assessment aligned to the programmes of study for the full National Curriculum
- assessment supports the duty to identify, support and review pupils with special educational needs and disabilities
- reasonable adjustments are made so that assessment is fair and accessible for pupils with protected characteristics and additional needs
- personal data linked to assessment is handled lawfully, fairly and securely
- safeguarding concerns arising from assessment information are followed up in line with school procedures
- pupils are assessed using the current statutory primary assessment arrangements, including:
 - Reception Baseline Assessment
 - EYFS Profile at the end of Reception
 - Phonics Screening Check in Year 1
 - Multiplication Tables Check in Year 4
 - Key Stage 1 and Key Stage 2 statutory tests and teacher assessment, where applicable
- parents receive regular reports on progress and attainment in a clear and meaningful format
- assessment practice reflects the graduated approach of assess, plan, do, review for all pupils including those with SEND where reasonable adjustments are in place to support the pupil.

Curriculum Coverage

Assessment will reflect the full breadth of learning across the primary curriculum. Broadly, pupils are assessed on their ability to:

- develop secure knowledge, vocabulary and concepts across subjects
- recall and apply what they have learned with increasing independence
- use subject-specific language accurately
- explain their thinking, make connections and justify answers
- demonstrate fluency, reasoning and problem-solving in mathematics
- read with accuracy, fluency, understanding and respond to an age-appropriate text
- write for different purposes, audiences and contexts with increasing control
- engage in scientific enquiry and working scientifically
- acquire and apply knowledge in foundation subjects, including: history, geography, art and design, design and technology, computing, music, physical education, religious education, personal, social, health and economic education, where taught through the curriculum

Formative Assessment

Formative assessment will take place daily and will include:

- effective questioning, including think time and talk partners

- observation of pupils' work, talk and participation
- discussion and conferencing with pupils
- feedback at the point of learning
- marking and review of work with pupils
- self-assessment and peer assessment
- quick checks such as quizzes, spelling and arithmetic checks, phonics checks and recall tasks
- review of work against success criteria

Formative assessment will be used to:

- identify starting points
- expose misconceptions
- check understanding during teaching
- adapt lesson pace and sequence
- provide immediate support or challenge
- build pupils' confidence and independence

Summative Assessment

Summative assessment will be used carefully, and only when it will provide useful information. It may include:

- End-of-unit or topic checks (What I Now Know)
- Statutory tests and checks
- Teacher assessments at agreed points in the year in reading, writing and mathematics
- Moderation of writing and other assessed work

Summative assessment will be used to:

- Confirm what pupils have securely learned
- Help teachers and leaders understand progress over time
- Support reporting and transition
- Inform curriculum evaluation and planning

Year Group Assessments

Reception	School entry information sheet (ISN/F form) – completed by parents giving developmental information and family details Baseline Assessment by end of Week 6 Assessment fortnight - reading, writing and maths assessment in October, February and June Foundation Stage Profile at end of Reception year Targets set for attainment at end of Year 1
Year 1	Phonics assessments – Every three weeks Assessment fortnight - reading, writing and maths assessment in October, February and June Future learning targets set Phonic Screening Check - May

Year 2	Assessment fortnight - reading, writing and maths assessment in October and February Optional SATs tests in May Phonic checks if required Future learning targets set
Year 3	Assessment fortnight - reading, writing and maths assessment in October, February and May Future learning targets set
Year 4	Assessment fortnight - reading, writing and maths assessment in October, February and May Future learning targets set
Year 5	Assessment fortnight - reading, writing and maths assessment in October, February and May Future learning targets set Multiplication Check - May
Year 6	Assessment fortnight - reading, writing and maths assessment in October and February Future learning targets set SATs testing in May Transition meetings with secondary schools

Target Setting and Tracking

Precise target setting and rigorous and regular tracking of progress towards targets is central to the effective systems used. A range of data is used in the process:

- School data
- National and local data
- Prior attainment data showing standards achieved in assessments
- Teacher assessment data
- Question Level Analysis (QLA)
- Data showing proportions of pupils making above, at or below expectations in each cohort
- Data showing proportions of pupils expected progress, or above or below this
- Attendance data
- Groups vulnerable to underachievement tracking
- Group and individual targets and progress tracking
- Subject leader performance and attainment data and analysis
- Moderation and standardisation practices
- Progress and attainment data for intervention groups

Targets will be:

- specific and understandable to pupils
- focused on the next step in learning
- shared in child-friendly language
- used to support motivation and self-improvement
- reviewed regularly
-

Targets may be set for individuals, groups and cohorts where this is helpful for progress and planning

School targets

Assessment data collected is used as a starting point to identify areas of strengths and weaknesses in the school. From these reviews, school development and improvement plans, staff development, subject leader action plans and priorities and resourcing needs are identified.

Cohort and Class targets

Teachers review previous assessment information to make predictions about how groups of children should be performing. Teachers track the class or cohort progress in relation to these predictions. They may require intervention at class or cohort level so that the children can achieve what is expected of them.

A knowledge organiser is stuck into the front of the book to demonstrate the areas of the curriculum covered. Subject Leaders monitor coverage and standards by scrutinising these books and our Cohort Curriculum Tracker, known as the 'Smartie File.'

Inclusion

Assessment must be fair, accessible and responsive to the needs of all pupils. The school will ensure that assessment:

- does not disadvantage pupils because of SEND, EAL, disadvantage, low prior attainment or high prior attainment
- uses reasonable adjustments where appropriate
- considers language load carefully
- allows pupils to demonstrate learning in different ways where suitable
- is supported by visuals, scaffolds, modelling and structured talk where needed
- includes precise assessment of small steps for pupils who need it
- identifies when a pupil is ready for more challenge and greater depth
- is based on high expectations and accurate judgement, avoiding underestimation of capability

For pupils with SEND, assessment will inform support, review and planning. For pupils at risk of underachievement, assessment will be used to identify gaps early and to plan timely intervention. For the most able, assessment will be used to deepen learning and check readiness for more demanding application

Roles and Responsibilities

Senior leaders will:

- ensure assessment remains purposeful, proportionate and aligned to the curriculum
- oversee statutory assessment arrangements and reporting
- monitor the quality and consistency of assessment practice
- ensure assessment information is used to improve outcomes
- support staff workload by avoiding unnecessary data collection
- review the effectiveness of assessment across subjects and year groups

Subject leaders will:

- monitor marking, assessment practice and the quality of evidence in their subject
- promote consistency in teacher judgement
- support moderation and standardisation

- use assessment information to inform curriculum review and development
- identify patterns of strength and weakness in attainment and progress
- discuss learning with pupils and observe teaching
- review work scrutiny, coverage and progression in their subject

Class teachers will:

- plan assessment opportunities alongside curriculum planning
- use professional judgement to assess pupils accurately
- keep assessment records up to date and useful
- use assessment to adapt teaching
- provide effective feedback
- track the progress of individuals and groups
- identify and act on pupils at risk of underachievement
- contribute to moderation and standardisation
- share relevant assessment information with parents and colleagues

Teaching assistants will:

- support assessment through observation, interaction and targeted questioning
- help pupils access learning and demonstrate understanding
- contribute to feedback and recording where directed by the class teacher
- support intervention and pre-teaching as directed

The special educational needs coordinator will:

- support the assessment of pupils with SEND
- review the effectiveness of support and provision
- help staff use assessment to identify barriers to learning
- ensure assessment informs the assess, plan, do, review cycle
- contribute to meetings with parents, pupils and external professionals where appropriate

Governors will:

- understand the school's assessment approach and its impact on curriculum quality
- check that statutory requirements are met
- monitor the use of assessment information to support standards, inclusion and pupil progress
- ensure assessment remains manageable and effective