



LAURUS
TRUST

Assessment, Recording and Reporting Policy for Laurus Trust Primary Schools

Date of Review: April 2026

Date of Next Review: July 2029

Contents

PURPOSE OF THIS POLICY 3

TYPES OF ASSESSMENT 3

PRINCIPLES OF ASSESSMENT 3

 EQUALITY IMPACT ASSESSMENT 8

The Laurus Vision is for everyone regardless of background or circumstance to be inspired, to thrive in all environments, to recognise what it takes to succeed, to set aspirational goals and work hard to achieve them.

Purpose of this policy

The purpose of this policy is to help all members of staff to understand the processes involved in ensuring that Target Setting, Assessment, Recording and Reporting (ARR) has a positive impact on each pupil’s learning and progress. It outlines how information should be shared with pupils, parents and leaders at all levels in order to maximise the impact assessment can have on securing the best possible learning outcomes for all pupils.

Types of assessment

Assessment is not a process distinct to that of Teaching and Learning – effective, formative assessment is at the very heart of quality daily classroom practice. Teaching staff employ a range of strategies to ensure that their knowledge of where their pupils are in their learning, and where they need to go next, is as up-to-date as possible and that, where possible, this is shared with the child. Alongside this on-going formative assessment, Class Teachers also use summative assessments at given assessment points throughout the year to help build a picture of where pupils are in their learning against year-group frameworks. For any pupils who are working below their age-related expectation, their progress will be assessed and monitored using PIVATS milestones.

Principles of assessment

Above all, this policy is designed to ensure that all ARR and target setting processes contribute first and foremost to the development of each pupils’ learning and are always centred on the needs and interests of the individual child. Monitoring within the policy is designed to ensure processes are consistent, fair, honest and contribute to an ambitious vision for the achievements of each and every pupil.

The following table contains what we perceive to be the ‘essentials’ of high-quality practice at all Laurus Trust Primaries although it should be noted that at any one time a number of initiatives will be running in order to ensure high standards are maintained; these are detailed either in related ‘useful references’ or can be discussed with a member of SLT or class teachers.

	What?	Why?	How?	References	Monitoring and staff development
Assessment	Process of discovering what a child / children can do or know(s) in order to provide personalised learning opportunities and inform curriculum design	'Assessment is the bridge between Teaching and Learning'. It is through continuous assessment that a teacher is able to set tasks for pupils that both engage and challenge them, resulting in the best possible outcomes.	• Daily formative assessment practice in classrooms* • Marking and Feedback (both verbal and written with pupil responses) • Daily retrieval practice • Short, regular tests to inform daily practice • Summative assessment against age-related expectations (ARE) • NFER Assessments in Reading, SPaG and Maths • White Rose Maths Assessments in Autumn and Spring • FFT Reading Assessment	• Marking and Feedback policy • Teaching and Learning Handbook • EYFS Framework • National Curriculum • Programme of Study for Maths (year groups) and Reading (year group/LKS2 phase/UKS2 phase) • Year group termly 7/8 year overviews for Writing • NFER Assessments in Reading, SPaG and Maths • EEF Guidance Reports	• Monitoring cycle including book moderations • Termly Pupil Progress Review meetings • Professional Learning schedule including training on assessment techniques • Training and support from Laurus Trust Data Team • Internal and inter-Trust support during writing moderation meetings

			Programmes (RAPs) PIVATS milestones for any pupils working below age-related expectations	(Feedback, Metacognition, Assessment) SEND Code of Practice (assessment expectations)	
Recording	Process of collecting and collating significant assessment information to allow stakeholders to track and react to the progress and attainment of groups and individuals	A clear system for recording attainment and progress allows Class Teachers, Middle and Senior Leaders and Governors/Trustees to track progress, identify necessary actions and assess the impact of teaching over time.	- Bromcom Analysis Tools - Termly PPR summary documents - Termly whole school summaries (for individuals, classes and groups) - Additional summaries and analysis for Disadvantaged, Gender, SEND, EAL, PLAC/LAC and Lowest 20% Readers - Director of Primary and/or Executive Head Primary Visits following termly assessment points - Informal Class	- BROMCOM assessment records – Standardised Test and Summative Assessment (Teacher Assessment Judgements) - Custom made Bromcom assessment records (eg. MTC, Spellings, Phonics) - Monitoring cycle and Professional Learning Schedule - National Curriculum Programme of Study for Maths	- Moderation meetings to quality assure judgements - Monitoring cycle including book moderations - Termly Pupil Progress Review meetings - SLT sampling to ensure accuracy and consistency

			Teacher assessment records	and Reading Teacher Assessment Frameworks for Writing (per year group)	
Reporting	Process of reporting on progress and attainment of groups of, and individual children. This includes reporting to pupils, parents, SLT, Governors/Trustees, Executive Head Primary and other external bodies	Ensuring all stakeholders are clear on the progress and attainments of individual pupils and groups/cohorts is vital in enabling, for example, effective home/school relationships and an appropriate level of challenge and support from Senior Leaders and Governors/Trustees	- Parents' Evenings 2x yearly - Annual Reports to parents - Attainment Summaries to parents following termly assessment points - My Child At School (MCAS) App - Termly updates to Governors/Trustees - SEND, Pupil Premium and Sports Premium Reports - End of Key Stage results published on appropriate primary school website - School Self Evaluation	- Nationally published data (e.g. DfE Performance Tables, Compare Schools) - Analyse School Performance (ASP) - School data summaries - School Self Evaluation - Reports to parents and Governors (see left) - Minutes from Governors meetings	- Parent Voice (through Parent Council and feedback at Parents' Evenings) - Termly Pupil Progress Review meetings - Communication with school community (e.g. weekly newsletter, use of school website and Twitter)

Target Setting and Reviewing	Process of describing what pupil outcomes should be both in terms of: • Data (both externally validated and in-house judgements) • identifying and addressing learning gaps on a formative basis	• To realise high expectations for the progress and attainment all pupils (at least in line with the 'National Standard' or in line with their development if assessed using PIVATS milestones) • To ensure that the school maintains progress and attainment that is significantly above the national average • To ensure best possible use of resources and focused planning, teaching and intervention	• Use of current and historic national data (e.g. ASP) to ensure positive trends over time • Part of termly PPR meetings and monitoring cycle (in relation to end of year / phase expectations) • Triangulation of outcomes in books, test data and teacher assessments • Additional termly meetings with parents for all pupils on School Focused Plan to review progress and set new targets	• EYFS Framework • 2014 National Curriculum • Bromcom Analysis Tools • Nationally published data (e.g. DfE Performance Tables, Compare Schools) • Teaching and Learning Handbook	• Termly Pupil Progress Review meetings • Annual monitoring cycle • EHP/CEO visits and Governor/Trustee meetings • Moderation meetings to quality assure judgements • Training on using assessment to set meaningful targets
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Equality Impact Assessment

Names and title of people involved with this assessment	Rachel Robinson Assistant Trust Director of Inclusion
Impact assessment carried out with regard to identified characteristics	☒ Race ☒ Disability ☒ Sex ☒ Age ☒ Religious belief ☒ Sexual Orientation ☒ Gender Reassignment
Summary of any issue/proposed changes	Types of assessment Changed 'not working at' to 'working below'; Principles of assessment Changed centered to centred, removed and between fair and honest - Added Internal and inter-Trust support during writing moderation meetings - How - added LAC/PLAC, Gender and changed wording to Lowest 20% - Added Director of Primary - References - Removed year group teacher assessment frameworks and added in 7/8 year overviews - Added custom sheets for Bromcom - MTC, Spelling, Phonics
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