



ASSESSMENT AND REPORTING POLICY

Approved by	Local Governing Committee
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1. Vision and Ethos

All things are possible for those who believe (Mark 9:23)

Learning together we grow in faith

At Little Heaton CE Primary School, we strive for all our children to reach their full academic, social, emotional, and spiritual potential by building solid foundations during this chapter of their lifelong learning journey. We are committed to providing a safe and nurturing environment where every child is valued and encouraged to flourish.

Our DREAM values underpin all that we do:

- Determination – we show resilience, never give up, and embrace mistakes as learning opportunities.
- Respect – we value and care for each other, our environment, and our community.
- Empathy – we seek to understand and support others with kindness and compassion.
- Aspiration – we set high goals for ourselves and work hard to achieve them.
- Morals – we choose what is right and fair, acting with honesty and integrity.

Assessment at Little Heaton is rooted in our belief that every child can succeed, and that knowing our children well – academically, socially, and spiritually – enables us to give them the best possible opportunities.

2. Purpose of Assessment

Assessment is integral to high-quality teaching and learning. Its primary purpose is to:

- Identify what pupils know, understand, and can do, and use this to inform planning and next steps.
- Ensure that learning opportunities reflect the needs of all pupils.
- Recognise and celebrate achievement while identifying gaps or misconceptions.
- Support pupils to understand their progress and what they need to do to improve.
- Provide accurate information to parents, carers, governors, and other stakeholders.
- Enable leaders to evaluate the effectiveness of teaching, learning, and curriculum provision, and to plan strategically for improvement.

3. Tracking Attainment and Progress

We use Sonar Tracker as our main assessment tracking system for reading, writing and mathematics.

Teachers update Sonar Tracker termly, using a combination of formative and summative evidence. Each pupil's attainment is recorded against year group expectations as:

- Significantly Above
- Above
- Securely At
- Just At

- Below
- Significantly Below

This system allows us to monitor progress over time, identify pupils at risk of underachievement, target interventions effectively, and provide clear assessment information at transition points.

4. Formative Assessment (Assessment for Learning)

Formative assessment happens every day in every lesson and is used to adapt teaching in real time. Strategies include:

- High-quality questioning to check understanding and address misconceptions.
- Use of mini-whiteboards, exit tickets, or quizzes to capture instant feedback.
- Mini-plenaries and retrieval practice to reinforce prior learning.
- Observations of pupils during tasks and discussions.
- Self and peer assessment against success criteria.
- Next-step feedback in line with the school's Marking and Feedback Policy.

Teachers use this information to plan future lessons, adapt groupings, and provide targeted support or challenge.

5. Summative Assessment (Assessment of Learning)

Summative assessments provide a snapshot of attainment and progress at set points in the year. These include:

- Termly assessments in reading, writing, and mathematics.
- End-of-unit/topic assessments in science and foundation subjects.
- Standardized tests (where appropriate) to support teacher judgements.

Assessment outcomes are discussed in termly Pupil Progress Meetings between class teachers and senior leaders, focusing on:

- Pupils not on track to meet age-related expectations.
- Pupils at risk of not making expected progress.
- Those capable of achieving greater depth/mastery.
- The impact of interventions.

6. Subject-Specific Assessment

Reading – Assessed through guided reading sessions, whole-class reading, comprehension tasks, and termly standardized tests. Teachers track progress against national curriculum objectives on Sonar Tracker.

Writing – Judged against national curriculum criteria using independent writing samples collected throughout the year. Moderation ensures consistency of standards.

Maths – Ongoing teacher assessment is supported by termly arithmetic and reasoning tests, end-of-unit assessments, and analysis of misconceptions to inform planning.

Foundation Subjects – Assessed termly against subject-specific objectives. Evidence may include written work, photographs, pupil voice, and practical outcomes.

7. Statutory and National Assessments

- EYFS Baseline – within the first 6 weeks of Reception.
- EYFS Profile – at the end of Reception.
- Phonics Screening Check – Year 1 (and Year 2 resits).
- KS1 Optional SATs – Year 2 (used to support teacher judgement).
- Multiplication Tables Check – Year 4.
- KS2 SATs – Year 6 tests in reading, mathematics, and GPS; teacher assessment in writing and science.

Results are submitted to the local authority and the Cranmer Education Trust by published deadlines.

8. Moderation

Moderation ensures accuracy and consistency of judgements. It takes place:

- Internally during staff meetings.
- Across the LA/trust in subject leader meetings.
- Externally through local authority moderation cycles.

Writing moderation is a particular focus due to the absence of standardized tests in this area.

9. Monitoring and Evaluation

Leaders monitor assessment practice through:

- Book looks and learning walks.
- Lesson observations.
- Data analysis.
- Discussion with staff and pupils.

Subject leaders use assessment information to evaluate curriculum impact and inform development planning.

10. Reporting to Parents and Carers

Parents receive:

- Autumn & Spring Term – verbal report at parent consultations, with information on attainment, progress, and next steps.

- Summer Term – a full written report including statutory assessment outcomes (where applicable).

Teachers may also meet parents at any point during the year to discuss concerns or celebrate achievements.

11. SEND

Early identification of need is essential. Assessment information informs referrals, personalized targets, and reviews of provision. Adjustments are made in line with our SEND Policy, and progress is tracked using the most appropriate measures for each child.

12. Transition

Assessment information – academic, social, emotional, and pastoral – is shared at transition points within school and when pupils move to other settings. This ensures continuity of learning and support.

13. Equal Opportunities

We have high expectations for all pupils. Assessment outcomes are analyzed for different groups, and action is taken to close any gaps in attainment and progress.

Appendix A – Annual Assessment Cycle

A visual version of this cycle is displayed in the staffroom and included in the staff handbook.

Term-by-term summary:

Autumn 1	EYFS Baseline, RWI Phonics, Sonar Judgements.
Autumn 2	Standardized Tests, Foundation Subject Judgements, Pupil Progress.
Spring 1	RWI Phonics, Sonar Judgements.
Spring 2	Standardized Tests, Foundation Subject Judgements, Pupil Progress.
Summer 1	RWI Phonics, KS1 Opt. SATs, Phonics Check, MTC, KS2 SATs.
Summer 2	EYFS Profile, Final Sonar Judgements, Pupil Progress, Transition, Reports.