

Planning, Assessment, Recording and Reporting Policy

Spring 2025

Aims and Key Principles

At Cale Green Primary School, our aim is to provide a broad and balanced curriculum which meets the needs of all our pupils. Planning, assessment, recording and reporting lies at the heart of promoting children’s learning. At Cale Green we recognise that children have the right:

* for their achievements to be recognised;
* for their progress to be recorded and reported upon;
* to know how to progress.

Careful planning and preparation, the assessment of pupil’s performance, precise target setting and the accurate keeping of information gained, are all vital steps in the process of informing the child, parents and teachers of progress. At a management level, assessment information allows us to evaluate the performance of the school and to address school improvement issues on an informed basis. The information gathered, when interpreted appropriately and related to day-to-day teaching and learning in the classroom, will enable the school to improve pupil achievement and attainment.

# Objectives

The National Curriculum and Development Matters are used as the basis for all long / medium / short term planning.

## Long Term Planning:

In order to meet the requirements of the National Curriculum (NC) to ensure breadth and balance, as well as to provide for continuity and progression, our long-term planning is completed in phases in a two-year rolling programme to reflect our mixed-age classes. These can be found in the Medium-Term Plans, which subject leaders have developed to ensure there is adequate coverage and opportunities to revisit learning. The curriculum has been allocated to phases with each class covering specific areas within the Core and Foundation subjects. Aspects of English, mathematics and science are revisited several times within each key stage to ensure complete coverage and to provide periods of consolidation. Policy statements, guidelines and schemes of work are all tied in to the NC Programmes of Study ensuring complete coverage. Each year group has a set of Key Performance Indicators to follow in English, although lessons are planned in mixed-age classes. In addition, maths is also planned in mixed-age classes using the White Rose Maths Hub to ensure there is full coverage. Children in Upper Key Stage 2, are ability-grouped for maths lessons.

In the EYFS, a progressive ‘Challenge Curriculum’ has been created alongside Development Matters to ensure children learn key knowledge and skills in line with the developmental milestones typically expected for their age. It consists of everything we want the children to experience, learn and be able to do, and meets the requirements of the educational programmes in the statutory framework for the Early Years Foundation Stage (EYFS).

Planning meetings occur regularly; usually as part of staff meetings and a variety of issues are covered. These include:

* continuing to develop an effective assessment and recording system;
* methods of reporting to parents, carers and governors;
* transfer of information between teachers, classes and schools;
* resources and materials required;
* INSET needs and INSET feedback;
* home/school links;
* reviewing the School Development Plan, policies, guideline and schemes of work;
* moderation of pupils’ work as part of a timetable of moderation tasks and as part of the Edgeley Writing Cluster;
* assessment for Learning.

# Medium Term Planning:

In the EYFS, medium term planning is done on a half-termly basis. An ‘umbrella’ Challenge question is shared with the children, and subsequent questions are explored within this. The children experience opportunities to learn new information and skills which build on their prior learning across all the areas of learning.

In Key Stage 1 and 2, medium term planning follows a nine-week programme. This planning includes a pre-learning task which assesses the children’s understanding of the topic to be studied, allowing the teachers to plan an appropriate series of lessons. The class teachers expand and differentiate these on Active Inspire flipcharts and short-term planning proformas which have been developed by the school. The National Curriculum forms the basis of medium-term plans for all subjects.

Each subject is planned with learning objectives identified. Copies of the medium-term planning can be found in the Staff Shared Area in a folder which can be accessed by all members of staff so that, in a teacher’s absence, continuity can be ensured. It also means that subject leaders are able to monitor their subject across all phases.

## Short Term Planning:

In the EYFS, weekly plans outline details of how the learning and environment will be organised and how adults will be deployed. It is flexible and child-centred and has periods of time for adult led activities as well as self-initiated play in the planned learning environment, so children can revisit, consolidate and apply what they have learned.

In KS1 / 2, short term planning is completed on a weekly basis. It is acknowledged that weekly planning needs to be flexible to allow for unexpected events and unplanned but necessary reinforcement work. The weekly plans are detailed. They show coverage for low, medium and high ability groups of children. They detail learning objectives, outcomes, activities, resources and vocabulary. They also show any adaptations that may need to be made for individuals. They detail a record of significant progress (ROSP) which provides an immediate assessment. Flipcharts also include GRT challenges for all children. These are challenging tasks which every child has the opportunity to complete.

Children with SEND have their own SEND Support Plans and these include the child’s level of achievement (for reading, writing and maths) at the time of writing. Copies of the Support Plans can be found in the Staff Shared Area and can be used by the class teacher to assist with planning and by the SENCO for information and reference. The Head teacher checks long and medium-term planning regularly. Short term planning is monitored on a regular basis by subject leaders and the Head teacher. All planning is stored on the Staff Shared Area.

**THE MASTERY APPROACH**

Our approach to teaching and learning at Cale Green is a culmination of many years of intensive development as a school.

The Mastery learning model forms the basis of our approach to traditional teaching. This means spending greater time going into depth about a subject as opposed to racing through the things that all children should know. At Cale Green, we believe it is our duty to ensure that children have an absolutely solid, concrete understanding of subject knowledge and skills as well as being emotionally resilient ready for secondary school.

We take learning at a steady and deeper pace, ensuring that no child is left behind, as well as providing deeper and richer experiences for children who are above the national expectation for their age.

We focus on all children achieving what is expected of their age group and not going beyond this. Evidence shows that children need to be able to understand a concept, apply it in a range of situations and then be creative to really understand it. Simply going beyond their age group does not guarantee they understand something, it just means they have heard it.

At our school, no child will be taught content from the year group above them, they will spend time becoming true masters of content, applying and being creative with new knowledge and skills in multiple ways.

It is our intention that the children will experience a range of activities which will:

* develop knowledge, skills and understanding;
* encourage imagination;
* tackle problem solving, practical problems and investigation;
* be completed over both, short and long term;
* involve pupils’ interests, questions and suggestions;
* involve both independent and co-operative work;
* include, where possible, an off-site visit;
* challenge pupils and teachers.

Pedagogical approaches will be varied and aim to stimulate and encourage children’s learning. There should also be a variety of different outcomes to stimulate and encourage the children. For example, doing, observing, talking, listening, reflecting, reading, drawing and writing.

There are three main types of assessment used at Cale Green Primary School:

**Formative Assessment:**

This is used by our teachers to evaluate pupils’ knowledge and understanding on a day-to-day basis and to tailor teaching accordingly.

**Summative assessment**:

This is used to evaluate how much a pupil has learned at the end of a teaching period (end of a Unit / Topic or academic year).

**Nationally Standardised Summative Assessment**:

This is used by the Government to hold schools to account and to provide information on how pupils are performing in comparison to pupils nationally.

**Formative Assessment:**

**Day-to-Day Formative Assessments**

This type of assessment is embedded across all lessons – in all subjects (foundation as well as core). Teachers assess pupils’ understanding of individual learning objectives and identify where there are gaps. This tells the teacher what to focus on in future lessons and prompts them to adapt their teaching approach to improve pupils’ understanding.

Strategies used will vary according to the subject and learning objective taught – these include:

* use of rich question and answer sessions to evaluate pupil understanding and identify gaps or misconceptions.
* use of wipe boards, flip charts and number fans to get instant feedback of understanding.
* mini-plenaries to determine understanding at regular intervals.
* short re-cap quizzes or recall of facts.
* In mathematics lessons, teachers sometimes focus on the wrong answers (which can be used to explore concepts in greater depth and to identify and address any misconceptions).
* observational assessment.
* scanning work for pupil attainment and progress.
* self (or peer) assessment at the end of every lesson based on individual learning objectives and the ‘Success Criteria’.
* 1:1 or group discussions with pupils.
* next step marking and feedback (see Marking and Feedback policy)

**End of Term Summative Tests (Years 1 to 6)** Maths, Reading and GPS

Towards the end of every term, we hold an Assessment Week using summative test papers. These tests give a good indication of whether pupils are working towards, meeting or exceeding year group expectations for the time of the year. This test week is followed by a Pupil Progress Meeting whereby the class teacher, the Senior Management Team and SENCo meet to analyse the results and to plan appropriate targets and support. Assessment information is used to plan teaching and learning strategies, including the identification of pupils who are working below their target stage, falling behind in their learning or who need additional support, enabling pupils to make good progress and achieve well. When tracking assessment information class teachers, the SMT and subject leaders carefully track the progress of different groups within the school. They also compare the progress rate of different groups. This information is then used to help plan to raise standards in any group identified as not having made adequate progress.

**Procedures – Early Years Foundation Stage (EYFS)**:

The EYFS Statutory Framework emphasises the importance of using assessment to help children make progress, not to label or track unnecessarily. The expectation is for formative assessment to remain light-touch but insightful – supporting the identification of children at risk of not meeting developmental milestones and enabling timely intervention and support. Understanding age-related development remains a vital part of this process. It helps practitioners differentiate between what is developmentally appropriate and where targeted support is required.

The EYFS Statutory Framework states that assessment should not entail prolonged breaks from interaction with children. Instead, effective assessment is embedded in day-to-day practice, through regular meaningful interactions. To build a holistic picture of each child, practitioners observe not just skills and knowledge in the Prime and Specific areas of learning, but also consider children’s wellbeing, levels of involvement, and the characteristics of effective teaching and learning. Understanding what motivates each child, how they approach learning, and the contexts in which they thrive remains central. This detail is vital in conveying the overall picture of a child’s developmental and learning journey.

Crucially, relationships with parents and carers is prioritised, as their insights form an integral part of this picture. What a child does at school versus at home can be very different in some instances, especially where a child may have a specific educational or developmental need or perhaps where a child’s speaks in home language at home.

Our assessment is primarily based on what we know about the child from our own professional knowledge and observations, as clarified in both the EYFS Statutory Framework and the EYFS Profile Handbook. Observational assessment is the start of a cycle– observe, assess, plan. Therefore, we engage with children in varied contexts, responding sensitively to their learning, and observing with purpose. Following observations, we reflect on and discuss what we have seen, and use these insights to inform next steps: planning environments, adult interactions, and additional support if needed.

Staff undergo training, professional discussions, and ongoing moderation among the team to develop a shared understanding of typical developmental milestones and of each incremental step towards these milestones and what they might look like in practice using Development Matters as a guide.

A particularly vital moment in this cycle is the baseline assessment when a child first starts in a class. Establishing a baseline provides us with a clear picture of where a child is developmentally at the point of entry- ensuring they are supported effectively from the beginning. This baseline is informed by a combination of professional observation, parental insights, and any prior information from other providers, rather than a reliance on standardised data sets. The EYFS Statutory Framework and the EYFS Profile Handbook both emphasise the need to identify children who are not yet meeting typical milestones, and a baseline assessment is an essential part of this. We use this initial information to tailor the learning environment, our interactions, and the experiences we provide to meet the unique needs of each child.

**EYFS Profile**

In the final term of Reception, the EYFS Profile is completed for each child. This provides parents, carers and practitioners with a well-rounded picture of a child’s knowledge, understanding and abilities, their progress against expected levels, and their readiness for Year One.

The profile reflects ongoing observation (as described above), records, discussions with parents and carers and adults working with the child. Each child’s level of development is assessed against the early learning goals (ELGs) on our SIMs program.

Practitioners must indicate whether pupils are:

* Meeting expected levels of development
* Not yet reaching expected levels (Emerging)

The Reception teachers meet with the Year 1/2 teachers (as a part of our Handover Meeting at the end of the academic year) to discuss each child’s stage of development and learning needs. This informs planning in the first term of Key Sage 1 and beyond.

At the end of the Reception year we give parents a written report which:

* States the child’s attainment against the ELGs
* Summarises attainment in all areas of learning
* Comments on general progress including the characteristics of effective learning. Parents are invited into school at the end of Reception to discuss the Profile.

The report is specific, concise and identifies appropriate next steps. The results are also sent to the Local Authority. The EYFS profile data is used to measure Good Levels of Development within the EYs setting:

* levels of learning and development in each of the areas of learning for individual pupils and the class
* the attainment of children born in different months of the year
* the attainment of different groups of children e.g. SEN and Pupil Premium

**Procedures - Nationally Standardised Summative Assessment**

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

Year 1 Phonics Screening Check

This check demonstrates how well a child can use the phonics skills they’ve learned up to the end of Year 1 and identifies pupils who need extra phonics help. It consists of 40 words and non-words that a student reads 1:1 with a teacher. Each child is scored against a national standard – children who do not meet the expected level in Year 1 are given extra phonics support and then repeat the test near the end of Year 2.

End of Key Stage 1 tests

All pupils sit the following optional tests at the end of Year 2:

* + Reading
	+ Mathematics
	+ Writing (teacher assessment)

Year 4 Multiplication Test

All Year 4 children will complete a times table check in June. It consists of 25 questions which they must answer in six seconds or under. They do this using a tablet or a PC.

End of Key Stage 2 tests

All pupils will take the following tests at the end of Year 6:

* + Reading
	+ Grammar, Punctuation and Spelling (GPS)
	+ Mathematics
	+ Writing (teacher assessment)

At the end of KS2, pupils will be given a scaled score and a ‘performance descriptor’ against the expected standard. We use these results to benchmark our school’s performance against other schools locally and nationally. The Senior Management Team makes judgements about the school’s effectiveness and analysis of data is used to inform the School Development Plan.

**Assessing children with SEND**

As stated in the EYFS Framework, “providers must have arrangements in place to support children with Special Educational Needs and Disabilities (SEND)”. We recognise our role in supporting children is especially important as this may be the child’s first experience of education outside of the home. We aim to make this a positive, safe and inclusive experience for every child.

Effective practice in the early years starts with a carefully planned, high-quality curriculum and all observations and assessments should be linked to the intended learning. When we notice that a child is not progressing through the curriculum as intended, we shape teaching and learning experiences appropriately so each child can learn what we intend. If a child has not secured the intended learning following adaptations to our practice, this is when we would consider additional methods of support for the child. Not all needs will be long term, but it is important that where a child seems to need additional support, we plan their activities and curriculum in a way that supports them early on. This early support can make all the difference to a child’s learning and development.

Some needs may be more significant, and will require additional support or interventions to adequately meet the child’s needs. As set out in the EYFS, we are required to have arrangements in place to identify and support children with SEND and to promote equality of opportunity for children in our care. It is equally important that children who do not have SEND or require additional support understand that some children may have different needs to them and how to respond appropriately to them.

In these instances, teaching, the curriculum and care are adaptive, responding to the needs of children which may include providing targeted support to children who are at risk of falling behind. We work hard to ensure environments are inclusive, by aiming high, being ambitious and being willing to find different ways to engage with children, changing approaches or removing barriers to enable them to reach their potential. Some things may be differentiated to help facilitate learning in a way that supports a child that might have difficulties communicating through speech or understanding written words. For example, using a visual timetable to help some children to understand a routine or incorporating Makaton into songs and stories.

Children with complex developmental and sensory needs are likely to be identified at birth through health assessments whilst other children may have needs identified following the 2-year progress check. In addition to the formal checks, early years practitioners play a crucial role in monitoring and reviewing the progress and development of all children. Observations and professional judgements may identify that a child has special educational needs.

Identifying children who are presenting with less complex or hidden needs can sometimes be more challenging than identifying more apparent special educational needs and disabilities. There are many reasons why children might not make the progress expected over a period of time, so it is important that we identify any gaps in a timely way and work with the child to help them overcome and bridge those gaps.

As a starting point, Development Matters provides some observational checkpoints to help us to consider potential areas of need, but this guidance is not designed to be used as a tracker or tick list that generates lots of paperwork. Some examples of the checkpoints to consider include:

* Communication and language - for children age birth to 3, watch out for children whose speech is not easily understood by unfamiliar adults. Monitor their progress and consider whether a hearing test might be needed.
* Personal, social and emotional development - for children age 3-4, watch out for children who seem worried, sad or angry for much of the time, children who seem to flit from one thing to the next or children who seem to stay for over-long periods doing the same thing, and become distressed if they are encouraged to do something different. You will need to work closely with parents and other agencies to find out more about these developmental difficulties.

Where we feel more formal support is required, we work closely with parents and carers to follow the ‘graduated approach’ in the SEND Code of Practice. This covers the support process for children with identified SEND, covering 4 areas of need: cognition, learning, communication and interaction. Staff and parent observations are key in informing decisions to instate more formal support requirements such as the Education, Health and Care Plan (EHCP).

In KS1 / 2, we teach the National Curriculum for that year – therefore, all children learn the objectives for that year and are initially classed as ‘Working Towards’ the end of year expectation. The only time this may differ is for pupils currently on our Special Educational Needs and Disability (SEND) Register.

Depending on their need, they might be taught learning objectives from an earlier year group’s curriculum and assessed according to this criteria. Assessment methods are adapted for some pupils with SEN and disabilities. This includes adapting the use of questioning to give pupils with significant learning difficulties sufficient time to respond, using visual stimuli and alternative means of communication. It could be the use of verbal questions or observations rather than asking students to produce a written response.

Adapted tests are often used with specific pupils. This could be the use of braille or larger print. Readers are used to read questions where appropriate and pupils are given extended time to complete papers. Scribes are used for pupils with particular gross / fine motor control difficulties.

As a school, we have considered meaningful ways of measuring all aspects of progress. All pupils are screened using the Nuffield Early Language Intervention Language Screen (NELI) test during their first few weeks in Reception. This assesses all aspects of language and any child who is highlighted in red takes part in a 20-week intervention and may be discussed with our school’s Speech and Language Therapist often leading to a referral to their services. Pupils who scored below the expected threshold are reassessed at the end of the year.

SEND pupils are set SMART targets within their Support Plans (these relate to wider areas including communication, social skills, physical development and independence) and are evaluated at the end of each term alongside advice from external professionals. High expectations apply equally to SEND pupils. Effort applied to learning is reflected in teacher marking, feedback and through evaluations of their own targets. Pupils with SEND are expected to understand key concepts before moving onto the next phase of learning.

Assessment is used to diagnostically contribute to the early and accurate identification of a pupil's special educational needs and any requirements for their support and intervention. Early intervention is provided promptly to address any concerns about pupils’ progress (focused on very specific areas highlighted through assessments). We use a ‘graduated approach’ for SEND pupils (Assess, Plan, Do and Review).

During termly Pupil Progress Meetings, teachers meet with the SENDCo to carry out a clear analysis of pupils’ needs. This is based on formative / summative assessment, the views of parents and pupils and, where relevant, information from outside professionals. Assessment offers next steps on each child’s learning pathway and ensures a focus on long-term outcomes.

**Reporting**

Reporting not only fulfils legal requirements but is also a vital part of our relationship with parents and the wider community, serving to support and extend pupil progress.

Reporting to Parents:

Termly Parent Consultation meetings: these meetings focus on the curriculum – what pupils can do and what they need to do to improve (targets).

Annual Reports (including assessment against end of year government expectations)

The results of any statutory assessments e.g. the Phonics Screening Check and end of KS1 and KS2 SATs tests.

Reporting to Governors:

The Head Teacher’s Report to Governors (termly)

Pupils:

Through our formative assessment strategies pupils get instant feedback on a daily basis.

Our next step marking informs pupils of what they have done well and what they need to do to improve. Pupils are actively encouraged to respond to teacher’s comments, questions and commands in their marking, to self-evaluate their work and set their own targets based on a success criteria.

Local Authority and Government (DfE):

All statutory information (including relevant teacher assessments) are sent to the Local Authority and DfE as required.

**Target Setting:**

At the beginning and end of the academic year percentages of pupils expected to meet or exceed the national standards in English and Maths are set for children in Years 1 – 6. Short term (next steps) targets in writing, reading and maths are set in Early Years Foundation Stage (EYFS) and Years 1 – 6. They are reviewed termly as part of a Data and Analysis session. These then form the basis of school Raising Achievement Plans (RAPs) which detail any specific interventions or activities to support less able, groups of lower attaining children (including those with EAL) and challenging the more able learners.

**Organisation:**

Assessment information is collated and electronic versions of records are kept by each class teacher, copies are also kept by the Head teacher and are consistent across the school.

Teachers pass on all relevant documentation concerning each child’s assessments, reading records and other relevant personal information to the next teacher at the end of the summer term.

The school records assessment information electronically using the ‘SIMs’ Assessment Manager’s system. Teachers also complete an annual assessment of all children’s progress through the NC level descriptors.

All other assessment data such as Data Packs, statutory target setting data/ analysis data provided by the LA / etc is stored and maintained by the Head teacher/ Deputy Head teachers.

**On-Going Reporting:**

All children have a homework diary or reading log which goes between home and school. Teachers and parents can record comments in this and it is an effective form of communication between home and school and it is an excellent home/school liaison platform.

Whenever there is a particular problem or issue, parents are informed and invited to discuss the matter. Teachers are available at the end of every school day to discuss any issues with parents.

**Monitoring and Evaluation of Policy**

An effective Assessment Policy is the cornerstone to the successful delivery of an entitlement curriculum for all the children of Cale Green. It will therefore be reviewed annually. Any improvements which can be made will be implemented as soon as is practicable.

Mrs Sarah McHugh,

Summer 2025

To be reviewed summer 2026