



## Assessment, Recording and Reporting (ARR) and Feedback Policy

Status	School need
Date of review	June 2025
Date presented to Education Committee	24.06.25
Published on school website	June 2025
Term of next review	Autumn 2027

*Loving to learn; Learning to love like Jesus.*

### **Rationale**

At St. Monica's the Mission Statement encourages us to include everyone and aim to be the best we can be. This policy is a statement of how the school will endeavour to do this.

#### **1. Introduction**

This policy shows how assessment is an integral part of teaching and learning at St. Monica's. A variety of different activities form our assessment procedures, all with the aim of improving standards. Assessment is used to make clear what children know, understand and can do. It is always undertaken for a clear purpose, and full use is made of the resulting information. It supports us in enabling children to reach their full potential.

The policy also shows how the school's reporting and recording practices support us in making assessment a driving force to raise standards. They inform all those who support learning about what has been achieved, and what needs to be achieved to progress further.

The school is keen to review all ARR practices to ensure that the spirit of the government reforms to assessment are embraced. Therefore, the school tries to ensure that:

- Assessment focuses on which parts of the curriculum children have achieved, and prompts subsequent planning to fill gaps in their knowledge;
- More able pupils are offered extension through broadening of their learning rather than acceleration which risks superficial learning and gaps.

#### **2. Aims**

- To obtain feedback so that future activities can be properly matched to children's needs.
- To diagnose difficulties that children are encountering.
- To monitor and evaluate the learning programmes we are providing.
- To help pupils to know and to recognise the standards to aim for.
- To inform parents and so help them to know how to support their children's learning.
- To provide information for colleagues in partner schools, to facilitate good continuity of learning across the different phases of education.
- To comply with official regulations and legal requirements.

- To provide information on which to base judgements of school standards.

### 3. Entitlement and Statutory Requirements

- For each child in the final year of KS2 a teacher assessment must be made of the standard achieved in each of the attainment targets in English (Reading and Writing), Maths and Science. Teacher Assessments must be recorded in accordance with the requirements and deadlines in the Assessment and Reporting Arrangements booklets which can be accessed via the Department for Education website.
- For pupils who move to a new school, other than at the end of a Key Stage, relevant documentation on achievements will be completed within 15 working days and be made available to the receiving school on request.
- An Early Years Foundation Stage Profile (EYFSP) will be compiled on all children in Reception throughout the year according to the statutory requirements governing the content of each child's curricular record, the transfer of records between schools and parental access to records.
- A Reception Baseline Assessment (RBA) is undertaken in the first 6 weeks of a child starting school. This information is recorded using the DfE RBA online recording system.
- A record must be kept of each child's academic achievements, other skills and abilities and progress in school. This record must be updated at least annually. The record must include the results of statutory assessments in the final years of KS1 and KS2.
- Parents have a right of access to records concerning their own child.
- It is the responsibility of the school to ensure statutory requirements are met through a detailed policy and effective practice.

### 4. Assessment Procedures

Type of Assessment	When	Analysis	Use
Y6 Statutory SAT assessments	May	School performance analysis: identification of trends over time, performance of groups, comparison with like schools etc.	Statutory reportable assessment. Accountability, information feeds into the School Development Plan.
Y1 Phonics Check ( <i>and Y2 check for those who did not attain the pass mark in Y1</i> )	June	Identification of children who do not meet the required standard.	Statutory reportable assessment. Provision of remedial intervention
Y4 Multiplication Tables Check	June	Identification of those requiring further key skills practice.	Statutory reportable assessment. Ensures security and speed in recall of key multiplication facts.
Y3 Verbal and Non-Verbal Reasoning, <del>and Suffolk</del> Reading	Feb	Standardised scores compared to whether the children are ARE in curriculum tests.	Identifies children whose academic performance is lower than ARE, but who have achieved a standardized score of 100+ and therefore need higher expectations or further investigation for SpLD. Identifies children who are G&T.
Reception Baseline Assessment	Sept (within 1 <sup>st</sup> 6 weeks of a		Statutory reportable assessment. Provides class

	child starting school)		teacher with a baseline of skills from which to plan and provide opportunities for individual development. Used by DfE for comparison with End of KS2 data.
Early Years Foundation Stage Profile	Throughout Reception.	Comparison with interim points on the journey to ARE	Supports grouping, target setting.
Welcomm screening - EYFS	Autumn term	Identifies children who have communication difficulties.	Set up speech and language targets and intervention work.
Termly Assessments –	Christmas, Easter and June	Identification of children who are Below ARE and Below GD (as appropriate). Informs Pupil Progress Meeting discussion. Data analysed to get a termly % ARE per class.	Supports staff in meeting needs of individuals and groups: identifying gaps. Compare against the Class Profile and the expected predicted outcome for the year.
Strengths and Difficulties Questionnaire (SDQ)	Any time	Breaks down answers into categories: Conduct, Hyperactivity, Emotional, Peer Problems, and Pro Social. Helps to analyse specific type of behaviours showing a concern. Total difficulties score can be analysed and responded to.	Psychology services and CP services use as part of tracking progress in termly meetings. Useful for class teachers/SEND/CO./ Mental Health Lead for tracking Emotional, Social, Mental Health (ESMH) changes and difficulties.
Marking and feedback	Ongoing	Comparison of performance with lesson objective. Bespoke curriculum objectives are recorded on Classroom Monitor.	To inform future planning, to inform children of how they can improve, and where they went wrong.
Children's self-assessment	Ongoing	Comparison of performance with lesson objective / shared marking criteria / target review	To engage the children in taking responsibility for their own learning.

## 5. Assessment Procedure Guidelines

### 5.1 Statutory SATs

- Reference should be made to the up-to-date Assessment and Reporting Arrangements booklets which can be accessed via the Department for Education (DfE) web site.
- Decisions to disapply children from SATs should be taken by the Head teacher.
- Decisions on access arrangements are made by the Head teacher in discussion with the Y2 and Y6 teacher, and following the DfE guidance on applying for access arrangements. Any access requests are made by the Head teacher using the Primary Assessment Gateway (PAG).

## 5.2 Termly Assessments

Children in Y1 – 6 will undertake formative assessments at the end of the term at Christmas & Easter. In the Summer term, Yrs 1, 2, 3, 4, 5 will have summer assessment at the end of June, and Yr 6 in May for the statutory tests. The assessments will be in writing, reading comprehension, maths arithmetic and reasoning and in Year 6 grammar, punctuation, vocabulary and spelling.

**Writing:** A writing task should be set that reflects the genre covered that term. Y1, 3, 4, 5 will use the Pathways to Write writing checklists to assess writing standard. Y2 & Y6 will use the Teacher Assessment Framework (TAF) for End of KS1/ End of KS2.

**Reading:** Headstart Reading Comprehension termly assessments should be used in years 1, 3, 4, 5. Optional SATs reading assessments are used for Year 2, and previous SAT papers for Year 6.

**Maths:** White Rose termly assessments in arithmetic and reasoning should be used.

**Science:** Rising Stars end of topic assessments to be used. An average of both tests to be made to report a termly percentage.

**RE:** Teachers create their own assessment using key questions from the learning in the topic, based in 'understand' and where appropriate 'discern'.

Sonar online tracking system is used to collect class data from termly assessments. This data is then used to inform end of term Pupil Progress Meeting documentation.

## 5.3 Assessment and Planning

Assessment informs future planning by:

- Highlighting areas which need further revision and recap as a whole class, in select groups, as individuals. This information is gained through question level analysis (QLA) work.
- Providing a baseline at the start of an academic year/ start of a topic. This enables the class teacher to know the starting point in any given topic and plan for any recap, scaffolding, challenge required.
- Use of Sonar online tracking system supports teachers in ensuring pupils are remembering more in topics, and supports planning and target setting within subject areas.

## 5.4 Target Setting

The default target for each child is to be secure in each subject by the end of the year.

Children with SEN have individual termly targets set by the SENCo and the Class Teacher written in an Individual Education Plan (IEP).

Children who are identified in pupil progress meetings as requiring additional intervention (including pupils who are Pupil Premium) have individual termly targets set by the Class Teacher and intervention planned and delivered by the PP Lead TA.

In the termly assessments, a comparison is made between each child's current progress towards ARE and their predicted target for the end of the year.

Below target children are identified for further support in Pupil Progress Meetings.

Reception baseline information is used to inform expectations for children in the EYFS.

## 5.5 Tracking Systems

Class teachers –

- Children's attainment working towards, achieving and exceeding targets in termly assessments and in key objectives across the curriculum are tracked using the Sonar online tracking system.
- Class teachers complete Class Profiles which are a prediction of attainment for the year. These are reviewed at each Pupil Progress Meeting.
- Class teachers create Pupil Progress Planning termly documents to track those who are meeting ARE, above or below ARE, and those who are borderline. Planned intervention or strategies to support groups are detailed for that term.
- Year 2 and Year 6 teachers maintain class tracking documents for practice SAT assessments and writing moderation using the TAF standards.

SLT -

- The Headteacher updates and analyses the Class Level Tracking Document each term (within the Standards Monitoring document) based upon class average termly assessment data for each year group. This tracking document is shared with the Education Committee of the Governing Body.

## 5.6 Involving Pupils and Parents

Involving pupils in assessment enables them to become more independent learners as they are more able to identify what they need to do to improve.

Involving pupils should be done as follows:

- Starting a series of lessons by sharing topic objectives, key vocabulary, knowledge and skills through topic Knowledge Organisers (KOs) and encouraging them to utilise these KOs and assess themselves against these objectives as they progress through the topic.
- Starting the lesson with a sharing of the lesson objective, and sharing marking criteria before an activity is attempted.
- When marking, the teacher puts a dot or tick next to the LO in the title to indicate if that LO has been achieved, providing next steps so children know what to do to improve.
- Pupils respond to work against an objective each lesson by writing 'purple pen cloud' reflective comments.
- Teaching older children to work as response partners to assess each other's writing.

Involving parents in assessment helps to inform them of what the child needs to do to progress and so supports the partnership of school and home. It also allows for two-way communication of what a child finds difficult, easy, enjoyable etc. This involvement is facilitated by the reporting procedures detailed below and through informal contacts such as through the homework diary, reading diary and parents coming into school.

## 5.7 Moderation

- Subject Leaders review samples of work bi-annually within school and annually with the two Warrington Shrewsbury schools. They make judgments about the match of work to planned levels and report any discrepancies back to the Class Teacher.
- Writing is moderated with local schools through the Bridgewater Cluster group and Warrington Catholic Cluster.
- Internal moderation of writing happens annually, with EYFS/Yr1/Yr2, Yr 3/4 and Y5/6 moderating each others examples of work at ARE and GD. Borderline cases are also discussed.
- At the end of the academic year, a handover meeting is held which involves moderation of a range of writing to agree levels between the handing over and receiving Class Teacher of each year group.
- The school may be chosen at random by the Local Authority to have the Year 6 writing judgements moderated. Schools are informed on the Friday of SATs week if this is to happen, and moderation takes place

within the first 2 weeks back from the Whit holiday. The Year 6 class teacher has a conversation with the moderators about the work of a sample of children (chosen by the moderating team). They discuss how judgments have been made and look together at the pupils' writing. Moderators will decide through the conversation whether they agree with the teacher's judgements or not. There is a process of appeal, which is explained in the moderation process. If moderators and class teacher & Headteacher are in agreement, then the judgements remain as they are agreed in the moderation meeting.

## 6. Arrangements for the use of records and evidence

What records are kept / made?	How and where are they stored?	When and who are they passed on to?	How long are they kept?
Children's exercise books and workbooks.	Completed books are kept in class until the end of the year.  For each child, ongoing books are kept  For 3 representative children a full set of exercise books are kept.	Sent home  Passed onto next teacher.  Retained in school archive in prayer room	Retained until half term and then sent home.  Kept for an academic year and then returned to the children concerned.
Statutory SATs scripts	Stored online	Accessible for use by Assessment Lead	n/a
Y3 VR / NVR and Suffolk reading scripts	Stored as class sets in classroom	Used for question analysis. Results put on tracking sheets.	Discarded once analysed and results recorded.
Early Years Foundation Stage Profiles	Stored online.	Copies sent to parents. Copies put into Individual files and kept in the filing cabinet in the SEN room.	Keep in individual files until child leaves school
Annual School Report	Copy retained in individual pupil files.	Original sent to parent in summer term. Handed on to the next class teacher at the end of the year.	Keep in individual files until child leaves school
Class SEND file	IEPs, IBPs, Care Plans, Notes of visits, Statement paperwork, external professionals' reports etc are stored in a Class file.	Copies are given to the SENCO for filing in children's individual files and parents.  File handed on to the next class teacher at the end of the year.	Keep in file until class completes Y6 and then shred, having checked that all paperwork is in individual files.

Behaviour Files	Class log, Bullying / Racial incident reports, parent meeting reports, are stored on CPOMS.	Whole file to be handed on to the next class teacher at the end of the year.	Keep file until class completes Y6 and then shred, having checked that all paperwork relating to individual children is copied to their files.
-----------------	---	--	--

## 7. Recording and Reporting Guidelines

### 7.1 Parents Evenings

Parents Evenings are arranged in October / November and March, which enable parents to discuss their child's progress and targets with the class teacher.

### 7.2 Annual Report to Parents

The Annual Report, sent home at the end of the year, provides parents with a narrative summary of their child's achievements in RE, English and Maths, along with a class teacher comment and head teacher comment. Each curriculum area is reported in a table showing an overall subject working towards/ meeting/ exceeding the expected standards for the year group.

Each report is signed by the class teacher and the Head Teacher. A report on attendance and the results of the **Year 6** SATs, the Y1 phonics check and Y4 Multiplication Tables Check as applicable are included

Reports include a section for parents to comment on their child's progress. A copy of the Report should be kept in the individual pupil files in the locked cabinet in the SEN room.

### 7.3 Reporting to Governors.




Reporting to Governors on the statutory SATs is a statutory requirement and is done by the Head Teacher to the Full Governing Body and the Education Committee. Reporting includes KS1 and KS2 attainment of pupils in school and comparisons of results with local and national data, identification of trends over time and value-added measures.

### 7.4 SEND and Pupil Premium Recording



**Special Educational Needs Planning:** Intervention Plans are reviewed termly using the school agreed proforma. Class teachers are required to undertake the reviews with parents and children and complete the paperwork. Miss Williams (SENDCO) will co-ordinate the preparation for EHCP Annual Reviews and will liaise with staff over contribution to and attendance at meetings.

**Pupil Premium Planning:** As above, Intervention Plans are reviewed termly but the reviews do not need to involve parents. Documentation and records are produced and kept by the Pupil Premium Lead TA and overseen by the class teachers.

## 8. Marking & Feedback

	<p>Whole class feedback sheets are used.</p> <p>Minimum of one feedback sheet for English &amp; Maths per week; at least 1 feedback sheet per half term for each foundation subject.</p> <p>Use it to identify all or most of the following:</p> <ul style="list-style-type: none"> <li>Exceeded, didn't meet, absent.</li> <li>Differentiated next steps (when appropriate, acknowledging that sometimes the best next step is the next lesson). This might include a number code system which is then used in marking in books.</li> <li>Common misconceptions/errors.</li> <li>Thumbs up</li> <li>Challenge required</li> <li>Basic skills/presentation</li> </ul>
<p>✓ ✓ = excellent understanding</p> <p>✓ = met objective</p> <p>• = need to work on this objective</p> 	<p>In a child's book we would expect to see:</p> <ul style="list-style-type: none"> <li>Learning objectives are the title.</li> <li>A tick by the learning objective to show it's been achieved.</li> <li>Double tick by objective shows that the work exceeded.</li> <li>Dot by the objective shows that the objective was not fully met.</li> <li>A next steps symbol and number matching the whole class</li> <li>feedback sheet information which is put onto the board (if used on that occasion).</li> <li>House points for effort if deserved (ensure all children are considered for this).</li> <li>Green and Pink highlighters are used for marking maths answers to show at a glance success and understanding and show children ones they need to correct in MAD minutes.</li> </ul>
	<p>And then what?</p> <ul style="list-style-type: none"> <li>MAD minutes (Make A Difference) used for the children to check their books and respond to comments, feedback codes or make corrections.</li> </ul> <p>Use the feedback sheet to feedback to the children later:</p> <ul style="list-style-type: none"> <li>address common misconceptions in the next lesson or an intervention,</li> <li>ask the children to complete any next steps.</li> <li>Celebrate good effort and progress.</li> </ul>



	<p>Purple pens should be used by children to respond to feedback, make corrections, write reflections and edit their own work.</p> <p>Green pens should be used by teachers who wish to comment.</p>
	<p><b>DON'T</b></p> <ul style="list-style-type: none"> <li>• Don't tell the children everyone's marks.</li> <li>• Don't swap books to mark, instead swap pens and get them to mark their own.</li> <li>• Don't ask children to call out their marks, instead take their books in and copy their marks yourself</li> <li>• Don't ask children to put their hands up to indicate what mark they got.</li> </ul>

## 9. Roles and Responsibilities

### Class Teachers

- Assessing, recording and reporting on the development, progress and attainment of pupils
- Providing and contributing to oral or written assessments and reports related to pupils.
- To use the results of tests to inform curriculum planning and interventions
- Timely uploading of results to the Sonar system (staff meeting time will be given for staff to complete these tasks).

### Subject Leaders

- In consultation with the Head to draw up policies which include assessment procedures relevant to their subject.
- Monitor children's performance and report on standards in their subject for the purposes of School Development Planning.

### Assessment Lead

- Keep up to date with local and national requirements for ARR
- Compare actual results with predicted / targeted levels and lead staff in planning for children who are below target.
- Take part in Pupil Progress Meetings
- Promote consistency of assessment through moderation meetings.

### Head Teacher

- Manage the use of a range of assessment information to benchmark and target the school's academic progress.
- Monitor standards of performance of all in the school and motivate and develop the abilities of staff, through an agreed staff development policy.
- Ensure that the implementation of statutory assessment is done according to statutory requirements.