Monks Risborough
Church of England Primary School
'A school family where everyone thrives in every way.'

# Policy Statement for Assessment and Recording

The policy was reviewed  Autumn 2025
The policy will be reviewed Autumn 2026

Signed ……. Chair of Governors

**OUR SCHOOL VALUES AND VISION**

**Monks Risborough Church of England Primary School - a school family where everyone thrives in every way.**

***Jesus said, 'I came that they may have life and have it abundantly.' John 10:10***

At the heart of our school is a family where all are welcome. We celebrate being part of God's family where everybody respects others, the world around them and also themselves. Guided by our Christian values, it is our ambition to motivate and inspire everyone to be lifelong, resilient and enthusiastic learners. We aspire to equip everyone to meet the challenges of an ever-changing world, and to reach out to the wider community.

We live our vision through:

- Putting the child and their family at the centre of all the decisions we make;
- Creating a warm, positive and loving environment in which to learn and work;
- Having our Christian values permeate a rich and varied curriculum that celebrates diversity, resulting in excellent outcomes for all;
- Providing an inclusive education, developing resilience and independence;
- Making the safety and physical and mental well-being of all pupils, families and staff as important as our achievement in learning;
- Playing an active role in our local and wider community.

| School | British Value |
|---|---|
| Love<br>Community<br>Respect<br>Generosity<br>Friendship<br>Perseverance<br>Thankfulness<br>Responsibility | Democracy |
| | Liberty |
| | Tolerance |
| | Resilience |
| | Rule of Law |

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## 1. Aims

This policy aims to:

- Provide clear guidelines on our approach to formative and summative assessment
- Establish a consistent and coherent approach to recording summative assessment outcomes and reporting to parents
- Clearly set out how and when assessment practice will be monitored and evaluated

## 2. Legislation and guidance

Since the removal of National Curriculum levels in 2014, schools have been free to develop their own approaches to assessment. This policy refers to the recommendations in the Final Report of the Commission on Assessment without Levels.
It also refers to statutory reporting requirements set out in the Education (Pupil Information) (England) Regulations 2005: schedule 1.

## 3. Principles of Assessment

- *Have we clearly distinguished the different types of assessment and their purposes*
- *We have ensured that trying to use it for too many purposes is not confusing the aim of any assessment*
- *Our assessment aims to not add unnecessarily to teachers' workload*
- *We have developed assessment procedures based on best practice in assessment*
- *We ensured that assessment is for all Monks pupils*

## 4. Assessment Approaches

At Monks Risborough CE Primary School, we believe that assessment is at the heart of effective teaching and learning and when it has an effect on planning and informs teaching it raises standards.

In our assessment procedures we recognise the individuality of all children, taking a positive view and recognising that praise and success are great motivators in the learning process.

**At Monks Risborough we see assessment as an integral part of teaching and learning, and it is inextricably linked to our curriculum.**

In our school we seek to assess the pupils' learning in terms of:

- The knowledge, concepts, skills, strategies and attitudes they have developed.
- Their attainment within the Primary Curriculum.
- Their wider achievements, beyond the curriculum.

We use three broad overarching forms of assessment: day-to-day in-school formative assessment, in-school summative assessment and nationally standardised summative assessment.

### 4.1 In-school formative assessment

This enables the positive achievement of pupils to be recognised and informs decisions taken about the next appropriate stage of learning.
Effective in-school formative assessment enables:

- **Teachers** to identify how pupils are performing on a continuing basis and to use this information to provide appropriate support or extension, evaluate teaching and plan future lessons
- **Pupils** to measure their knowledge and understanding against learning objectives, and identify areas in which they need to improve

- **Parents** to gain a broad picture of where their child's strengths and weaknesses lie, and what they need to do to improve

At Monks Risborough formative assessment techniques includes - marking and feedback, questioning, self and peer-assessment, observations.

**Formative Assessment:** Assessment is a continual process and is an integral part of the normal teaching and learning activities in the classroom.

**Examples of teacher assessments used:**

- Discussion with an individual or group of children
- Observation of a specific task
- Low stakes quizzes
- Supervision of a group involved in recording their observations, where specific knowledge is required to fulfil criteria e.g. written work/computation/ drawings etc.
- Listening as children report their findings and ideas for example in a plenary session.

**Each child is assessed in relation to criteria given by statements from the Primary Curriculum program of study and the end of year expectations. Evidence required for this assessment process will be a selection of the following:**

- Work in a child's exercise book.
- Samples of work produced specifically for an assessment.
- Comments collected from the subject's floor book.
- A teacher's written dated comment of a child's individual or group performance in an assessment situation.

This relies totally on the experienced, professional judgement of the teacher, supported by the planning procedure and participation in moderation activities both in school and with external providers.

**4.2 In-school summative assessment**

Effective in-school summative assessment enables:

- **School leaders** to monitor the performance of pupil cohorts, identify where interventions may be required, and work with teachers to ensure pupils are supported to achieve sufficient progress and attainment
- **Teachers** to evaluate learning at the end of a unit or period and the impact of their own teaching

- **Pupils** to understand how well they have learned and understood a topic or course of work taught over a period of time. It should be used to provide feedback on how they can improve
- **Parents** to stay informed about the achievement, progress and wider outcomes of their child across a period

Monks Risborough summative assessment approaches include termly assessments, end-of-topic or unit text, reviews for pupils with special educational needs or disabilities.

Summative assessment will provide useful information for improving future learning

- Providing valid information to assist with setting individual pupil targets.
- Assessment identifies pupils who require support and pupils who require extension.

**Target setting** Pupil targets may include personal, social and emotional achievements, organisational skills, self discipline and attitudes which are considered alongside the academic achievements of each individual child. Such achievements are recognised in several ways, for example:

- by praise and encouragement
- by awarding stickers
- by awarding stamps in their Value Passport
- by being made ‘Thriving Champion‘ and the announcement made during Friday worship
- by awarding prizes and certificates
- house points
- Headteacher Awards
- informing parents

Targets may be set for different groups, for example:

- Individual Pupil Targets – can be social/behavioural but must include academic targets in English and Maths. Curriculum pupil targets are set with the children using our Monks Mindset Heroes - The Power of Yet. Teachers will work with children so they understand their Power of Yet target. It will be stuck in the child’s book and is reviewed with the children during lessons. Once the child has achieved their Power of Yet they will be set another one to ensure the children are making progress.
- Group Target Setting – example, one group may be targeted for full stops (based on formative assessment)
- Cohort Target Setting – is done annually and based on analysis of summative and evaluative assessment

- School Target Setting – should be based on all of the above and will be set annually as an appraisal objective

**4.3 Nationally standardised summative assessment**

Nationally standardised summative assessment enables:

- **School leaders** to monitor the performance of pupil cohorts, identify where interventions may be required, and work with teachers to ensure pupils are supported to achieve sufficient progress and attainment
- **Teachers** to understand national expectations and assess their own performance in the broader national context
- **Pupils and parents** to understand how pupils are performing in comparison to pupils nationally

**Standardised assessments:**

- EYFS (Early Years Foundation Stage) Baseline Assessment
- EYFS (Early Years Foundation Stage) Profile.
- Key Stage 2 tests May (and past papers/ questions over the year)
- Year 1 Phonics Check - June
- Year 2 Phonics re-test for children who did not achieve pass mark in Year 1
- Year 4 Multiplication Check (MTC) - June

The pupils' progress is monitored against specific learning objectives as identified in the daily lesson plans; personal and social skills are continually observed. Summative assessment takes place at clearly specified times indicated in the school Assessment Cycle overview and recorded on the school's tracking system.

**5. Collecting and using data**

The recording process is based on evidence from:

- observation
- listening
- questioning
- selecting examples of pupils' work
- marking

**Recording and tracking**

Record keeping and assessment provide the mechanism through which teachers can focus on the needs and attainment of each child. It is essential that the information recorded should be absolutely necessary, relevant and useful.

**We keep records:**

- to record the pupils' progress and ensure that the curriculum plans guarantee continuity and progression through the programmes of study from class to class;
- to provide teachers with information which enable plans and schemes of work and the allocation of resources and teaching methods to be evaluated and modified where appropriate;
- to provide information when pupils change to a different phase of schooling or move to another school;
- to provide feedback to pupils as well as forming a basis for discussion about their strengths, weaknesses and areas for future focus;
- to provide evidence which will be used as a basis for discussion with parents about the attainment and achievement of their children;
- to provide material to be used in discussion with governors, the L.A., OFSTED, DFE and other outside agencies about the overall performance of groups of pupils of the whole school.

Records kept at Monks Risborough:

- Children are encouraged to take responsibility for their own learning. Class targets may be set for behaviour and can be displayed in the class. It is important that other work is acknowledged as well as targeted work.
- Daily and weekly plans, curriculum overviews, termly plans, yearly plans.
- Individual detailed records of progress in specific subject areas
- Teacher's distance marking sheet and Teacher Time sheets
- Summative whole school records of attainment in Primary Curriculum subjects at the end of each Key Stages of learning - recorded on Sonar Tracker
- Tracking of pupil progress in Reading, Writing, Mathematics and Science is monitored and analysed by the Assessment Coordinator and Subject Leader. Data recorded enables staff to make forecasts based on knowledge of previous attainment and set accurate, challenging targets for each pupil

- Value added progress is monitored for each year group in reading, writing, mathematics and science.
- Ongoing individual records (in the form of Sonar Tracker Statements) are kept of each pupil's progress in the core subjects, based on ongoing teacher assessment. These will be updated at the end of each block of learning.
- Foundation subjects are recorded on a school tracking sheet stating age related expectations for each unit of learning.

6. Reporting to parents

**Reporting** the education of the pupils in the school is considered to be a three way partnership between parents, pupils and teachers. To support this, regular opportunities both formal and informal are provided for the pupil's progress, attainment and achievement to be reviewed.

Formal reporting takes the following forms:

- Two formal parents' evenings in an academic year.
- An annual written report by the class teacher to the parent detailing the pupil's progress, achievements and other activities. The report will also set out general comments on attitudes and behaviour.
- At the end of the Key Stages additional information is provided with the results of the Standard Assessments Tests and Tasks. Comparative school and national level information will also be provided at this time.
- A summary of school results is made available to governors, L.A. OFSTED, DFE and on the schools own website according to statutory regulations.

**7. Inclusion**

The principles of this assessment policy apply to all pupils, including those with special educational needs or disabilities.

**Diagnostic assessment** enables learning difficulties to be scrutinised and classified so that appropriate support or strategies can be provided.

Assessment will be used diagnostically to contribute to the early and accurate

identification of pupils' special educational needs and any requirements for support and intervention.

We will use meaningful ways of measuring all aspects of progress, including communication, social skills, physical development, resilience and independence. We will have the same high expectations of all pupils. However, this should account for the amount of effort the pupil puts in as well as the outcomes achieved.

For pupils working below the national expected level of attainment, our assessment arrangements will consider progress relative to pupil starting points, and take this into account alongside the nature of pupils' learning difficulties.

## 8. Training:

Ensuring accuracy and consistency of teachers' assessment

**A moderation process is required that ensures:**

- Discussions are held between teachers to decide what constitutes evidence of attainment; this is both between classes and across the key stages
- Agreement trials are held within the school (half termly) and between local schools – L.A.
- Use is made of exemplification materials as reference points in moderation for all teaching staff.

## 9. Roles and responsibilities

### 9.1 Governors

Governors are responsible for:

- Being familiar with statutory assessment systems as well as how the school's own system of non-statutory assessment captures the attainment and progress of all pupils
- Holding school leaders to account for improving pupil and staff performance by rigorously analysing assessment data

### 9.2 Headteacher

The headteacher is responsible for:

- Ensuring that the policy is adhered to

- Monitoring standards in core and foundation subjects
- Analysing pupil progress and attainment, including individual pupils and specific groups
- Prioritising key actions to address underachievement
- Reporting to governors on all key aspects of pupil progress and attainment, including current standards and trends over previous years

**9.3 Teachers**

Teachers are responsible for following the assessment procedures outlined in this policy.

## 10. Monitoring

The Achievement Committee will review this policy annually. At every review, the policy will be shared with the governing board.

**All teaching staff** are expected to read and follow this policy.
**Responsibility for ensuring that the policy is followed include:**

- The Headteacher,
- Assistant Head - Teaching and Learning,
- Assistant Head - The SENCO/ Inclusion,
- Subject leaders.

**Monitoring:** The school has a monitoring and evaluating cycle. The curriculum is the responsibility of subject leaders for their subject area, assisted by the assessment coordinator.

- **Curriculum planning and assessment Year Plans:** which outline curriculum content for the year and an indication of the term in which aspects of the curriculum will be covered.
- **Medium Term Plans:** which detail the content to be delivered, including skills and concepts. Plans are based on detailed curriculum schemes. Assessment opportunities need to be made explicit. These assessed objectives on these plans will be used to update the records kept on the school computer and they are available to all teachers.
- **Curriculum Maps:** Which detail: cross-curricular links, purposeful learning outcomes, social development opportunities, key curriculum areas, use of our environment and embedding of our school values. These maps enable mastery of

particular skills to be demonstrated and are be published on the school website

- **Weekly Plans:** which detail intended learning objectives by which the success of children's learning can be measured. Also included are learning activities and groupings to be used. It is expected that these plans will be evaluated at the end of each week to prepare for the following week.

**11. Links with other policies**
**This assessment policy is linked to:**

- Curriculum policy
- Early Years Foundation Stage policy and procedures

This policy statement will be reviewed annually or in response to needs identified in the School Improvement Plan.