

Leigh Academy Hartley

Assessment, Recording and Reporting Policy

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Date	Version No	Brief detail of change
May 2025	1.2	School name and staffing updated- S Smith Updated sections on Roles and Responsibilities, Recording and reporting assessments

Rationale:

The aim of this policy is to set out the purpose, nature and management of assessment at Leigh Academy Hartley (LAH) so that all stakeholders have clarity and accountability.

We aim for all children to be Happy, Positive, Achievers (our school vision) and to acquire the values of the International Baccalaureate Learner Profile attributes of being: thinkers, risk takers, communicators, open minded, balanced, principled, caring, inquiring, knowledgeable and reflective.

Assessment complements and assists high-quality teaching and learning; it plays an integral part in the planning process and enables the review of current practice as providing an overview of pupil attainment and progress. It enables both teachers and students to be reflective and informs curriculum innovation and development. As a supportive process, assessment generates evidence of learning, guiding the progress of our students. Assessment is based on clearly communicated learning expectations promoting transparency and consistency.

Rigorous and meaningful assessment, both formative and summative, ensures the provision of an excellent education for all pupils through a consistency of approach across the school and a shared attitude to adapting and updating practice, as appropriate, based on the information gathered.

Our curriculum:

The LAH curriculum is delivered within relevant and purposeful contexts, is built upon prior learning and is designed to be challenging, interesting and motivational for pupils and adults. We aim to create inquiring, internationally-minded, life-long learners who respect and care for the world they live in and all those who live in it. LAH learners will understand how they are connected to the world in order to take action to improve their own lives and the lives of local and global communities.

At Leigh Academy Hartley, we will ensure that:

- Assessment is fair, inclusive and free from bias
- Assessment is open, honest and transparent
- Assessment secures high expectations for all
- Assessment is appropriate to age, task and desired information
- Assessment is accurate and consistent
- Assessment outcomes provide meaningful and understandable information for all stakeholders

Where applicable, we adhere to the guidelines set for national assessments by the Department for Education (DfE) through the Standards and Testing Agency (STA).

The most up-to-date guidance can be found [here](#).

This will include:

- Early Years Foundation Stage: Assessment and Reporting Arrangements (ARA) for Baseline and Profile
- Key Stage 1: Assessment and Reporting Arrangements for the Phonics Screening Check
- Key Stage 2: Assessment and Reporting Arrangements for Y4 Multiplication Check and Y6 SATs

Effective assessments allow:

Students to:

- Demonstrate and share their learning and understanding
- Set goals to improve their learning
- Use their own learning strategies and build on their own strengths
- Build confidence in their own learning and self
- Express their points of view
- Understand what their own needs are and how to improve
- Use their prior knowledge to build on and guide the inquiry process

Teachers to:

- Understand feedback from students
- Clearly define student needs
- Define expectations and outcomes for student/teacher-led inquiry
- Acquire data that can be used to inform students, teachers, levels, school, and parents
- Interpret both quantitative and qualitative data
- Prepare for future inquiries and student questioning

Parents to:

- Understand student learning
- Provide support outside of school
- Celebrate learning and student accomplishment
- Observe and track student progress and growth

Intent of our Assessment Protocols:

The intent of this policy is to give a clear outline of all assessment techniques used at Leigh Academy Hartley in order to ensure that both formative and summative assessment is used effectively and inclusively as a tool to inform planning, track pupil progress and raise standards.

Specifically, we will:

- Regularly assess, record and report on pupils' achievements
- Systematically gather, record and review evidence of pupil attainment and progress
- Use the outcomes of the assessment, recording and review process to monitor and evaluate curriculum planning, driving school improvement to ensure our pupils achieve the very best they can
- Track individuals, cohorts, and groups throughout the school to monitor their achievements and set targets at various levels in order to raise achievement
- Identify strengths and focus areas in the school's provision
- Provide equal opportunities for all pupils, enabling all to progress and achieve
- Encourage pupils' independence by allowing them to take increasing responsibility for their own progress through embedded systems of self-assessment
- Give pupils effective feedback so that they know what they are doing well and what they can do to improve
- Involve all staff, parents and governors in a home-school partnership

Roles and Responsibilities:

The Vice Principal, who oversees assessment, has responsibility for:

- The production and presentation of the assessment policy
- The organisation of the assessment overview for the academic year
- Ensuring staff are informed of new assessment initiatives and are aware of assessment procedures

The Vice Principals for each key stage also have responsibility for:

- The accurate administration and reporting of the EYFS baseline, Year 1 and 2 phonics screening tests, Year 4 MTC and the Year 6 Statutory Assessment Tests (SATs)
- The collection and presentation of assessment data used to inform planning and track individual, group and class progress
- Leading pupil progress meetings wherein focus pupils for each class are identified in order to ensure progress and attainment
- Supporting class teachers to implement assessment protocols and approaches
- Monitoring and developing the use of effective formative assessment within lessons

Subject Leaders are responsible for:

- The production and presentation of progression models for their subject
- Modelling best practice in the use of formative assessment
- Carrying out scrutiny of teachers' short-term planning
- Carrying out scrutiny of pupils' work
- Monitoring the teaching of their subject across the school
- Providing feedback to each year group as a whole and any additional support to individual teachers in the year group where appropriate

Class Teachers are responsible for:

- Keeping assessment records through the use of their digital marksheet and Bromcom
- Ensuring that all records are securely stored- see data protection section
- Making use of formative assessment to adapt teaching and learning both within a lesson and in preparation for the next one
- Ensuring that the Statutory Assessments are administered in accordance with DfE instructions
- Submitting relevant assessment data in a timely manner
- Acting upon what is evidenced in the data e.g. identifying focus pupils, reviewing an area of the curriculum etc
- Ensuring that assessment records are passed onto the next class teacher
- Informing parents about their child's progress through consultations, 2 x mid-year reports and the end-of-year report

Governors will be informed of assessment arrangements through governor visits, assessment reports and formal presentations to the Governing Body.

Implementation:

As an International Baccalaureate World School, our assessment is within and through the Primary Years Programme (PYP), which has four dimensions: monitoring, documenting, measuring and reporting learning. All of these dimensions aim to provide evidence to inform teaching and learning, and both formative and summative assessments are used. Each dimension has its own value; however, we place a greater emphasis on monitoring and documenting learning, as these are critical in providing actionable feedback for the learner. Each dimension has its own strategies and tools:

Monitoring	Documenting
☐ Assessment for learning ☐ Formative assessment ☐ Questioning ☐ Visible thinking routines ☐ Observations ☐ Self and peer assessment ☐ Low-stakes testing ☐ Every piece, every time ☐ Group discussions	☐ Individual inquiry books ☐ Wall displays ☐ Class floor books ☐ Class website page ☐ Social media (eg. Facebook) ☐ Principal's newsletter
Measuring	Reporting
☐ Assessment of learning ☐ Teacher assessment ☐ Summative assessment ☐ National Statutory assessments ☐ Self and peer assessment ☐ SOLO taxonomy to measure conceptual understanding	☐ Pupil progress meetings ☐ Internal data drop to inform planning, learning and teaching ☐ Parent/Teacher/Student conferences ☐ 2 x mid term reports (M2 & M4) ☐ 1 end of year progress report (M6) ☐ LAT Module Reviews

Summative Assessments:

Summative assessments are designed to provide teachers with a 'snapshot' of pupils' current attainment and progress. Summative assessments at Leigh Academy Hartley include:

EYFS: Reception

- Assessment at the start of the year- the Reception Baseline Assessment (RBA). This is a short assessment, taken in the first six weeks in which a child starts reception. This provides a statement of what the child can do on entry to reception.
- EYFS profile assessment for children at the end of reception year. This is a statutory assessment of children's development at the end of the Early Years Foundation Stage (EYFS). The early learning goals (ELGs) are what is assessed at the end of the reception year.

KS1: Year 1

- White Rose maths unit assessments
- Anima Phonics termly progress assessments

- Year 1 Phonics Screening in M6

KS1: Year 2

- White Rose maths unit assessments
- Anima Phonics termly progress assessments
- Year 2 resit Phonics Screening in M6 (for those who did not meet the standard in Year 1)
- STAR reading tests to give a reading age as part of our Accelerated Reader program

KS2: Years 3, 4, 5 & 6

- White Rose maths unit assessments
- Phonics termly progress assessments (for those who need it)
- STAR reading tests to give a reading age as part of our Accelerated Reader program
- Hertfordshire Reading test to give a reading age for fluency
- Years 3, 4 & 5 Testbase assessments for SPAG, Reading and Maths 3 x per year (M2, M4, M6)
- Year 4 Multiplication Tables Check (MTC) in M6
- Year 5 Mock SATs paper in M6
- Year 6 previous SATs papers throughout the year
- Year 6 Statutory Assessment Tests (SATs) in M5

Whole School: Foundation Subjects

- 'Meta Moments' recall tasks used weekly to ensure new knowledge learnt has been embedded
- 'Reflection Reports' used at the end of each unit of inquiry to ensure that new knowledge from this unit and across the academic year has been embedded

Recording Assessment:

Years 1-6

Towards the end of each module, all teachers complete moderation of the current standards their pupils are achieving and this is entered onto our management system, Bromcom. This is completed regularly to ensure that all pupils are continuing to progress as expected; that those who were falling behind are now making accelerated progress and that strategies being employed are having an impact on closing the gaps between pupil groups to ensure the best outcomes for all.

The attainment criteria we use at Leigh Academy Hartley are:

- B- Below: The pupil is working significantly below their curriculum year group
- WTS- Working towards the standard: The pupil is working just below their curriculum year group
- EXS- Expected standard: The pupil is working where they would be expected to for their current curriculum year group
- GDS- Greater depth within the expected standard: The pupil is working above where they would be for their curriculum year group

EYFS

Reception teachers complete a baseline and mid-year data drops into Bromcom for all 17 areas of learning. This will either be a '2' for children who are on track and likely to achieve the expected standard at the end of the year for the area, or a '1' for those who are not. This enables staff to

identify and adapt their provision specifically to close gaps and ensure pupils will be ready for the next stage of their education in Year 1.

From these data drops, the Assessment Lead creates a data report each module, which indicates percentages of children working at WTS, EXS and GDS in reading, writing and maths. This data is for the whole school and is broken into specific pupil groups which are key to our academy's profile (namely SEN and PP).

Reporting Assessment:

At Leigh Academy Hartley, an interim attainment report for each pupil, based on interim assessments and teacher judgements, is sent to parents of children in Years 1-6 at the end of Modules 2 and 4. In addition, a written report for each pupil, based on assessment results and teacher judgements, is sent to parents at the end of Module 6. This written report will also contain results of national summative assessments:

- Y1/2 Phonics screening
- Y4 MTC
- Y6 SATs results (alongside teacher assessment for writing)

There are two parent consultations a year. These take place in Modules 3 and 5, just after the parents have received the interim attainment reports. In these meetings, parents have the opportunity to discuss their child's progress and attainment with their class teacher. They are also invited into 'Open Classroom' sessions where they can sit with their child and view their books.

In line with the SEN Code of Practice (2015), the class teacher, in consultation with the SENCO, will write a personalised plan for those pupils on our SEN register for SEN support, or a provision plan for those pupils on the SEN register with an EHCP. A meeting will be scheduled in modules 1, 3 and 5 to discuss this provision with parents and a completed copy of the plan will then be sent home. In modules 2, 4 and 6, the provision plans are reviewed and further intervention or referral is agreed. For children with an EHCP, provision is also reviewed three times a year; however, there will also be an Annual Review, in which the EHCP itself is also reviewed and updated. External agencies who work with our pupils, such as Speech and Language Therapists, or Specialist Teachers, are also invited to review meetings for all pupils on the SEN register.

Review and Monitoring:

This policy is monitored by the Senior Leadership Team through:

- Regular scrutiny of pupils' books
- Regular monitoring of teaching plans
- Evaluation and review of assessment data
- Lesson observations to monitor the quality of teaching and implementation of teaching plans
- Pupil interviews

All members of staff will evaluate the effectiveness of the assessment policy on a regular basis. This policy will be cross-referenced with what is happening in practice. This policy is reviewed by staff and governors at least every two years, and reviewed whenever government policy changes.

Data Protection:

At Leigh Academy Hartley, we aim to ensure that all personal data collected about staff, pupils, parents, governors, visitors and other individuals is collected, stored and processed in accordance with the General Data Protection Regulation (GDPR) and the expected provisions of the Data Protection Act (2018) as set out in the Data Protection Bill.

This policy applies to all personal data, regardless of whether it is in paper or electronic format. For further information regarding the storage of data, please see the Leigh Academy Trust's policy.

APPENDIX 1

Units of Inquiry

Purpose: Each Unit of Inquiry will include a range of assessments that are deliberately planned to be consistent and developmentally appropriate. Feedback will be designed to allow learners to move forwards with their learning. Teachers are developed to become assessment-capable practitioners and ensure that all elements are assessed: knowledge, skills, concepts and action. The purpose and means of assessment are clearly explained to students during the learning process.

Formative assessment: Assessment is interwoven throughout each Unit of Inquiry'. A provocation stimulates a knowledge-harvest at the start of each unit and is considered a form of ongoing assessment. It will determine the students' prior knowledge, allowing teachers to plan future learning within the context of the lines of inquiry. Formative assessment and learning and teaching are directly linked.

Strategies of formative assessment can be, but are not limited to:

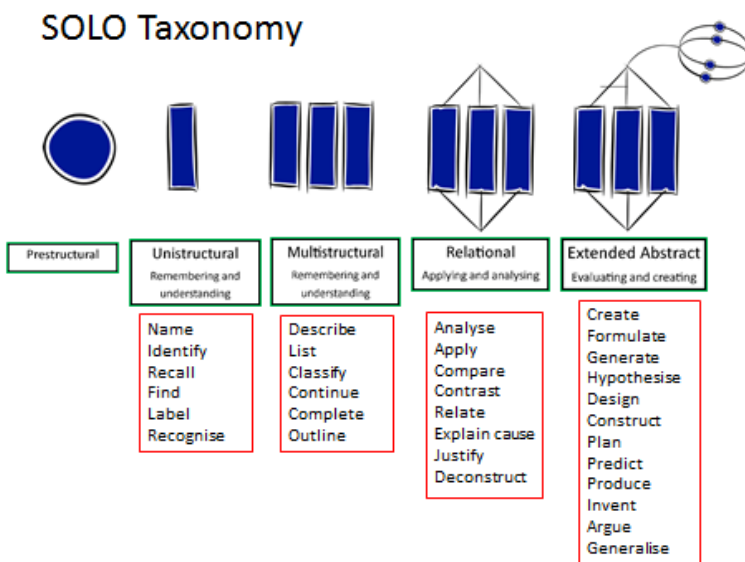
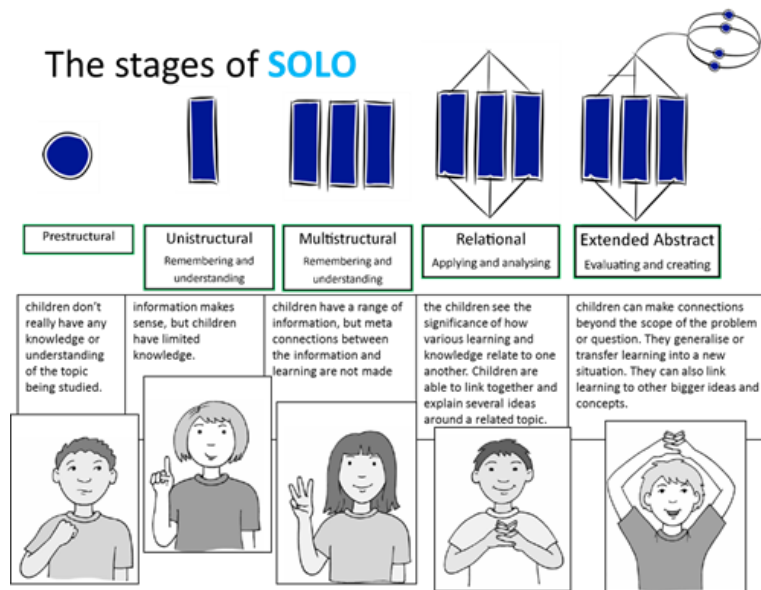
- Observations
- Checklists
- Low-stakes testing
- Understanding check-ups
- Visible Thinking Routines (including Think, Pair, Share)
- Self and peer assessment
- Open-ended tasks
- Performance tasks
- End of unit reflection reports

Summative assessment: Assessment takes place at the end of each unit of inquiry and is an opportunity for students to demonstrate what has been learned; highlighting the knowledge, skills and conceptual understanding acquired.

- Summative assessments may be **backward by design**, whereby teachers identify the desired knowledge, skills and conceptual understanding, design the assessment and then plan the learning activities to ensure its acquisition.
- Assessment may also be **forward by design**, which acknowledges the learning that may have taken place beyond which that has been planned. This includes "soft" skills that are not necessarily measurable, such as the development of the Approaches to Learning (AtLs) or the Learner Profile Attributes (LPAs).
- Summative assessment may be co-constructed with the learners where developmentally appropriate, in order to facilitate students in becoming assessment-capable.

Structure of Observed Learning Outcomes (SOLO) Taxonomy: As learning progresses, it becomes more complex. SOLO, which stands for the Structure of the Observed Learning Outcome, is a means of classifying learning outcomes in terms of their complexity, enabling us to assess students' work in terms of its quality, not the quantity of correct learning. At first, we pick up only one or few aspects of the task (unistructural), then several aspects, but they are unrelated (multistructural, which we reference as **Many Ideas**), then we learn how to integrate them into a whole (relational, known as **Building Ideas**), and finally, we are able to generalise that whole to as yet untaught applications (extended abstract, which we refer to as **Going Further**). The diagram lists verbs typical of each such level. SOLO can be used not only in assessment, but

in designing the curriculum in terms of the level of learning outcomes intended, which is helpful in implementing constructive alignment.



We will be developing SOLO to:

- Provide opportunities to enable pupils to progress through the stages - learning key skills, concepts and knowledge (**Multistructural- Many Ideas**), applying them in contexts with support (**Relational- Building Ideas**), applying skills and knowledge independently and making decisions in a range of contexts (**Extended Abstract- Going Further**).
- Provide a structured framework for pupils to use to progress their thinking and learning.
- Encourage pupils to think about where they are currently with their learning, and what they need to do in order to progress.
- Make assessments at the start of a lesson or unit of work to inform which differentiated learning activity the child completes and use flexible groupings.
- Make assessments at the start and end of a lesson or unit of work to show the progress that has been made.
- Peer and self-assessment enables pupils to assess themselves and each other as learners and to know what to do next.

Feedback and Marking

Purpose: It is vital that teachers evaluate the learning that children undertake in lessons, and use information obtained from this to allow them to adjust their teaching and move learning forwards.

Effective marking and feedback aims to:

- Inform the pupil what they have done well and what they need to do to improve
- Support pupil confidence and self-esteem and contribute to accelerated learning
- Support teachers' assessment knowledge of each pupil as part of thorough formative assessment (assessment *for* learning), in order to plan and refine next steps in learning
- Teach pupils to respond to feedback, self-assess and evaluate their own learning in order to move from self-assessors to self-adjusters.

Our academy feedback and marking policy details the expectations of teachers and students with regards to marking and feedback in the inquiry, maths and skills books.

Conferences

Purpose: Conferences allow the academy to report on student progress. This establishes, encourages and maintains the communication between the home and school, the child and parent/guardian and the learner and teacher.

Parent/Teacher Conferences:

- The parent/teacher conference is an opportunity to establish a relationship with the parent(s)
- Teachers learn about the student from the parent to guide instruction and assessment
- Teachers share evidence of student learning growth with parents
- Goals and concerns for the year to come are developed and addressed.

Student/Teacher Conferences:

- Ongoing, within the classroom, as part of the formative assessment process
- Feedback is adapted to allow learning to move forwards
- Aids students in the reflective process

Learner Profile Attributes (LPAs)

Purpose: Whilst at Leigh Academy Hartley, all stakeholders in the learning process are expected to model the attributes of the Learner Profile. Assessment of the LPAs will take the form of reflections in the end of year report. Students will learn how to self-reflect and set goals on their development of the attributes.

- Assessment of the attributes are student-driven. Parents are encouraged to discuss reflections and targets at home and at conferences.
- Teachers provide time for students to reflect on the LPAs throughout their Unit of Inquiry and when contributing to their end-of year report.
- Each Unit of Inquiry will have two or three LPAs that are designed to be focus attributes
- Students, parents, and school staff are expected to model the LPAs and to show evidence of modelling and understanding the characteristics of all LPAs through behaviour, the behaviour and rewards policy and reflections.