



Sheepscombe Primary School

Assessment and Reporting Policy

This policy was adopted at a meeting of:	FGB Meeting
Held on:	22.09.2026
Date to be reviewed	September 2028
Signed on behalf of the Governors:	
Name of signatory:	Sachi Hatakenaka
Signed by Head teacher	
Name of Head Teacher	Mr Robert Gardner



Sheepscombe Primary School and Little Lambs Nursery fully recognises its responsibility for safeguarding children and the importance of raising awareness of child protections issues. We discharge our responsibility with the attitude that 'it could happen here' where safeguarding is concerned. Any actions we take will be in the best interests of the child and compliant with the relevant statutory guidance.

This policy applies to all staff and volunteers within the school.

Designated Safeguarding Lead (DSL) – Rob Gardner (Headteacher)

Deputy DSLs – Laura White – Jon Ringer

Safeguarding Governor – Tessa Lentel

Gloucestershire Safeguarding Children Board (GSCP) procedures

[Gloucestershire Safeguarding Children Partnership | Gloucestershire Safeguarding Children's Partnership](#)

**Policies available on the school website [Sheepscombe Primary School - Policies](#)
[\(sheepscombeschool.co.uk\)](#)**

This policy should be read in conjunction with:

Safeguarding and Child Protection Policy

Accessibility policy

Teaching and Learning policy

SEN Report to parents and local offer

SEND policy

Early Years policy

Early Years Foundation Stage Framework



Introduction

We believe that effective assessment provides information to improve teaching and learning. We give learners regular feedback on their learning so that they understand what it is that they need to do better. This allows us to base our lesson plans on a detailed knowledge of each pupil. We give parents regular written and verbal reports on their child's progress so that teachers, children and parents are all working together to raise standards for all of our children. This policy applies to all learners in our setting from Little Lambs Nursery through to the end of Key Stage 2.

Aims and objectives

The aims and objectives of assessment in our school are:

- to enable our children to demonstrate what they remember, know, understand and can do in their work
- to help our children understand what they need to do next to improve their work
- to allow teachers to plan work that accurately reflects the needs of each child
- to provide regular information for parents that enables them to support their child's learning
- to provide school leaders with information that allows them to make judgements about the effectiveness of the school
- to raise standards of attainment and behaviour, and improve pupil attitudes and response

Assessment is not a singular activity; it is about measurement of performance at a given point in time and a way of gaining information to promote future learning. We acknowledge that there are two distinct types of assessment used by the school:

- **Assessment for learning** helps to identify the next steps needed to make progress. It takes account of pupils' strengths as well as weaknesses
- **Assessment of learning** is more associated with judgements based on a test at a set point in time.

Assessment for learning: the aims of Assessment for Learning are to:

- Provide insight into pupils' learning for both pupils and teachers
- Promote success for all
- Enable continuous reflection on what pupils know now and what they need to know next (feedback and feed forward)
- Measure what is valued
- Promote immediate intervention and link judgements to learning intentions
- Track pupil performance and in particular identify those pupils at risk of underachievement



- Provide information which can be used by teachers and managers as they plan for individual pupils and cohorts
- Provide information which can be used by parents or carers to understand their pupils' strengths, weaknesses and progress

The teacher will:

- Provide continuous oral and written feedback which identifies strengths and the next step for improvement
- Promote pupil involvement in self-assessment
- Act on insights gained to inform personal targets
- Plan against what children know/can do/understand
- Make standards and objectives explicit to pupils
- Promote inclusion by attending to all pupils' learning needs, particularly for pupils who are at risk of underachievement
- Engage pupils in rich questioning with 'wait' time so that children can formulate their ideas
- Build in time for focused observation of teacher-directed and child-initiated activity

The pupil will:

- Know what the learning is for each lesson
- Know where this learning sits within the sequence
- Know what to do to improve
- Know what standards are required
- Know what has been achieved against known success criteria and what to do next
- Gain confidence, motivation and self-esteem as a learner
- Improve own self-evaluation skills
- Make progress

Assessment within the National Curriculum:

We assess using the National Curriculum for England expectations. This curriculum sets out objectives for each year group, which children aim to achieve by the end of the academic year or key stage. We use the online system 'Insight' to record teachers' observations of the children's achievements in lessons as well as to hold our summative data, which we collect at regular point across the year. This includes our Little Lambs and Reception age children.

The school has created a map for each subject, further divided into year groups and classes which shows the progression of skills in small steps and national curriculum coverage and which reflects the Sheepscombe School offer.

Attainment



This is simply the standard that a child achieves in their work. This is judged against age related expectations for the year group which tells you whether a child is where they should be for their age, above or below. The age related expectation is for children to be working independently within their year group objectives by the end of the summer term.

Progress

This is a judgement of how quickly a child improves in their work. If a child has reached age related expectations at the end of year 3 and is still meeting age related expectations at the end of year 4 then they have made expected progress during that academic year.

Assessment of Learning

The purpose of Assessment of learning is to:

- Provide a summary judgement about what has been learnt at a specific point in time
- Establish national benchmarks about what children can do and about school performance
- Show what pupils can do without support
- Hold the school to account
- Provide information which can be used by other interested parties
- Provide information which can be used to evaluate a school's performance against its own previous attainment over time and against national standards.

The teacher will:

- Provide a periodic summary through teacher assessment and formal tests
- Identify gaps in pupils' knowledge and understanding
- Identify weaknesses in the taught curriculum and in specific areas of learning through analysis of performance which can guide future planning
- Implement strategies to accelerate progress to meet local and national expectations (providing catch up or specialist support where required)
- Mark and measure against expectations outlined in the National Curriculum and the School's subject maps

The Head teacher:

- Hold regular (termly) pupil progress meetings with teachers to discuss attainment and progress
- Support the teacher to identify gaps in pupils' knowledge and understanding
- Support the teacher to implement strategies to accelerate progress to meet local and national expectations
- Support the teacher and SENDCo in the creation of catch up or support plans
- Monitor the effectiveness and best use of Teaching assistants alongside the SENDCo



- Hold teachers to account

The pupil will:

- Be able to gauge their own performance against previous performance
- Be able to measure own performance against externally agreed criteria and standards
- Know what standards and expectations are required
- Be increasingly aware of themselves as a learner and how they best learn
- Be able to know when they need more support and to feel confident to ask for it

We use the following formal assessment procedures to measure outcomes and inform teacher assessment:

Start of EYFS – Completion of Reception Baseline in the Term 1 (National requirement)

End of EYFS – Completion of the EYFS profile and tracking of the % of pupils achieving a “Good Level of Development” -teacher assessment

Year 1 - Phonics Screening Test at the end of the school year

Year 6 – End of year, standardised tests for reading, GPS and maths

Year 6 – Teacher assessment of writing, moderated within school and with cluster partners or externally by the LA (4 year cycle)

Year 1- 6 – NFER tests (Spelling, Reading, Mathematics) in December, April and July

Year 2 and Year 6 Practice SATS tests during the year at the discretion of the teacher.

Year 2 – make use of optional SATS style assessment papers provided by the DfE (SATS became non statutory in September 2023 but materials will be available to schools choosing to use them)

Little Wandle Letters and Sounds Termly Assessments and Heat Maps (LWLS is our chosen DfE approved phonics provider)

Year 4 Multiplication check (National requirement)

Types of formative assessment:

Day to day effective practice would include:

Share learning objectives with pupils	Share the Learning Goal objective for the lesson with pupils at the beginning of the lesson and, where
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	appropriate, during the lesson in language that pupils can understand.
Involving pupils in peer- and self-assessment	Give pupils clear opportunities to talk about what they have learned, and what they have found difficult, using the learning objectives as a focus. Encourage pupils to work/discuss together, focusing on how to improve.
Providing feedback which leads to pupils recognising their next steps and how to take them	Value oral as well as written feedback. Ensure feedback is constructive rather than purely positive, identifying what the pupil has done well, what needs to be done to improve, and how to do it. Identify the next steps for individuals and groups as appropriate.
Promoting confidence that every pupil can improve	Identify small steps to enable pupils to see their progress, thus building confidence and self-esteem.
Involving both teacher and pupil in reviewing and reflecting on assessment information	Provide time for pupils to reflect on what they have learned and understood, and to identify where they still have difficulties. Adjust planning; evaluate effectiveness of task, resources, etc. as a result of assessment.

Termly strategies:

Termly effective practice would include

Monitoring of critical path planning by head teacher and/or subject leaders at the start of each term	Provide time for staff to co-plan at the start of each theme Review effectiveness of planning through lesson observations and book looks as well as discussions with staff. Track the progression of phonics teaching across different groups to ensure consistency of approach
Learning walks/lesson observations in each term	Head teacher, subject leaders and governors review books and interview pupils about their learning and their understanding of next steps to improve.
Monitoring of books by head teacher and subject leads during each term	Provide time for staff to review progress, coverage and marking and feedback in books.
Moderation across year groups	Provide time for regular moderation of work linked to the National Curriculum (internal and external moderation with cluster schools)



Informal end of unit assessment tasks to be used at the teacher's discretion	Assessment tasks available to inform and support ongoing teacher assessment.
Pupil progress meetings with head teacher and data Week 6 each term	Time provided for Head teacher and class teachers to review progress of learning. To identify groups of pupils making expected and exceeding expected progress. To come up with strategies to ensure pupils who are not making expected progress close the gap.
Parent/Teacher/Pupil consultation evening October and April	Time provided for pupils to review progress in their work with the teacher by looking back, identifying improvements and next steps. Parents then talk through their progress and new targets with parents and teachers at meetings. Parents have opportunities to look at all of their child's work
Written reports December and July	Reports summarise the achievements of pupils during the term. Parents have the opportunity to respond to comments.

Formal testing Y6 SATs Y1 phonics screening Y4 MTC	Pupils undertake Standard Assessment Tasks in Reading, GPS and Mathematics in May of Y6. Writing is teacher assessed. Results for year 6 are externally marked. Y1 complete phonics screening test which is retaken at Y2 by children who do not reach the pass mark. Year 4 undertake the Multiplication check. EYFS undertake Reception Baseline From September 2023 onwards year 2 SATS tests are non statutory but the school is able to chose to use materials provided by the DfE , which we plan to do.
Baseline unaided writing/drawing task	Pupils undertake an unaided writing/drawing task at the beginning of the year as a benchmark for pupil progress discussions that follow over the year. Pupils continue to write unaided on subjects of their choice during Free Write Friday sessions and other 'writing for pleasure' sessions. EYFS and KS1 children complete Weekly News independently each week
School performance	Head teacher and governors review progress and attainment, comparing results with previous year and against the national benchmarks.