Lark Rise Academy

Assessment, Recording and Reporting Policy

2026-2027

Introduction

The staff and governors at Lark Rise Academy believe that assessment is integral to high quality teaching and learning (P1/P1A). It helps to ensure that teaching is appropriate and that learners are making the progress expected of them.

As assessment is such an important part of the educational provision at the Academy, an Assessment Leader has been appointed to ensure that policies, procedures and practices related to assessment are highly effective; the Headteacher and the Head of School are the Academy's Assessment Leaders, (P3/P5/P6).

As a result of regular staff training, all members of staff and the governors are clear about the importance of assessment and the Academy's approach to assessment (P6).

Aim

By implementing all that is detailed in this policy, the staff and governors at Lark Rise Academy aim to:

- Ensure that every child reaches their full academic potential as a result of a highly effective assessment policy, alongside related practices and procedures (P5);
- Maintain the Academy's high standards in pupil achievement (P4C);
- Meet all of the requirements detailed in related documents from the Department for Education.

The Purpose of Assessment at Lark Rise Academy (P5/P5A)

There are many purposes of assessment, including:

- Enabling teachers to plan effectively the next steps in learning for their class, for groups of children and for individual children (P1A)
- Enabling teachers to set high expectations for children (P4C)
- Helping children plan the next steps in their own learning (P7A)
- Providing parents/carers with the information they need about their child's learning in order that they can support them effectively at home (P7B)
- Enabling judgements to be made by governors, school staff and external parties, such as Ofsted, about the quality of teaching and pupil achievement at the Academy (P8A/P8B)
- Enabling the Academy to benchmark the quality of its provision against that of other schools locally and nationally (P4A)
- Enabling school staff to check on and support on-going improvement in teaching standards and pupil achievement (P8A/P9)

Principles for Assessment (P6A)

In February 2014, the NAHT designed the following principles to assist schools to develop their own assessment systems. It is expected that every school's assessment systems will be underpinned by these principles and that this will ensure they are fit for purpose. Therefore, the staff and governors have adopted these principles and have designed this Assessment, Recording and Reporting Policy to reflect them accordingly.

NAHT - For Leaders, For Learners **Underpinning Principles for Assessment**
P1. Assessment is at the heart of teaching and learning. ● Assessment provides evidence to guide teaching and learning (P1A). ● Assessment provides the opportunity for students to demonstrate and review their progress (P1B).
P2. Assessment is fair. ● Assessment is inclusive of all abilities (P2A).

● Assessment is free from bias towards factors that are not relevant to what the assessment intends to address (P2B).
P3. Assessment is honest. ● Assessment outcomes are used in ways that minimise undesirable effects (P3A). ● Assessment outcomes are conveyed in an open, honest and transparent way to assist pupils with their learning (P3B). ● Assessment judgements are moderated by experienced professionals to ensure their accuracy (P3C).
P4. Assessment is ambitious. ● Assessment places achievement in context against nationally standardised criteria and expected standards (P4A). ● Assessment embodies, through objective criteria, a pathway of progress and development for every child (P4B). ● Assessment objectives set high expectations for learners (P4C).
P5. Assessment is appropriate. ● The purpose of any assessment process should be clearly stated (P5A). ● Conclusions regarding pupil achievement are valid when the assessment method is appropriate (to age, to the task and to the desired feedback information) (P5B). ● Assessment should draw on a wide range of evidence to provide a complete picture of student achievement (P5C). ● Assessment should demand no more procedures or records than are practically required to allow pupils, their parents and teachers to plan future learning (P5D).
P6. Assessment is consistent. ● Judgements are formed according to common principles (P6A). ● The results are readily understandable by third parties (P6B). ● A school's results are capable of comparison with other schools, both locally and nationally (P6C).
P7. Assessment outcomes provide meaningful and understandable information for: ● Pupils in developing their learning (P7A); ● Parents in supporting children with their learning (P7B); ● Teachers in planning teaching and learning (P7C).
P8. Assessment must provide information that justifies the time spent to: ● School leaders and governors in planning and allocating resources (P8A); ● Government and agents of government (P8B).
P9. Assessment feedback should inspire greater effort and a belief that, through hard work and practice, more can be achieved.

NB School Leaders have linked the reference codes detailed above to the different sections of this policy in order to demonstrate how it has been developed in line with the principles.

Formative Assessment (P1A)

Formative assessment (assessment *for* learning) involves the use of assessment in a range of day-to-day classroom-based activities to raise pupil attainment and aid their progress. Formative assessment procedures are used to identify the achievement of pupils during lessons and utilised to ensure that future teaching is designed specifically to meet the current learning needs of the children. The use of assessment in this way leads to children understanding the aim of their learning, where they are in relation to this aim and how they can achieve this aim (i.e. to close the gap in their knowledge).

Assessment for Learning in Action (P7C)

At Lark Rise Academy, every lesson that is taught is carefully planned, with clear and specific objectives and lesson content set according to the learning needs of the children. The following procedure details how this is achieved.

At the time of planning, each lesson's objectives (which are gleaned from the relevant national planning documentation and expanded upon according to the requirements of the Academy) are linked to specific assessment outcomes (these are referenced on planning documents, by using the full assessment statement).

During each lesson, all classroom staff assess the attainment and progress of the children with whom they are working against the given assessment outcome(s); a range of assessment methods can be used, including:

- Observation
- Questioning
- Discussion
- Marking and feedback

The assessments are recorded in the child's book, class feedback sheet/slide or on the given piece of work using the assessment symbols detailed in the Academy's Marking and Feedback Policy, including:

The child achieved beyond the assessment criteria (exceeded)	***
The child achieved in line with the assessment criteria (expected)	**

The child required support (emerging)	*
Adult support	A
Independent	I
The child is absent (for planning records)	AB

Formative Assessment Records (P4B/P5D)

Following the lesson, the teacher reviews all of the work of the children. Teachers will then utilise up-to-date assessment information to develop future teaching, ensuring that all lessons are tailored to meet the learning needs of the children; teachers will therefore 'plug the gaps' in the children's learning.

It is worth noting that a range of sources are used in order to make a half termly or termly assessment judgement in a subject; test results in isolation can pose issues of validity and therefore a breadth of sources are used in order to arrive at a judgement. In order for children to be assessed as working with greater independence, teachers will need to provide opportunities for them to demonstrate this. Therefore, across the school (except in the Early Years Foundation, where the information will be gathered using observations of the children during child-initiated activities), the required information could be gleaned through the following activities:

Reading: ● Independent work in lessons (children's books) ● During whole class reading sessions assessed by the teacher ● Comprehension assessments ● Reading fluency assessments ● Read Write Inc assessments (Reception, Year 1, Year 2) ● Internal, periodic assessments/tests ● Accelerated Reader Star reader tests ● Standard Assessment Tests (SATs)
Writing: ● Independent work in lessons (children's books) ● Writing assessments ● Dictation tasks (for example, to check children's spelling skills) ● Spelling checks ● Spelling, punctuation and grammar tests (Key Stage 2 only) ● Standard Assessment Tests (SATs) – Grammar, Punctuation and Spelling (GPS)
Mathematics: ● Independent work in lessons (children's books) ● Oral and mental starter activities ● Times Table Rockstars outcomes/Numbots outcomes (times tables and number) ● Times table assessments (where appropriate) ● Oral and mental assessments ● Internal, periodic assessments/tests ● End of unit assessment ● Standard Assessment Tests - SATs (including mocks)

Teachers ensure the assessment information above is captured through the use of our Data Management System (Bromcom). Each teacher logs the assessment information on the overall sheet which then helps to inform half-termly and termly assessment judgements. (See later section 'Overall Mark Sheet')

Summative Assessment – Assessment *of* Learning (P5B/P6/P6B/P6C)

Assessment *of* learning (summative assessment) involves making a judgement of pupils attainment at a given point in time and, where appropriate, comparing the judgement against local and national expectations and outcomes (P4A). Teachers may make these judgements at the end of a term, of a year or of a key stage; in some year groups these judgements are derived using formal tests, including Standard Assessment Tests (SATs).

At Lark Rise Academy, the staff and governors understand that the Government has laid out the expectations of what children need to achieve by the end of each key stage; this understanding has been used to develop curriculum planning for each year group in order that every child's learning journey offers them what they need to achieve the expectations set. These also feature the outcomes of the Department for Education's Assessment Frameworks for the End of Key Stage 1 and Key Stage 2.

The assessment outcomes in the documents provide short, discreet, qualitative and concrete descriptions of what pupils are expected to know in order that they can be assessed effectively.

When staff make an assessment judgement, they will use the terms 'WTS' (Working Towards the Expected Standard), 'EXS' (working at the Expected Standard) or 'GDS' (Greater Depth Standard).
The table below shows how this would be recorded in relation to the **Age Related Expectations**.

Core subjects
Each half term, teachers will record the assessment at that point in time ('actual') against the final End of Year Expectations. For example, a child may be assessed as being at '1WTS' in at the end of the Autumn term but move to '1EXS' during the Spring term.

Teachers will also record an 'on track to achieve…' assessment, which indicates where the child is likely to achieve by the end of the year. Teachers will look at assessment to date and consider if they the child is demonstrating that they are on track to be deemed as expected by the end of the year.

	Maths TA (On track to achieve)	Maths TA (Actual)
Child A	4EXS	4WTS
Child B		

Foundation subjects
Teachers will record the assessment in each foundation subject to reflect where pupils are working at that point in time. This information is collected termly and input on to the Summative Assessment sheets.
Teachers use the Academy's collection of exemplars to further inform and support their summative assessment judgements.

Year 1

1WTS (Year 1 - Working Towards the Expected Standard)	
1EXS (Year 1 - Working at the Expected Standard)	
1GDS (Year 1 - Working at a Greater Depth Standard)	

Year 2

2WTS (Year 2 - Working Towards the Expected Standard)	
2EXS (Year 2 - Working at the Expected Standard)	
2GDS (Year 3 - Working at a Greater Depth Standard)	

Year 3

3WTS (Year 3 - Working Towards the Expected Standard)	
3EXS (Year 3 - Working at the Expected Standard)	
3GDS (Year 3 - Working at a Greater Depth Standard)	

Year 4

4WTS (Year 4 - Working Towards the Expected Standard)	
4EXS (Year 4 - Working at the Expected Standard)	
4GDS (Year 4 - Working at a Greater Depth Standard)	

Year 5

5WTS (Year 5 - Working Towards the Expected Standard)	
5EXS (Year 5 - Working at the Expected Standard)	
5GDS (Year 5 - Working at a Greater Depth Standard)	

Year 6

6WTS (Year 6 - Working Towards the Expected Standard)	
6EXS (Year 6 - Working at the Expected Standard)	
6GDS (Year 6 - Working at a Greater Depth Standard)	

If a child is working well below their own year group curriculum, they would be deemed as working well below the expected standard. Staff will record where those children are in relation to the year group curriculum they are able to access. For example if a Year 5 child is working well below and accessing the Year 3 curriculum, their assessment may be recorded as '3EXS' for example. This allows staff to pinpoint where exactly children are working and provide the learning and support required in order to be able to close the gaps in the child's learning.

Alongside this, staff use the 'Pre Key Stage standards' to assess children who are working below the overall standard of national curriculum assessments at the end of Key Stage One and at the end of Key Stage Two, but who are engaged in subject-specific study.

Early Years Foundation Stage

Teachers will make half termly assessments against 17 key areas, in line with the Development Matters guidance. This sheet is updated on Bromcom. Assessment will capture where the children are working in relation to each strand. They will be assessed as being 'B' - below, 'D' - developing or 'S' - secure. This is reviewed throughout the year to ensure that children are supported to achieve GLD (Good Level of Development) by the end of the year.

Overall Mark Sheet

The use of this mark sheet captures all of the assessment information used to arrive at a half termly judgement.

Teachers utilise this information to determine an attainment judgement for each child at the end of each half term. Teachers then record their judgements in Bromcom and Senior Leaders then carry out a data cleanse process to ensure that there is consistency in judgements across year groups i.e. children with similar percentages in tests are assessed similarly; senior leaders meet half termly with teachers to discuss their findings and, during these meetings, teachers may be asked to provide supporting evidence of their judgements; also, assessments are also checked through in-house moderation to assist in checking for assessment accuracy. Once the assessment of learning outcomes are agreed, children who are not making the progress expected of them are added to a half termly Provision Map, which demonstrates how their progress is going to be accelerated.

This system means that the judgements can be made about any child at any point during the academic year, as long as the overall mark sheet is kept up-to-date; the same judgements will be used by teachers and senior leaders at the end of the academic year to make judgements about each child's attainment and progress as well as attainment progress across the whole school and with regards to specified groups of children. Academy Leaders will also use the data to compare the Academy to other schools locally and nationally (P4A).

Additionally, the end of year assessments will be used to determine the curriculum starting points of the children as they move into the next year group.
The same principles apply even if a child is working at a curriculum level outside of their current year group e.g. if they have special educational needs. Children working outside of the National Curriculum, who previously were assigned P-Scale assessment outcomes, will be assessed against the standards detailed in the Department for Education's pre-key stage assessment framework or the 5 areas of exploration in the Engagement Model. This will be closely tracked using the terms as detailed above (1WTS, 1EXS, 1GDS etc)

Assessment – Other

Target Setting (P4)

Key Stage Leaders will use the curriculum starting points and FFT (Fisher Family Trust) at the beginning of each academic year to set challenging targets for every pupil in Reading, Writing and Mathematics and these will be shared with classroom-based staff at the beginning of the new academic year. The Key Stage Leaders and Subject Leaders will determine each child's target

by using all of the available data related to their attainment and progress from the previous year, as well as from historic key assessment points, such as the end of Reception and the end of Year 2.

Some children will make good progress; this means that the assessment judgement they are given at the end of one academic year will be the same as the target set for them but in the next year group. For example, a child that ends with a '1EXS' assessment judgement at the end of Year 1, would be set a target of '2EXS' in Year 2.

Some children will make outstanding progress; this means that the target that will be set for them will be one stage of development beyond that which they ended on in the previous academic year. For example, a child that ends Year 1 with a '1EXS' assessment judgement would be set a target of '2GDS' for the end of Year 2.

Key Stage Leaders and Subject Leaders will need to ensure that, following the setting of targets, a range on FFT between 20 and 5 will be used as a benchmark for overall progress.

Do children in the Early Years Foundation Stage have targets?
The children in the Early Years Foundation Stage are all aiming to achieve a secure judgement in each of the 7 areas of learning and overall Early Learning Goals.

The Academy's Data Management System (P5C/P6/P6B/P6C)
The Academy uses Bromcom as its Data Management System for both formative and summative assessment; this system was implemented in January 2025.

Bromcom assessment allows you to record and monitor the ability, attainment and progress of pupils through mark sheets, tracking grids and performance analysis.

Progress towards expectations:
All on-screen analysis using Bromcom is based on the most recently recorded achievement, meaning that teachers have instant and ongoing feedback for every child, whilst highlighting current attainment and progress towards expectations. This information allows teachers to monitor coverage of curriculum areas and progression for individuals against achieving ARE (age related expectations).

The data produced by the Data Management System aids School Leaders in making appropriate judgements about pupil achievement. It is understood that the following information can be used to make judgements about each of the subject areas.

Tracking Pupil Progress (P3/P3A/P9)

Children's individual progress will be formally reviewed each half term. Key stage teams, supported by Senior Leaders, will meet to discuss children's progress in Reading, Writing and Mathematics of each child in the key stage through planned Pupil Tracking Interviews. Children who are in the lowest 20% in each of these areas will be a focus for additional support as well as any children who are not making progress in each of the subject areas. Strategies are then recorded in Provision Maps and implemented the following half term.

The information stored on each child's Bromcom Profile along with professional discussions and moderation will be used to determine whether they are on track to achieve their targets.

For those children who are not on track to meet their target, the key stage teams (with support from the members of the Senior Leadership Team) will determine the support strategies that will be implemented to address lack of progress towards targets.

Feedback to Children (P1B/P7/P7A/P3/P3B)

Research has shown that the involvement of children in the assessment process empowers them to take action towards improving their performance and ultimately raises standards. The classroom based staff at the Academy give the children regular feedback on their learning, both during the lesson and at the start of the next lesson based on the outcomes from the previous lesson, so that they understand what they do well and what it is that they need to improve.

The Academy's Marking and Feedback Policy
The Academy's Marking and Feedback Policy has two core purposes:
1. Children and teachers mark the children's work and use their findings to inform their assessments and next steps (P1A)

2. Verbal and written feedback tells children how well they have done and what they need to do next in order to improve (P7A)

The staff and governors at the Academy have an agreed code for marking and feedback, as this ensures that marking is consistent and therefore the children understand what this means; they are able to respond to this at the start of every lesson.

Further details about the Academy's marking and feedback practices and procedures can be found in the Marking and Feedback Policy.

Feedback from Children - Children's Self-Assessment (P1B/P5D)

Children are asked to assess their own learning in order to identify how they feel they have progressed with regards to the lesson's learning objectives. The children share their self-assessments by drawing faces next to the learning objective on **each** piece of work:

- One face = the child found the learning a challenge and that they feel they would benefit from support in the future
- Two faces = the child found the learning to be accessible and they feel they succeeded
- Three faces = the child felt that they excelled in their learning

Assessment Accuracy and Consistency

In order to ensure accuracy and consistency in assessment, the staff team at Lark Rise Academy participate regularly in related events; these include:

- In-house moderation during staff meetings
- Moderation with other schools, organised locally
- Moderation events organised by Central Bedfordshire Council for schools throughout the county
- Moderation events within our Multi-Academy Trust
- Central Bedfordshire Council moderation visits

NB Lark Rise Academy nominates Central Bedfordshire Council as its moderating body.

Inclusion (P2/P2A/P2B)

At Lark Rise Academy, the assessment policies, procedures and practices are designed to be fair and fully inclusive. Ultimately, they can be applied to all situations and all children; ensuring that assessment is used to aid the achievements of every child. The Academy's assessment is free from bias towards factors that are not relevant to what the assessment intends to address.

Reporting Assessment Information to Parents/Carers (P5D/P7B)

The staff at Lark Rise have a range of strategies that keep parents/carers fully informed of their child(ren)'s attainment and progress in school. Parents/carers are offered the opportunity to formally find out about their child's learning each half term via the following activities:

Term	Activity
Autumn Term 1st Half	Learning Review Meetings - discussion with class teacher
	Year 4 Multiplication check mock results letter sent to parents and carers
	EYFS and KS1 phonics tracking assessment progress letter sent to parents and carers
Autumn Term 2nd Half	Opportunity for Parents/Carers to Look at Books *Teachers are available during this event and will talk about children's achievements and their next steps when they interact with parents/carers.*
	Year 4 Multiplication check mock results letter sent to parents and carers
	EYFS and KS1 phonics tracking assessment progress letter sent to parents and carers
Spring Term 1st Half	Learning Review Meetings (Group Teacher/s) *When a parent/carer meets with their child's group teachers, the teachers give each parent/carer a summary of the child's attainment and progress, as well as information about their targets in reading, writing and mathematics that they could work on at home.*
	EYFS and KS1 phonics tracking assessment progress letter sent to parents and carers
Spring Term 2nd Half	Parents/carers receive a report card *The annual report card gives parents/carers an overview of their child's attainment, information about the effort their child makes and their current curricular targets; the Report Card focuses on reading, writing and mathematics.*

	Year 4 Multiplication check mock results letter sent to parents and carers
	EYFS and KS1 phonics tracking assessment progress letter sent to parents and carers
Summer Term 1st Half	Opportunity for Parents/Carers to Look at Books *Teachers are available during this event and will talk about children's achievements and their next steps when they interact with parents/carers.*
	Year 4 Multiplication check mock results letter sent to parents and carers
	EYFS and KS1 phonics tracking assessment progress letter sent to parents and carers
Summer Term 2nd Half	Annual Reports – Sent Home to Parents/Carers *The annual report will provide parents/carers with an overview of their child's attainment in every subject i.e. whether the child is working below, in line with or above age-related expectations; it also provides information about the child's behaviour, attitude to learning and will detail future targets.*
	Year 4 Multiplication check mock results letter sent to parents and carers
	EYFS and KS1 phonics tracking assessment progress letter sent to parents and carers

Parents/carers can also seek information about their child's attainment and progress by speaking with their child's teacher at any time during the school year on an informal basis should they have any queries or concerns.

Monitoring and Review

The Assessment Leader, supported by the Senior Leadership Team, is responsible for monitoring the implementation of this policy.

This policy will be reviewed annually or earlier if necessary.

Katie Waterman (Assistant Headteacher)
Updated September 2025