Russell Lower School Assessment, Recording and Reporting Policy

Autumn 2026

Review Autumn 2027

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Introduction

The staff and governors at Russell Lower School believe that assessment is integral to high quality teaching and learning. It helps to ensure that teaching is appropriate and that learners are making the progress expected of them.

As assessment is such an important part of the educational provision at school, an Assessment Leader has been appointed to ensure that policies, procedures and practices related to assessment are highly effective; the Deputy Headteacher is the school's Assessment Lead.

As a result of regular staff training, all members of staff are clear about the importance of assessment and the school's approach to assessment.

1. Aims

This policy aims to:

- Provide clear guidelines on our approach to formative and summative assessment and ensure there is always a clear purpose for assessing and assessment is fit for its intended purpose
- Establish a consistent and coherent approach to recording summative assessment outcomes and reporting to parents/carers
- Clearly set out how and when assessment practice will be monitored and evaluated

2. Legislation and statutory requirements

Schools have been free to develop their own approaches to assessment since the National Curriculum levels were removed in 2014.
This policy refers to:

- The recommendations in the final report of the Commission on Assessment without Levels
- Statutory reporting requirements set out in the Education (Pupil Information) (England) Regulations 2005: schedule 1

This policy has due regard to all relevant legislation and statutory guidance including, but not limited to, the following:

- Education Act 2002
- Equality Act 2010
- Data Protection Act 2018
- The UK General Data Protection Regulation (UK GDPR)

This policy has due regard to all relevant guidance documents, including, but not limited to, the following:

- STA 'Multiplication tables check: administration guidance'
- STA 'Phonics screening check: administration guidance'
- STA 'Optional key stage 1 test administration guidance'
- STA 'Optional key stage 1 tests: modified test administration guidance (MTAG)'

This policy operates in conjunction with the following school policies:

- Pupil Equality, Equity, Diversity and Inclusion Policy
- Early Years Assessment Policy
- Behaviour Policy
- Data Protection Policy

3. Principles for Assessment

To ensure:

- assessment is an integral part of teaching, based on best practice, focussing on the curriculum and that it lies at the heart of promoting children's education
- high quality, in depth teaching, is supported and informed by high quality formative assessment
- assessment is well used to help pupils embed and use knowledge fluently or to check understanding and to inform teaching
- early and accurate identification of individuals' needs, so that support can be implemented
- assessment is inclusive of all abilities
- every child reaches their full academic potential as a result of highly effective assessment policy, practices and procedures
- we maintain or improve the school's high standards in pupil achievement and progress
- we achieve our assessment without adding unnecessarily to teacher workload and do not use it in a way that creates unnecessary burdens on staff or pupils

4. Assessment approaches

At Russell Lower School we see assessment as an integral part of teaching and learning, and it is inextricably linked to our curriculum. Formative assessment procedures are used to assess the knowledge, skills and understanding of pupils during lessons and to provide immediate additional challenge, support or scaffolding where this is needed as well as being used to identify gaps in learning and misconceptions so these can be addressed without delay resulting in continued progress.

We use 3 broad overarching forms of assessment: day-to-day in-school formative assessment, in-school summative assessment and nationally standardised summative assessment.

4.1 Day-to-Day In-school formative Assessment

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 wider outcomes, identifying areas in which they need to improve
- **Parents/carers** to gain a broad picture of where their child's strengths and weaknesses lie, and what they need to do to improve

Subject formative assessments are recorded (at least weekly) using the objectives section of Insight and utilised to ensure that future teaching is designed specifically to meet the current learning needs of the children. Foundation Stage continues to use their interactions and observations and Tapestry as their EYFS formative assessment.

A range of day-to-day formative assessment will be used as follows:

Reading

Reading is a priority at Russell Lower School and across the school we have a designated time of fifteen to twenty minutes a day given to reading. In order to support formative assessments, children read to a staff member at least once a week, and with the class teacher at least fortnightly. During this reading time the staff member will question the child on their text and provide a written and verbal comment linked to our reading outcomes for that particular year group.

In Foundation Stage and year 1, following the Essential Letters and Sounds validated phonic scheme, children are assessed on a daily basis through their lessons. On the Friday of each week following ongoing formative assessment children will take home a fully decodable reading book linked to their phonics learning and understanding. It is the Reading Teachers responsibility to ensure that reading books taken home are appropriately matched to known phonemes.

In Year 2 children progress onto our Accelerated Reader scheme. Following the completion of a book children take a short quiz on what they've read. Teachers will then use the quiz data to ensure children are reading regularly and selecting ability-appropriate books (within the ZPD) with some level of challenge. Through the analysis of this data teachers will also set targets and identify gaps in learning and target these to ensure children are making progress.

Maths

In Maths we follow the White Rose scheme of work. Formative assessment is the most important approach to learning in this area. In order to support this, we use the following:

- Flashbacks as the beginning of all lessons in KS1 and KS2
- Regular testing of number bonds, times tables and mental maths and daily use of Doodle Maths and Tables in KS1
- Use of Times Tables Rockstars in KS2

Other assessments

- Over the shoulder marking and feedback (see marking and feedback policy)
- Rich direct questioning – we do not use hands up to ensure all children have an opportunity to provide responses and support us in our assessments
- Self-assessment e.g. thumbs up, traffic lighting, purple editing pen, self-marking against agreed success criteria
- Peer marking
- Observations/interactions
- Flashbacks and regular short recap quizzes/questions
- Discussions with children
- Ongoing assessment of objectives within Insight linked to the National Curriculum (years 1 to 4) or via Tapestry linked to the Early Learning Goals for Foundation Stage.

4.2 In-school summative (main) 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 evaluate** learning at the end of a unit or period of time and the impact of their own teaching
- **Pupils** to understand how well they have learned and understood a topic or unit of work taught over a period of time. It should be used to provide feedback on how they can improve
- **Parents/carers** to stay informed about the achievement, progress and wider outcomes of their child across a period

A range of 'In-school-summative assessments' will be used including, for example:

Reading Assessments

In Foundation Stage and year 1, following the Essential Letters and Sounds validated phonic scheme, children are assessed more formally during the fifth week of each half term through the use of Phonics Tracker. These assessments are designed to inform Reading Teachers where there are sound and grapheme gaps, difficulties with blending and decoding, as well as the children's ability to read harder to read and spell words, which will then enable them to identify the appropriate interventions.

The Phonemes assessment in Phonics Tracker, tests the child's recall of each taught grapheme and its corresponding sound. (N.B. The Phase 5 alternative graphemes are assessed in words in the 'Blending' assessment but not as individual GPCs in the 'Phonemes' assessment.)

The Blending assessment in Phonics Tracker, assesses first the children's ability to read real words, and then pseudo words. Where children have been given a pseudo word, they can interpret the graphemes in any plausible way. Real words must be pronounced correctly.

Following the assessments 'homework' focussing on the knowledge gaps is printed off and sent home to parents.

The Diagnostic Assessment (available on Oxford Owl) allows us to identify a gap in children's knowledge or understanding, or to assess new starters, to ensure that we are able to support them to make rapid progress and consolidate their skills and understanding.

In year 2 (and beyond if required) children are assessed half termly on their phonics knowledge and this is recorded on our school 'Phonics Tracker' document, which is then used as the basis for adaptation of planning and extra provision.

For children accessing the Accelerated Reader scheme they will complete a termly star reader assessment in order to determine their appropriate reading range. This also provides staff with additional information such as estimated oral reading fluency.

Each term, class teachers record on Insight whether the children in their class are significantly below, below, on track or above for reading. Termly, point in time, 'best fit' assessment relating to the National Curriculum age related expectations for Reading or the reading Early Learning Goals.

Maths Assessments

Each term, class teachers record on Insight whether the children in their class are significantly below, below, on track or above for maths. Termly, point in time, 'best fit' assessment relating to the National Curriculum age related expectations for Maths or the mathematics Early Learning Goals.

Writing assessments

Each term, class teachers record on Insight whether the children in their class are significantly below, below, on track or above for writing. Termly, point in time, 'best fit' assessment relating to the National Curriculum age related expectations for writing or the writing Early Learning Goals.

Weekly spelling tests for children in years 1 to 4 based on spellings in the National Curriculum. These are based on words that have been studied in class rather than a random selection of words and also include common exception words. These spellings are sent home for pupils to learn as homework.

Termly testing of age appropriate common exception words.

Other assessments

Ongoing, in lessons, teachers assess whether children are meeting objectives as outlined in subject syllabuses. They use information gained throughout the year to record on Insight in the Spring and Summer terms whether the children in their class are significantly below, below, on track or above for all subject areas or the 17 Early Learning Goals. For the Autumn term this is only recorded for reading, writing and maths from Foundation Stage to year 4.

Reviews of learning plans and EHCPs for pupils with SEN and disabilities. The pre-key stage standards will be used to provide an assessment for pupils engaged in subject-specific study and who are working below the standard of the assessments.

4.3 National 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

Nationally standardised summative assessments include:

- Reception baseline assessment framework (RBA) within the first 6 weeks of a pupil starting reception
- Early Years Foundation Stage (EYFS) profile at the end of reception
- Phonics screening check in year 1 in June (pass/fail with a follow up in Year Two for those children who do not meet standard). The STA 'Phonics screening check: administration guidance' will be followed when administering these checks.
- National Curriculum tests (non-statutory) and teacher assessments at the end of Key Stage 1 (year 2) in May. The STA 'Optional key stage 1 test administration guidance' and STA 'Optional key stage 1 tests: modified test administration guidance (MTAG)' will be followed when administering these tests.
- Year 4 multiplication tables checks in June. The STA 'Multiplication tables check: administration guidance' will be followed when administering these tests.

5. Collecting and using data

Insight is an online system that we use to record assessments of children on an ongoing basis for formative assessment ('objectives') and at given points in time for summative assessments. We use a personalised version of the system to record and track assessment of pupils in Reading, Writing and Maths in the Autumn term **and all subjects in the Spring and Summer terms for <u>all</u> year groups.**

6. Monitoring progress - Assess and review

So that the SLT know the strengths and areas to develop in the school we follow a monitoring and evaluation cycle each term:

a) Assessment Week (Data Deadline on the following Friday)
b) Pupil Progress Meetings with SLT (Following this: Update Provision Maps)
c) Parents' Evenings (Reporting to parents)
d) Monitor Teaching and Learning (Learning Walks – environment and learning in classrooms, Work Scrutiny, Pupil Interviews, Walk Thurs and Instructional Coaching)

e) Feedback to teachers and staff/Implementation of Provision Map strategies
f) Governor/SIP Meetings/Update Self-evaluation Form

School Leaders will then use this information to determine the strengths of the school, and areas of development, according to the attainment and progress data provided for:

- Each year group
- Each key stage
- Each of the school's specified groups of children

School Leaders will also use the data to compare the school to other schools locally and nationally (P4A)
See Appendix 1 for more detail on the assessment cycle.

7. Artificial intelligence (AI)

Artificial intelligence (AI) tools are now widespread and easy to access. Staff, pupils and parents/carers may be familiar with generative chatbots such as ChatGTP and Google Bard. Russell Lower recognises that AI has many uses to help pupils learn, but may also lend itself to cheating and plagiarism.

Pupils **may not** use AI tools:

- During assessments, including internal and external assessments, and coursework
- To write their homework or class assignments, where AI-generated text is presented as their own work

Pupils **may** use AI tools:

- As a research tool to help them find out about new topics and ideas

8. Reporting to Parents/Carers

Parents are encouraged to be active participants in their child's learning. We endeavour to communicate well through newsletters, theme webs, learning logs, the website, reading diaries, reports, open days and parental workshops.

The staff have a range of strategies that keep parents/carers fully informed of their child(ren)'s attainment and progress in school. Parents/carers are offered the opportunity to formally find out about their child's learning each term via the following activities:

Autumn Term	• Parents/carers' consultation evening – discussion with class teacher regarding how the child has settled and any ways parents can support from home.

Spring Term	● Mid-year report issued prior to parents/carers' consultation evening so it can be discussed with any parents' questions ● When a parent/carer meets with their child's group teachers, the teachers give each parent/carer a summary of the child's level of attainment and some information about their progress towards targets in reading, writing and mathematics; they also share areas in which the child needs further support. This includes an opportunity to look at children's work.
Summer Term	● Summer 'Breakfast' Event - Opportunity to look at children's work. Teachers are available during this event and will talk about children's achievements and their next steps when they interact with parents/carers. ● Annual school report. This report will provide parents/carers with an overview of their child's attainment in every subject i.e. whether the child is working below, in line with or above age-related expectations; it also provides information about the child's behaviour, attitude to learning and will detail future targets. In year 1 it will include details of the phonics screening check; in year 4 it will include details of the Multiplication Tables Check.

Parents/carers can also seek information about their child's attainment and progress by speaking with their child's teacher should they have any queries or concerns. This can be done via the class email, over the phone, or booking an appointment with the class teacher.

For children who are making less than expected progress or not on track to be ARE, teachers will be asked to immediately consider appropriate provision to enable accelerated progress and ensure this is recorded on Insight. The teacher will continually monitor and refine these to ensure learning and progress are maximised. There will be an expectation that the gap will be narrowing at every assessment point between these children and their peers.

9. Inclusion

The principles of this assessment policy apply to all pupils, including those with special educational needs or disabilities. The assessment policies, procedures and practices are designed to be fair and fully inclusive. Ultimately, they can be applied to all situations and all children, ensuring that assessment is used to aid the achievements of every child. The school's assessment is free from bias towards factors that are not relevant to what the assessment intends to address.

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.

The engagement model is used for pupils at KS1 and KS2 who are working below the standard of the national curriculum assessments and not engaged in subject-specific study.

The pre-key stage standards are used for statutory assessment at the end of KS1 for pupils who are working below the standard of the national curriculum assessments and engaged in subject-specific study

It is crucial that no child (inclusive of SEND and disadvantaged) is left working from an earlier stage longer than absolutely necessary. Expectations should be quickly raised so work is differentiated/supported/scaffolded for them to achieve within their chronologically appropriate stage. This is the only way a child can be supported to 'catch up' via accelerated learning. Failing to do this will leave them destined to always be behind their peers. Talk to Sarah Knight (Inclusion Lead) or Louise Bunney (assessment lead) if you are in ANY doubt.

10. Training

There is ongoing training around the area of assessment at Russell Lower School with all new teachers guided with the use of Insight and our procedures and processes. ECTs (early career teachers) will focus on assessment as part of their induction and will be supported by an experienced mentor.

Staff development meetings are scheduled as and when needed in order to provide relevant training around assessment such as changes linked to Insight, inhouse moderation and cluster moderation.

LSA training is also scheduled as and when needed in order to further improve learning support assistant's understanding and procedures around assessment such as through marking and feedback and direct, challenging questioning.

Staff are able to request additional training around assessment to the CPD (continuing professional development) lead.

11. Roles and Responsibilities

11.1 Governors

Governors are responsible for:

- The overall implementation of this policy.
- Ensuring that this policy does not discriminate against pupils, in accordance with the school's Equal opportunities and Inclusion - Equality Duty Statement and SEND Policy.
- 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
- Monitoring that school staff are receiving the appropriate support and training on pupil assessment, to ensure consistent application and good practice across the school

11.2 Senior Leadership Team

The SLT are responsible for:

- Ensuring that the policy is adhered to
- Updating the policy in line with any new developments in the school and new government guidance.

- 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
- Making sure arrangements are in place so teachers can conduct assessment competently and confidently, including training and moderation opportunities
- Identifying which pupils will take the phonics screening check and Year 4 MTC
- Identifying which pupils will take KS1 assessments
- Ensuring the tests are administered according to the published guidance, including in relation to access arrangements.
- Ensuring that pupils' responses to the phonics screening check are scored accurately and consistently.
- Ensuring that any pupils who do not meet the 'expected standard' in phonics continue to receive support.
- Following the annual statutory data collection requirements by submitting phonics screening check results to the LA for all eligible pupils, by the LA's deadline.

11.3 Teachers

Teachers are responsible for:

- Following the assessment procedures outlined in this policy to ensure that assessment is carried out effectively and accurately to inform planning and to provide high quality marking and feedback following the school's marking and feedback policy
- Being familiar with the standards for the subjects they teach
- Keeping up to date with developments in assessment practice
- Regularly (at least weekly) updating Insight with formative assessment and completing termly summative assessment according to the school calendar in preparation for pupil progress meetings.
- Reading and understanding all the relevant guidance, including, but not limited to, those identified in the Legal framework of this policy.

11.4 Support Staff

The support staff are responsible for:

- Supporting and challenging pupils with their learning as directed by class teachers and providing feedback on children's learning.

11.5 Subject leaders

Subject leaders are responsible for:

- Monitoring and moderating assessments within their curriculum area; providing appropriate support and guidance to staff in this area.

12. Monitoring and Review

This policy will be reviewed annually by the Senior Leadership Team. At every review, the policy will be shared with the governing board.

All teaching staff are expected to read and follow this policy. The Senior Leadership Team are responsible for ensuring that the policy is followed.

The Assessment Lead will monitor the effectiveness of assessment practices across the school, through:

- Lesson observations/learning walks
- Book scrutinies
- Pupil progress meetings
- Attending moderation with colleagues both inhouse and across the FARM cluster

Appendix 1 – Assessment cycle

Late Summer Term:

- Reception – transition data from Early Years setting shared with class teacher
- Other year groups – data shared from previous class teachers

Autumn Term:

- Teacher-led baseline assessments undertaken in all year groups and RBA in EYFS
- Accelerated Reader assessments completed in relevant year groups
- Assessment Week
- Phonics assessments completed (reception, Year One, Year Two)
- Parent consultations regarding how the child has settled and any ways parents can support from home. This includes an opportunity to look at children's work.
- Pupil progress review meetings using Insight summative assessment data for reading, writing and maths in all year groups for that point in time.
- Monitoring of teaching and learning

Spring Term:

- Assessment Week
- Phonics assessments completed (reception, Year One, Year Two)
- Accelerated Reader assessments completed
- Interim reports to parents
- Parent consultations to discuss interim report and progress towards targets
- Pupil progress review meetings using Insight summative assessment data for all subjects in all year groups including foundation stage
- Monitoring of teaching and learning

Summer Term:

- End of Key Stage One National Curriculum (non-statutory) assessments in reading, punctuation, spelling and grammar, and maths (arithmetic and reasoning)
- Assessment Week
- Phonics assessments completed (reception, Year One, Year Two)
- Accelerated Reader assessments completed
- Pupil progress review meetings using Insight main assessment data for all subjects in all year groups including foundation stage
- Monitoring of teaching and learning
- Foundation Stage EYFS Profile completed through converting EYFS summer main assessment into the Profile on Insight
- Year One Phonics Screening Check and Year Two retakes
- Data submission to Local Authority
- End of year reports to parents with opportunity for consultation
- Transfer information completed for next class teacher and handover organised
- Transfer to middle school completed – discussion and planning between lower and middle school complete

Appendix 2 - entering formative assessment

Formative assessment involves adding attainment marks to Objectives.

This 6 minute video gives a general introduction to using the Objectives page of Insight.

It covers:

- How to load Objectives grids and what you should see on the page;
- How to enter assessments against objectives, including how to do this for several pupils or objectives;
- How to delete assessments when you've made a mistake;
- What the summary data rows are telling you about your assessments;
- How to make your overall teacher assessment above the grids;
- How to assess pupils who are working out of year.

Things this video doesn't cover that may be useful are:

How to use the Filters and Groups to choose different cohorts

Appendix 3 - entering summative (main) assessments

You can use the Enter Data > School Assessments area of Insight to enter any non-statutory assessments you want to record in Insight.

These include teacher assessments, tests, targets and other summative assessments such as book bands.

This 4-minute video gives an overview of how to enter assessments.

Appendix 4 - Attainment overview report

The attainment overview is an easy to use and visually engaging report. It is a quick summary of learning across the school.

This guide will walk through some examples to show how to:

- Access and run the Overviews - Attainment report
- Use the report controls to select subjects and different types of assessment data
- Make use of filters and grouping tools to explore the data
- View a Venn diagram showing combined attainment
- Use the 'Advanced Options' to create different views of your data
- Select the whole school and compare year groups

The guide also includes top tips to help simplify the process and get the most from the report.

Appendix 5 - Progress overview report

The Progress Overview report deals with progress over time rather than attainment at a single point. This report provides a summary and is therefore well suited to audiences such as governors.

In this guide you will learn how to:

- Start the report
- Fix the start and end points
- Set the 'Expected Progress' rate
- Select different subjects and types of assessment
- Apply filters and groups
- Show data for the whole school

Progress will be measured from main assessment to main assessment even for EYFS children from the following year groups.

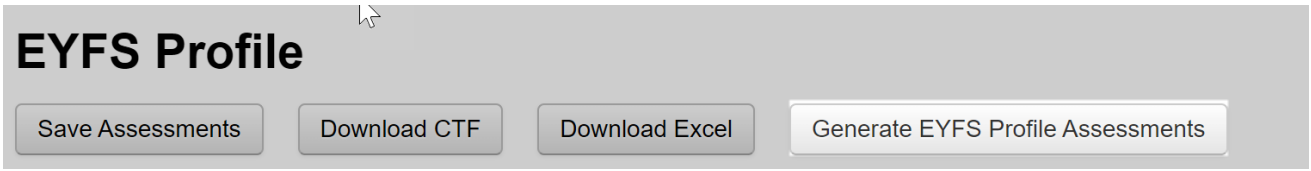
	From	To
For EYFS progress	Autumn term main assessment	Current term main assessment
For Year 1 progress	EYFS summer term main assessment	Current term main assessment
For Year 2 progress	EYFS summer term main assessment	Current term main assessment
For Year 3 progress	Year 2 summer term main assessment	Current term main assessment
For Year 3 progress	Year 2 summer term main assessment	Current term main assessment

From September 2026/27 all assessments will be taken from EYFS summer term main assessment.

Appendix 6 - How to convert Insight main assessment into EYFS Profile

The EYFS Profile will be converted on Insight from the summer term main assessment.

If you've already entered teacher assessments in the summer term, under Main Assessment, for each of the 17 subjects corresponding to the ELGs, you don't need to enter EYFSP judgements separately. Navigate to the page above and click the **Generate EYFS Profile Assessments** button.



Insight will calculate assessments based on any format of teacher assessment. Any teacher assessments which are evaluated by your setup as red or amber will be converted to **Emerging**, and any teacher assessments which are evaluated by your setup as green or blue will be converted to **Expected**.