



BADSWORTH
CofE School

CARE – Prepare – Believe
'I can do all things through Him who strengthens me.'
Philippians 4:13

Assessment, Recording and Reporting Policy **March 2026**

Assessment is an integral part of teaching and learning and lies at the heart of promoting children's education. Assessment should be fit for the purpose intended. At Badsworth assessment processes and practices will be:

- manageable
- informative and used for planning teaching and learning
- evaluated
- reviewed regularly

Quality assessment will enable the effective monitoring and evaluation of teaching and learning whilst also reporting performance across the school for individual pupils.

Assessment and the Curriculum

At Badsworth, assessment of pupils' attainment and progress is directly linked to the curriculum content but does not restrict teaching and learning solely to the specific content in the National Curriculum. It also encourages the wider exploration of subjects in order to foster higher attainment and greater enjoyment.

We support the principle that teachers should ensure pupils have secure understanding of key ideas and concepts before moving on to the next phase of learning. Emphasis is placed on the substantive and disciplinary knowledge pupils should acquire throughout the year and at the end of each year group.

In key areas, focussing assessment on the content of the school's curriculum is helpful for parents / carers to provide a clearer sense of how to support the children in building on and consolidating learning.

The Principles and Aims of Assessment

At Badsworth we adopt the 3 main forms of assessment:

1. **In-school formative assessment** – This is used by teachers to evaluate pupils' knowledge and understanding on a day-to-day basis and to tailor teaching accordingly. It is intended to inform planning, teaching and positively impact on learning.
2. **In-school summative assessment** – This enables school to evaluate how much a pupil has learned and measure the progress made at the end of a teaching period.
3. **Nationally standardised summative assessment** – This is used by the Government, the Local Authority and schools to provide information on how pupils are performing in comparison to schools nationally.

These 3 forms of assessment are used in the following ways:

Formative – The information gained 'forms' or affects the learning experiences

Diagnostic – Finding out what attitudes, knowledge, understanding or skills are not properly learned or acquired or developed and may prevent pupils' progress

Evaluative – Informing strategic planning and direction of the school by evaluating the impact of planning teaching and the curriculum on pupils' achievements.

Summative – Recording of information which leads towards an understanding of where the pupils have reached at a point in time,

These forms of assessment enable:

Teachers to know:

- The starting point of all their pupils.
- That pupils are making progress.

- That sufficient progress against national expectations is being made.
- How well pupils are applying their skills, knowledge and understanding across the curriculum.
- Which pupils need more help and in which areas.
- Which pupils need extension work.
- Planning for activities, resources and staffing is well targeted.

The Headteacher, Assessment Leader, Teachers and Subject Leaders to know:

- Whether pupils are making progress.
- Where there are concerns and improvements.
- If pupils' progress is in line with the school's targets.
- How the school compares with national performance.
- How the school compares with other similar schools.
- Aspects of the curriculum and teaching that need to be strengthened.
- The impact of the school improvement plan.

The parents / carers to know:

- If their children are making good progress.
- If and where there are any problems.
- How their children are doing compared with others of the same age.
- How they can help.

The LA/ DfE to know:

- How the school and LA are progressing against their targets.
- The attainment, in terms of EYFS outcomes, National Curriculum Statutory Assessments and teacher assessment at the end of Key Stage 2.
- How the school compares with other similar schools.

Ensuring A Fully Inclusive Approach To Assessment

The principles of assessment apply to all pupils including:

- Pupils with SEN and disabilities and low attaining pupils.
- Pupils from ethnic minorities.
- Pupil premium children.
- Boys and girls.
- Pupils with EAL.
- Travellers.
- Asylum seekers.
- Refugees.
- Pupils who are looked after by the LA.
- Those school class as being vulnerable

Assessment should be inclusive of all abilities. It should be used diagnostically to contribute to early and accurate identification of children's special educational needs and requirements, or for guiding support and intervention. For children with SEN and disabilities, we consider and take account of wider outcomes using meaningful ways of measuring all aspects of progress including communications, social skills, physical development, resilience and independence. High expectations apply equally to pupils with SEN and disabilities as to all other pupils. Therefore, assessment methods may need to be adapted for some pupils. Assessment should reflect the extent to which pupils can apply their learning in a wider range of contexts and enable teachers to determine what they need to do to ensure that the intervention and support provided enables children to progress in all areas of their learning and development.

For many pupils with SEN and disabilities, effort applied to learning is significant and our assessment processes recognise this. For pupils working below expected levels of attainment, assessment considers progress relative to starting points and the nature of pupil's learning difficulties.

At Badsworth, the SENDCo (Special Educational Needs Co-ordinator) - in liaison with the Assessment Leader – closely monitor the progress of pupils with SEN, disabilities and those who are pupil premium and identified as disadvantaged.

Teachers work alongside the SENDCo and Assessment Leader. Pupils' individual learning needs are analysed. For SEND pupils, a graduated approach – assess, plan, do, review – is outlined in their Supporting Me To Learn Plan (SMTLP) which is shared with parents. The SENDCo is responsible for monitoring and reviewing any intervention programmes. The SENDCo is responsible for the special needs teaching assistants. The SENDCo works with external agencies / specialists and ensures relevant information / strategies / training is available to staff.

Wakefield Progression Steps are used for some pupils. Termly SMTLP meetings are held with parents with an additional meeting taking place in June to aid in the class/school transition. Pupil Progress Meetings are held half termly with the Assessment Leader.

Our Approach To Different Forms Of Assessment.

Assessment for Learning

This school is committed to the tenants of Assessment for Learning. We believe that in order to be effective, assessment needs to be a partnership between teacher and child in which the latter is a well-informed participant.

Assessment for learning manifests itself in the following ways:

Daily Review - To begin a lesson by reviewing what was covered in the last lesson so that recently acquired knowledge and skills are activated and those early, tenuous connections reinforced.

Assessment Questions – Where appropriate, teachers will start the lesson with a 'last week', 'last unit' and 'last year' question so that acquired knowledge is drawn upon from different times in their learning.

Lesson Objectives/Enquiry Questions – These are shared with the children to focus their attention on what they are learning.

Steps to Success – Specific and focussed steps to success are made clear by the teacher and when appropriate created by the children. The steps to success help our children be clear about what is expected of them, how to achieve the objective and what they are being assessed on. This, in turn, gives us a more accurate picture of the children's achievement.

Response to feedback - Whether written or verbal, from teachers or TAs, children are given the opportunity to revisit and improve their work in the context of feedback and next steps in their learning.

Self-Assessment – Self-assessment is regularly used in classroom practice. Children re-draft, mark, correct, and extend using a different coloured pen or pencil. A variety of self-assessment strategies are used. For example, 'smiley faces', underlining or circling key words or points, evaluating a 'star' element in their work and / or identifying an improvement or a 'wish' to develop and checking their work against specific criteria.

Peer-Assessment – Peer-assessment may also be used where appropriate and within a supportive framework, using similar strategies outlined under Self- Assessment.

Talk Partners/Thinking Time – In class discussion, children are given the opportunity to clarify their thoughts through 'talk partners' & 'thinking time'. In this way, we ensure that the children's responses are being assessed, not their ability to speak publicly or to react under pressure.

Interactive Lessons – Teachers will regularly assess the understanding of the class as a whole through various interactive strategies e.g. small whiteboards, thumbs up/down, visualisers to model children's responses, and various other techniques including those outlined by Tom Sherrington and Oliver Caviglioli in 'Teaching Walkthrus' in line with Rosenshine's principals of education.

Day-to-day Formative Assessment

Formative assessment consists of many different and varied tasks and approaches. It is an integral part of teaching and learning. It allows teachers to understand pupil performance on a continuing basis through:

- identifying pupil needs
- facilitating pupils' progress
- evaluating teaching strengths
- knowing if knowledge and understanding is secure enough to move forward, or whether further consolidation work or a different approach is necessary
- knowing when a pupil has been able to demonstrate application of a skill with increasing independence or confidence
- identifying which pupils to target for additional support

- providing opportunities for exploring a concept in greater depth before moving on to new work
- scrutiny of planning – long, medium and short term

This allows teachers to tailor assessments to the underpinning knowledge and skills being taught.

In school, formative assessment **helps pupils** to measure their knowledge and understanding against learning objectives and wider outcomes and to identify where they need to improve.

Effective in-school formative assessment enables teachers **to provide parents** with a broad picture of where their child's strengths and weaknesses lie and what is needed for improvement – thus reinforcing the partnership between home and school in supporting children's education.

Formative assessment approaches include:

- Question and answer during class
- Marking and feedback of children's work
- Observational assessment
- Regular re-cap of prior learning
- Discussion and Talking to Children
- Scanning work for understanding
- Practical work
- Self and peer assessment

In School Summative Assessment

Our in-school summative assessment plan aims to provide school with information which can be used to monitor the performance of pupil cohorts, to identify where interventions may be required and to work with teachers to ensure pupils are supported to achieve sufficient progress and expected attainment.

In-school summative assessment includes:

- End of year progress tests/assessments
- Short end of unit tests/assessments
- Phonics assessments
- Reviews for pupils with SEN and Disabilities
- Continuous EYFS assessments against the Early Learning Goals

In-school summative assessment enables teachers to:

- Evaluate both pupil learning at the end of an instructional unit or period (based on National Curriculum year group outcomes) and the impact of their own teaching (based on subject progression grids outcomes).
- Plan for subsequent teaching and learning
- To know how secure a pupil was in their knowledge of the previous year's curriculum and how ready they are for progression
- Use the information provided by the assessment to support the following year's teacher in differentiating the support given to pupils in the class to achieve the positive outcomes
- To inform school improvement, e.g. curriculum development
- To inform end of year progress meetings, so that attainment results are supported by the broader context of the child's progress and understanding
- To monitor and support pupils' progress, attainment and wider outcomes

In-school summative assessment provides pupils with information about how well they have learnt 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 continue to improve.

In-school summative assessments can be reported to parents to inform them about the achievement, progress and wider outcomes of their children across a period, often a term, half-year or year.

Badsworth Assessment Calendar

Teacher Assessments will be recorded at the conclusion of Autumn 2, Spring 2 and Summer 2.
National Curriculum tests will be used to strengthen Teacher Assessment

Whole School	Half Termly	Pupil Progress Meetings and updating of pupil progress records. (See pupil progress meetings policy)
Foundation Stage	EYFS profile – ongoing throughout the year	Autumn Half Term 1 = EYFS Baseline Assessments Autumn Half Term 2 = EYFS end of term assessments Spring Half Term 2 = EYFS end of term assessments Summer Half Term 2 = EYFS end of year assessments and submitting of the EYFS profile Half Termly - Floppy Phonics Assessments
KS1 & KS2	Autumn Half Term 1	Floppy Phonics Assessments Year 4 & 5 – Half termly TT Rockstars Multiplication Check
	Autumn Half Term 2	English – Reading, Writing & GPS Assessment against NC programmes of study, Floppy Phonics Assessments Year 4 & 5 – Half termly TT Rockstars Multiplication Check Maths - Assessment against NC programmes of study Science - Assessment against NC programmes of study National Curriculum Assessment for Foundation Subjects
	Spring Half Term 1	Floppy Phonics Assessments Year 4 & 5 – Half termly TT Rockstars Multiplication Check
	Spring Half Term 2	English – Reading, Writing & GPS – Assessment against NC programmes of study, Floppy Phonics Assessments Year 4 & 5 – Half termly TT Rockstars Multiplication Check Maths - Assessment against NC programmes of study Science - Assessment against NC programmes of study National Curriculum Assessment for Foundation Subjects
	Summer Half Term 1	Year 6 – statutory assessments Floppy Phonics Assessments Year 4 & 5 – Half termly TT Rockstars Multiplication Check
	Summer Half Term 2	English – Reading, Writing & GPS – Assessment against NC programmes of study, Floppy Phonics Assessments Year 1 – Statutory Phonics Screen Check Year 4 Statutory Multiplication Check Year 5 – Half termly TT Rockstars Multiplication Check Maths - Assessment against NC programmes of study Science - Assessment against NC programmes of study National Curriculum Assessment for Foundation Subjects Year 1 Phonics Screening Check Year 4 Statutory Multiplication Check Year 6 statutory submitting of teacher assessments Annual reports to parents
In-school		Work sampling and moderation Work sampling and moderation (See Monitoring Schedule)

Our assessment grades and criteria currently are:-

Symbol	Colour	Description in relation to age expectations.	Criteria
- - B	Red	Below	The child is working below the PoS for their year group, and may only be able to meet year group statements in a limited area or with support (Approximately this may be the bottom 10% of the cohort)
- W	Amber	Working towards age related expectations	The child is able to access the year group statements. The child is meeting some of the year group statements but is still working towards National standards
= N	Green	At National age-related expectations	The child is meeting the year group statements. The child is working at the year group statements
+ S	Blue	Secure at National age-related expectations	The child confidently meets the year group statements and in some areas is beginning to show a greater depth of understanding. (Approximately this may be the top 25% of the cohort)

++ G	Purple	Greater Depth at National age-related expectations (GDS)	The child is working at the highest standard whereby they are working at a greater depth and breadth. (Approximately the top 10% of the cohort)

Greater Depth In Assessment (The following information is taken from the Final report of the Commission on Assessment without Levels September 2015.)

The word mastery is increasingly appearing in assessment systems and in discussions about assessment. Unfortunately, it is used in a number of different ways and there is a risk of confusion if it is not clear which meaning is intended.

The national curriculum is premised on the understanding of mastery as something which every child can aspire to and every teacher should promote. It is about deep, secure learning for all, with extension of able students (more things on the same topic) rather than acceleration (rapidly moving on to new content). In developing new approaches to assessment, schools have the opportunity to make “mastery for all” a genuine goal.

Any pupils considered to have attained the ‘Mastery standard’ are expected to explore the curriculum in greater depth and build on the breadth of their knowledge and skills within that key stage.

Nationally Standardised Summative Assessment

Nationally standardised summative assessment helps teachers understand national expectations and assess their own performance in the broader national context.

It enables school leaders and school governors to benchmark their school’s performance against other schools locally and nationally, and make judgements about the school’s effectiveness.

It allows the Government to hold providers of education (schools, local authorities, academy chains etc.) to account and to measure the impact of educational policy making and it provides a starting point for Ofsted’s discussions with schools when making judgements about their performance, as part of Ofsted’s wider judgements of a school’s overall effectiveness.

Nationally standardised summative assessment provides information on how pupils are performing in comparison to pupils nationally.

Nationally standardised summative assessment also provides parents/carers with information on how the school is performing in comparison to schools nationally.

Recording and Collection of Assessment Data

Cohort data for the core subjects is collected by the Assessment Leader and Arbor pupil tracking assessment grids are updated and shared with teachers and subject leaders.

EYFS (See the Early Years Foundation Stage Statutory Framework)

Assessing children for the purpose of ascertaining what they have achieved in relation to the early learning goals (ELG’s) is on-going throughout the year in EYFS. The EYFS profile is based on on-going observations and assessment. In September, the Baseline assessment is completed within the first three weeks of school.

EYFS work within the school’s monitoring schedule and within the assessment calendar. Each term, assessments are handed in to the Assessment Leader.

Subject Leaders are responsible for monitoring progress in the foundation subjects alongside their progression grids.

Nationally standardised summative assessment is recorded and submitted in line with DfE guidelines.

Responsibilities

All teachers will be responsible for:

- administering tests and marking any optional tests
- contributing to moderation and the compilation of specific subject portfolios
- maintaining the children’s finished work as evidence for Parents’ Evening
- preparing official records for transfer to receiving schools at the request of the Headteacher
- planning and executing assessment activities/tasks as outlined in their planning

- participating in and contributing to target setting processes
- regularly maintaining and updating their planning and assessment folder in line with the school assessment calendar (tracking grids and records, writing progress book, phonics record, reading records etc.)
- meeting with the receiving teacher to inform and support transition
- completing teacher assessment results in line with assessment calendar and handing to Assessment Coordinator

Year 1, Year 4, Year 6 and EYFS teachers will be responsible for:

- administering the Statutory Assessments in English and Mathematics, Yr 1 Phonics and Year 4 Multiplication Check as and when specified
- completing and submitting the appropriate record forms in line with DfE timetables
- undertaking appropriate assessment training including moderation
- preparing data for official transfer summative record sheets
- reporting Statutory Assessment results to parents/carers
- completing and submitting the EYFS profile results and reporting to parents/carers

The Assessment Leader will be responsible for ensuring:

- NC Tests are administered during the appropriate period of time and to all Year 1, Year 4 and Year 6 children
- all relevant standardised scripts are ordered and supplied to the appropriate teachers
- all relevant assessment manuals are distributed and stored centrally
- any identified special arrangements and procedures are planned and organised
- the Headteacher has copies of all standardised test results and teacher assessment results
- EYFS Assessment is carried out in line with the Foundation Stage Profile
- a Profile is produced to show data for school performance
- regular monitoring and moderation assures consistent assessment standards
- Pupil Progress Meetings take place half- termly
- new or updated assessment data is provided to each class teacher, relevant subject leaders, KS Leaders and SENDCO
- whole school assessment results are reported to all staff and governors and to parents as part of the reporting process
- the school's assessment policy and assessment arrangements are reviewed annually or when necessary
- staff access whole school data performance information at each assessment point

In addition, the Headteacher will need to ensure that:

- the National Curriculum is being implemented, including the statutory assessment arrangements,
- there is a coherent school policy for the gathering, recording, retaining, reviewing and using of evidence
- teachers have adequate opportunities to become familiar with National Assessment Standards
- the school's assessment standards conform to National Standards and there is a developing understanding of these within the school

Marking (see Marking And Feedback Policy)

Marking of pupils' work will be regular and consistent. Strategies such as pupil self- assessment, peer assessment and the use of marking symbols will also be applied as appropriate.

Marking will be well focussed, related to learning objectives, steps to success, pupil's needs and, where appropriate, to pupil targets. Feedback will be focussed upon the qualities of the child's work. It will identify specific ways in which the child's work could be improved. The children will understand the purpose of the comments, and will be given the opportunity to respond to, and act upon them. Any alterations due to feedback will be completed in a different colour from the original work.

Feedback is part of the relationship between teacher and pupil. It should be a positive experience and reflect this relationship making the child feel valued and supported.

Marking will be used to inform planning. Written comments may also provide a model for the pupils. Learning objectives and enquiry questions are used as a title for the children's work and comments relating to the achievement of or progress towards the objective/question may be made.

Work which has been completed with the assistance of an adult, other than the class teacher, is to be initialled by that adult.

An agreed set of marking symbols (English and Maths) will be shared with the children and used by the teachers (see Marking Symbols). The symbols will be applied through the professional discretion of the teacher i.e. not every error will be highlighted for correcting.

Marking will be in green (except for those instances where it is felt green will not be effective).

Homework (see Homework Policy and Guidelines)

Homework is a valued activity which gives our children and parents an opportunity to reinforce and enhance the children's learning. It reinforces the partnership between home and school. Homework will include a variety of tasks to encourage and develop children's substantive and disciplinary knowledge and help them prepare for independent study skills needed in the future years. A homework task sheet is sent home at the beginning of each half-term and also made available on the class's Google Classroom space.

Children will be given an element of choice with homework where they can choose from a selection of tasks with the expectation being one piece is completed each week and shared in class on a Friday. Each piece completed is rewarded with a 'Spotter' in line with school's rewards system.

Homework aims to:

- enhance work already done in class
- give extra practise in the fundamental skills in English and Maths
- discover / research facts and information for various units of work
- prepare children for independent study
- develop their creativity in their own way
- enjoy applying new skills in different situations
- create opportunities for children and parents/carers to work together and discuss learning.

Parental access to the homework policy is available on the website and in the Parent Handbook. Part of the home-school agreement includes a point referring to parental support for their child / children in regards to homework activities.

Monitoring And Evaluation (see Monitoring Schedule)

A monitoring plan is agreed each year. The monitoring schedule enables subject leaders to discuss work samples with children.

Subject Leaders are also given opportunities to talk about their subject with children in classes other than their own in the form of 'Talking to Children' and to observe lessons in line with the monitoring schedule. Subject Leaders maintain an up-to-date portfolio of their monitoring strategies and records e.g., work samples, planning samples, lesson observation forms, talking to children, assessment analysis etc.

Time is given to the moderation of work samples in core subjects.

Subject Leaders provide a termly report of their monitoring findings which is handed into the Headteacher.

The Assessment Leader, Headteacher and Key Stage Leaders will ensure this policy is implemented consistently throughout the school using strategies such as discussion with teachers, pupils and parents/carers, sampling pupils' work, records and reports and sampling teachers' planning.

Reporting And Informing Parents/Carers (see annual report proforma)

Parents/carers are given the opportunity to attend a Parents' Evening in each of the first two terms, giving them a chance to discuss the progress of their child or children.

Where necessary, the school (class teacher) may invite parents/carers in to discuss specific concerns or indeed achievements regarding the progress of any individual pupil throughout the school year.

A written report is sent home at the end of the school year detailing the progress and attainment children have made in the various subjects (Foundation Stage = Foundation Stage Profile results). Written comments on reports to parents/carers are evaluative. By commenting clearly and perceptively on each individual child's progress, and by the inclusion of targets for future learning, the report can help parents/carers, pupils and receiving teachers to continue to move each pupil forward on their learning journey.

Accompanying these reports, parents/carers of Year 6 children are also informed of the statutory assessment outcomes for their children as well as the school's performance via cohort results. This enables parents/carers to compare school results with national data.

Year 1 parents/carers are formally informed of the results of their child's Phonic Screening Check. Year 4 parents/carers are informed of their child's Multiplication Check.

The following approaches are used to keep parents/carers up to date with key changes in curriculum, assessment and learning opportunities:

- parent information evenings – eg specific curriculum focus areas such as phonics and grammar, punctuation & spelling
- shared lesson sessions in class
- sharing assemblies
- information letters and headteacher newsletters
- Statutory assessment parent information meetings
- half-termly class newsletters giving an overview of the curriculum focus areas and class and school events for the half term
- homework
- SEND - Supporting Me to Learn Plan

Linked policies

- Monitoring Schedule
- Curriculum and Teaching and Learning Policy
- Marking And Feedback Policy
- Homework Policy And Guidelines

This policy will be evaluated and reviewed annually or when decisions by the DfE will affect the implementation of this policy.