



ASSESSMENT PLANNING AND REPORTING POLICY

This Policy was approved by Governors In:	October 2026
This Policy was shared with staff in:	October 2026
Implementation of this Policy will be monitored by:	SLT
Monitoring will take place at regular intervals	
The Policy will be reviewed annually or more regularly if needed.	
Policy Review Date:	September 2026
Date of next Policy Review:	September 2027

This policy should be used in conjunction with the Teaching and Learning Policy and other whole-school policies.

KEY PRINCIPLES OF ASSESSMENT

Assessment should show clearly what a child knows, understands and can do.

- Teacher assessments should have clear aims and inform future teaching
- It should be part of the teaching and learning process
- It should take place in familiar surroundings
- Children should know what is expected of them and what they are being assessed on
- It should be recorded in a clear and concise way to inform future planning
- Procedures should be varied and allow for different approaches to assessment e.g. samples, testing, observing, conferencing.
- It should involve looking at the whole child, their personal and social development, attitudes to work and each other

ASSESSMENT AT POVEREST

Foundation Stage and Key Stage 1

Reception

- The baseline assessment is carried out on entry to EYFS. This is called the Reception Baseline Assessment from the Standards and Testing Agency.

Key Stage 1

- Using the Assertive Mentoring assessment programme, or NFER standardised assessments, writing, reading, mathematics and science progress are teacher-assessed against year-group objectives from the national curriculum,
- Records are kept by class teachers using Insight Tracker,
- Teachers use daily assessments within every lesson to adapt their lessons,
- Weekly spelling tests,
- Daily Multiplication Tables,
- Phonics phases are tracked,
- Reading levels and ages are tracked,
- Year 2 children do their Key Stage 1 SATs during the first half of the summer term, their test papers are kept along with all other assessed work.

Key Stage 2

- Using teacher judgements and NFER assessments, termly subject progress is teacher assessed against year group objectives from the national curriculum,
- Records are kept by class teachers using Insight Tracker,
- Teachers use daily assessments within every lesson to adapt their lessons,
- Weekly spelling tests,
- Daily Multiplication Tables,
- Phonics phases are tracked for those children who have not passed the phonics screening,
- Reading levels and ages are tracked,

- Year 6 children take their Key Stage 2 SATs during the first half of the summer term, their test papers are kept digitally along with all other assessed work.

PLANNING

Long Term Planning

The school has long-term plans for every subject which show the coverage and progression across year groups.

Medium Term Planning

The school follows the National Curriculum 2014 objectives. Teachers adapt schemes of work to meet the requirements of their class. Year group topics follow a range of published schemes of work - mainly the Kapow schemes of learning for all subjects except White Rose for Mathematics and The Literacy Tree for English.

Short Term Planning

Teaching staff keep a record of planning, making use of published schemes when appropriate. Planning is emailed to relevant Teaching Assistants to ensure effective communication for learning in the classroom. Individual Education Plans (I.E.P.s) are completed and reviewed by class teachers and parents every term for children with specific needs and these are recorded on insight.

KEY PRINCIPLES OF RECORD KEEPING

Records should:

- Be clear, concise and easy to maintain
- Be easy to interpret
- Show what an individual child has learnt and understood
- Give information about the levels the children are working within all the National Curriculum subjects
- Be accessible to parents and children
- Have a common format throughout the school

Teachers also keep records which they feel may be useful to them and subsequent teachers. All teachers record broad progress in the foundation subjects against key objectives.

TRACKING

The Senior Leadership Team monitors children from each class every half term via work scrutiny, learning conferences and feedback. Assessment data is also monitored through Pupil Progress Review Meetings.

REPORTING TO PARENTS

Open Evenings

These are held termly. Parents are invited to look at their child's work and to discuss their progress with the teacher.

Our 'Celebration of Learning' takes place termly when the school is open for parents to look around at displays of work and children's learning. It is also an opportunity to talk informally to teachers.

Reports

A report on every child is sent out to parents mid-December. This includes assessment data for core subjects and the child's reading ages. A second report is sent out to parents at the beginning of July. This

includes details of the child's progress in all subject areas, targets for improvement and assessment results. Should parents wish to discuss this report an appointment can be made with the class teacher.

Governors' Profile

Is available on the website.

Other Meetings with parents

There are meetings during the summer term for parents of children due to start school in the following September.

Parents of children with Special Needs have the opportunity to meet their child's teacher and the SENCO to review progress at parent's evenings.—Parents may come in to speak to their child's class teacher but an appointment should be made via the school office.

MODERATION

Why moderate?

All teachers need to develop a shared understanding of National Curriculum standards and the application of these when judging a child's performance.

Moderation at Poverest

Termly Moderation and Assessment staff meetings are held with each teacher. Each teacher is required to provide examples of work at different standards.

Standardisation Meetings

Year 2 and Year 6 teachers should attend standardisation meetings as part of SATs training; additionally, they are encouraged to meet with other teachers from across the L.A. to exchange ideas and knowledge as well as to agree standards.

Test Results

Test results are discussed and analysed by staff and governors using the school's assessment tracker including the IDSR, ASP and other associated data. These results are used together with other relevant data to evaluate our teaching, to see where our strengths and weaknesses lie and assess which areas of the curriculum we need to focus on and set targets for the future.