

St. Luke's CE Primary School Formby



Assessment, Recording and Reporting Policy

Reviewed by Curriculum and Achievement Governors Committee, October 2024
Approved by Full Governing Body Nov 2024
To be reviewed **Autumn 2026**

St Luke's CE Primary School
Assessment, Recording and Reporting Policy
Assessment Recording and Reporting Policy
(See also Marking and Feedback Policy)

1 Introduction

1.1 At St Luke's we believe that the purpose of assessment is to provide information to improve teaching and learning. To achieve this we undertake two different, but complementary, types of assessment: assessment *for* learning and assessment *of* learning.

1.2 Assessment *for* learning (formative assessment) involves the use of assessment in the classroom to raise pupil achievement. It is based on the principle that pupils will improve most if they understand the aim of their learning, where they are in relation to this aim, and how they can achieve this aim (i.e. to close the gap in their knowledge).

1.3 Assessment *of* learning (summative assessment) involves judging pupils' performance against national age-related standards. Teachers may make these judgements at the end of a unit of work, end of a term, end of a year, or end of a key stage. Test results, work produced independently by pupils and their contribution and participation in lessons all help the teacher to make an assessment of the attainment of individual pupils.

1.4 We give our children regular feedback on their learning so that they understand what it is that they need to do better. Research has shown that their involvement in the review process raises standards, and that it empowers pupils to take action towards improving their performance.

2 Intentions

The intentions of assessment in our school are to :

- check pupils' understanding effectively, helping pupils to embed knowledge and use it fluently, and assist our teachers in producing clear next steps for pupils.
- enable the evaluation of pupils' knowledge and skills against curriculum expectations.
- help pupils embed key concepts in their long term memory and use knowledge fluently.
- check pupils' understanding in order to inform teaching and identify and correct any misunderstandings.
- provide regular information for parents that enables them to support their child's learning.
- provide the headteacher and governors with information that allows them to make judgements about the overall effectiveness of the school.
- enable learners to develop detailed knowledge and skills across the curriculum and, as a result, achieve well.

3 Planning for assessment

Assessment helps our pupils to embed knowledge and use it fluently, both within subjects and across subjects, and assists our teachers in producing clear next steps for pupils.

3.1 We use the National Curriculum and our school's curriculum statement to guide our teaching. In this statement we set out the intentions, implementation and impact of our curriculum, underpinned by our Christian values, characteristics of learning (EYFS) and independent learning drivers (L.E.A.R.N.), and give details of what is to be taught to each year group.

3.2 We plan our lessons with clear learning intentions. We base these upon the teacher's detailed knowledge of each child and the pupils' prior learning. We strive to ensure that all tasks set are appropriate to each child's ability. Our planning clearly shows the expected outcomes for each unit of work.

3.3 Teachers always share the lesson's learning intention with the children at the most appropriate point in the lesson. They also indicate the way in which the activity is linked to the learning intention, and the criteria against which the work will be judged.

3.4 Teachers present subject matter clearly, promoting appropriate discussion about the subject matter they are teaching. Teachers ask well-phrased questions and check learners' understanding systematically, identify misconceptions accurately and provide clear, direct feedback. In doing so, they respond and adapt their teaching as necessary, without unnecessarily elaborate or differentiated approaches.

3.5 We make a note of those individual children who do not achieve at the expected level for the lesson, and we use this information when planning for future learning.

4 Target-setting

4.1 We set targets in every lesson of Mathematics and English for all our children from the start of the Reception. These targets are challenging but realistic and they are rigorously reviewed by the class teacher alongside the Deputy Head three times a year. At Pupil Progress meetings we identify pupils in danger of standing still or falling behind in relation to national expectations. Intervention strategies are then put in place to address individual needs and parents consulted. For those pupils exceeding expectation, targets are revised to ensure that an element of challenge remains.

4.2 Attainment is reported to parents through termly opportunities for parent-teacher meetings and annual written reports (Appendix 1). In Year 6 targets and progress towards them are also discussed at the two parent-teacher meetings, with pupils sharing the dialogue.

5 Recording

5.1 We recognise various methods of assessing a child's learning. The type of assessment that we make varies from subject to subject. It is not necessary to keep a formal record of all these assessments; we record only the information that affects future learning.

5.2 On our planning sheets we may record those pupils who fail to meet the planned learning intention (recording is done using various methods), or who achieve more than was planned, so that we can take the needs of these pupils into account when planning for the next lesson.

5.3 Three times a year teachers review the progress of every pupil in their care. This shows the starting point and progress of every pupil in reading, writing and mathematics towards year group expectations. This forms the basis for termly pupil progress meetings.

5.4 School leaders (SLT & Governors) and teachers understand target setting and recordings limitations and avoid misuse and overuse. They evaluate how assessment is used in school to support the teaching of the curriculum.

6 Reporting to parents

6.1 We have a range of strategies that keep parents fully informed of their child's progress in school. We encourage parents to contact the school if they have concerns about any aspect of their child's work. Similarly, teachers will always contact parents if they feel there is an issue that needs to be shared: **they will not wait for parent-teacher meetings.**

6.2 Each term we offer parents the opportunity to meet their child's teacher. At these meetings we review the progress pupils have made and their contribution and participation in lessons. Behaviour is also discussed. We ask pupils in Y6 to attend this meeting so that a triangulated discussion and shared understanding can take place. There is also a time in the meeting for issues to be discussed without the child present if the teacher or parents think this is necessary. The areas within EYFS statutory framework are discussed with parents/carers at these meetings.

6.3 Towards the end of the summer term we give all parents a full written report of their child's progress and achievements during the year (Appendix 1). Parents are then invited into school to discuss the report. We also include a space for parental feedback.

6.4 In reports for pupils in Year 2 and Year 6 we also provide a summary of the school's results alongside comparative national data. Y6 pupils receive the standard achieved in the National Curriculum tests in addition to the teacher assessment.

6.5 Before the start of each half term, teachers give parents an update that identifies the main areas of study for that particular year group. This is posted on the school website.

7 Feedback to pupils

7.1 We believe that feedback to pupils is very important, as it tells them how well they have done, and what they need to do next in order to improve their work. We have an agreed code for marking, as this ensures that we all mark in the same way, and the children learn to understand it.

7.2 We give children verbal feedback on their work whenever possible. We usually do this when the children are working during the lesson, although we sometimes give feedback on a particular lesson at the beginning of the next one. When lesson time does not allow for verbal feedback, we write comments on the children's work during marking.

7.3 When we give written feedback to a child, we relate this to the learning intention for the lesson. We make clear whether the intention has been met. If we consider that the intention has not been met, we make clear why we think so. In either case we identify what the child needs to do in order to produce (even) better work in the future.

7.4 Having children assess their own or each other's work can be very effective, because it enables them to clarify their ideas on progressing to the next step, but this must be carefully managed, to avoid unhelpful comparisons. Teachers look at/initial the work themselves afterwards in line with our marking policy.

7.5 We allow regular time for the children to absorb any comments written on their work, to answer any questions written on it by the teacher, and also to ask any questions of their own. There may also be improvements they can work on during this time (Marking to Reflect and Improve *MRI time*). We may start the lesson in this way in order to ensure that the time our teachers spend on marking really has an impact. We believe that learning is maximised when children enter into a dialogue about their work and have the opportunity to reflect and improve.

8 Inclusion and assessment for learning

8.1 Our school aims to be an inclusive school. We actively seek to remove the barriers to learning and participation that can hinder or exclude individuals or groups of pupils.

8.2 We achieve educational inclusion by reflecting on our practice, by monitoring data, and through asking ourselves questions about the performance of individuals and groups of pupils. In this way we make judgements about how successful we are being at promoting racial and gender equality, the inclusion of pupils with SEND and the progress of Disadvantaged Pupils.

8.3 During lessons, teachers use targeted and differentiated questioning and the "thumbs up/thumbs down" technique to make quick assessments of pupils' understanding. At the end of a lesson, pupils are often asked to "RAG" rate (red, amber, green) their work to show their level of understanding.

9 Consistency

Moderation sessions are planned into our schedule of Professional Development meetings to ensure that consistent judgements are made about the level of attainment in various subjects.

10 Monitoring and review

10.1 Our assessment co-ordinator is responsible for monitoring the implementation of this policy. We allocate dedicated time for this important role. The co-ordinator uses this time to scrutinise samples of the children's work, to observe the policy being implemented in the classroom, to assess the impact of intervention programmes and to monitor the progress of individuals and groups.

10.2 This policy will be reviewed every two, or earlier if necessary

Fiona Govan
October 2024

Appendix 1



St Luke's CE Primary School

Annual Report July 2025

NAME:

YEAR GROUP:

TEACHER'S COMMENT

Arial size 12, 23 lines max

Highly personalised - includes:

Behaviour/Character

Attitude

Christian values

3 great things they have done

School representation

1 or 2 aspects for development next year

1 or 2 elements of LEARN with specific examples

Specialist subject – if this is Eng/Maths/Science/RE mention briefly – don't repeat what is on the next page

Pupil photo

How you can help at home:

-
- Up to 3 suggestions
-

Signed: M

HEADTEACHER'S COMMENT

Signed: Mrs K. Allen

Attendance: see enclosed record (current school average = 97%)

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Assessment, Recording and Reporting Policy														
Excellent (99%+)		✓	Good (98%)		✓	Average (96-97%)		✓	Poor (91-95%) Will impact on learning		✓	Unsatisfactory (below 90%) persistent absence Must improve		✓
SUBJECT			EFFORT	COMMENT										
ENGLISH	READING			Arial size 12, 9 lines max										
	WRITING													
	VERBAL													
MATHS				Arial 12, 6 lines max										
SCIENCE	WORKING SCIENTIFICALLY			Arial 12, 7 lines max										
	KNOWLEDGE													
RE				Arial 12, 4 lines max										

DESCRIPTION OF GRADE

Effort

1 = Excellent: Your child always tries their best
3 = Effort could be more consistent

2 = Good: Your child tries their best
4 = More effort needed

If you would like to discuss this report, please email the year group email to make an appointment with your child's teacher before the end of term.

	St Luke's C.E. Primary School Formby RECEPTION REPORT 2025	photo
Characteristics of Learning		
Including: playing and exploring, active learning and creating and thinking critically:		
Personal, Social and Emotional Development		
Communication and Language		
Physical Development		

Literacy	
Mathematics	
Understanding the World	
Expressive Arts and Design	
Your child is meeting 'expected' levels or - not yet reaching expected levels a Good Level of Development.	
Class Teacher:	Head Teacher:
Attendance (Sept 2024- May 2025):	Your child's next teacher: