Assessment and Reporting Policy

Summer Term 2026

Introduction

At Elloughton Primary School, assessment is an integral part of teaching and learning. It is used to identify what pupils know, understand and can do, and to inform next steps in teaching.

Assessment is closely aligned to our curriculum and supports all pupils in making strong progress from their starting points. Our approach ensures that assessment is purposeful, manageable and used effectively to improve outcomes for all children.

Aims

At Elloughton Primary School we aim to:

- Ensure assessment is an integral part of high-quality teaching and learning.
- Provide accurate and reliable information on pupils' attainment and progress.
- Support all pupils, including those with SEND and disadvantaged pupils.
- Ensure consistency in assessment practices across the school.
- Use assessment to inform teaching and support curriculum development.
- Meet statutory assessment and reporting requirements.

Principles of Assessment

Our approach to assessment is guided by the following principles:

- Assessment is directly linked to the curriculum and checks what pupils have learned.
- Assessment is used to inform teaching, not to generate unnecessary workload.
- A balance of formative and summative assessment is used.
- Assessment supports all pupils to achieve their best.
- Teachers use professional judgement to make accurate assessments.

Types of Assessment

Formative Assessment

Formative assessment is at the heart of effective teaching and learning. Teachers use a range of strategies, including:

- Questioning
- Observation
- Retrieval practice
- Feedback (verbal and written)

This enables teachers to:

- Check pupils' understanding during lessons.
- Identify and address misconceptions.
- Adapt teaching to meet the needs of all learners.

Summative Assessment

Summative assessment is used periodically to evaluate what pupils have learned over time. This may include:

- End of unit assessments
- Termly assessments

Summative assessment supports teachers to:

- Identify gaps in knowledge.
- Inform future planning.
- Provide an overview of attainment.

National Assessments
The school meets all statutory assessment requirements, including:

- Reception Baseline Assessment
- Early Learning Goals at the end of Reception
- Phonics Screening Check (Year 1)
- Y4 Multiplication Check (MTC)
- KS2 statutory assessments (SATs) (Year 6)

EYFS Assessment

In the Early Years Foundation Stage, assessment is based on observation of children in both child-initiated and adult-led activities.

Practitioners:

- Use ongoing assessment to understand each child's development.
- Track progress in line with the EYFS Framework.
- Complete the Reception Baseline Assessment.
- Assess children against the Early Learning Goals at the end of Reception.

Assessment in EYFS supports children's development across all areas of learning and informs future provision.

Using Assessment Information

Assessment information is used to:

- Inform teaching and adapt lessons.
- Identify pupils who need additional support or challenge.
- Support discussions in pupil progress meetings.
- Monitor the progress of different groups of pupils.
- Support curriculum development.

Recording and Tracking

Assessment information is recorded termly to support professional discussions about pupil progress.

Senior leaders use this information to:

- Monitor attainment and progress across the school.
- Identify trends and patterns.
- Ensure appropriate support and challenge is in place.

Assessment practices are designed to be manageable and proportionate, ensuring they support teaching and learning without creating unnecessary workload.

Marking and Feedback

Feedback is provided in line with the school's Marking, Feedback and Presentation Policy.

At Elloughton Primary School:

- Verbal feedback is prioritised.
- Written feedback is clear and purposeful.
- Pupils are given opportunities to respond and improve their work.

Feedback is used to move learning forward and support pupils in understanding their next steps.

Reporting to Parents

We aim to provide clear and meaningful information to parents and carers about their child's learning.

Parents receive:

- Termly updates on their child's progress.
- Three consultation meetings each year.
- An annual written report.

Reports include:

- Attainment in relation to age-related expectations.
- Information about progress.
- Comments on personal development and behaviour.

We encourage ongoing communication between home and school to support each child's learning.

Inclusion

Assessment at Elloughton Primary School is inclusive and supports all learners.

- Adjustments are made where appropriate for pupils with SEND.
- Assessment is used to identify and support individual needs.
- All pupils are given opportunities to demonstrate their learning.

Moderation

Moderation ensures consistency and accuracy of assessment across the school.

This includes:

- Internal moderation within year groups and phases
- Whole-school moderation
- External moderation where appropriate.

Roles and Responsibilities

- **The Headteacher h**as overall responsibility for assessment and reporting.
- **Assessment Lead m**onitors and develops assessment practice across the school.
- **Teachers a**ssess pupils accurately and use assessment to inform teaching and learning.
- **Governors e**nsure statutory requirements are met and hold leaders to account.

Monitoring and Review

The implementation and effectiveness of this policy will be monitored regularly to ensure that assessment practices are consistent, inclusive, and support high-quality teaching and learning across the school.

Monitoring activities will include:

- Regular scrutiny of pupils' work by senior leaders and subject leaders to ensure consistency and progression.
- Analysis of assessment data to identify trends, gaps in attainment, and areas for development.
- Lesson observations and learning walks to evaluate the use of assessment for learning strategies in the classroom.
- Moderation of teacher assessments within school and, where appropriate, with external partners to ensure accuracy and reliability.
- Pupil progress meetings between teachers and senior leaders to review attainment and plan targeted support.
- Gathering pupil voice to understand learners' experiences of assessment and feedback.
- Review of intervention programmes to evaluate their impact on pupil outcomes.

The Headteacher and Senior Leadership Team will have overall responsibility for monitoring the policy. Subject leaders will support this process within their areas of responsibility.

This policy will be reviewed every three years or sooner if changes in statutory requirements or school priorities necessitate revisions.

Adoption, Approval, Sign Off

Signed	**Mrs Fulstow**
On behalf of	Full Governing Body
Date	Summer Term 2026

Document Control

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