Assessment, Monitoring and Reporting Policy

Formally adopted by the Governing Board/ Trust of:-	**Redcastle Family School**
On:-	
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Assessment and Monitoring

1) Aims

At Redcastle Family School, we are committed to delivering high-quality teaching and learning through a robust and responsive assessment and monitoring framework. Our approach ensures that every pupil is supported to achieve their full potential, and that teaching is informed by accurate, timely, and meaningful data.

Define assessment & monitoring

Assessment is integral to our curriculum design and pedagogy. It provides insight into pupil progress, identifies gaps in understanding, and informs next steps in learning. We use a balanced range of formative and summative assessment strategies to build a comprehensive picture of each child's development across all subjects.

Monitoring is a continuous process that enables leaders and teachers to evaluate the effectiveness of teaching, curriculum delivery, and pupil outcomes. Through regular pupil progress meetings, book looks, lesson observations, and data analysis, we ensure that teaching remains responsive and inclusive. This process also supports early identification of pupils requiring additional support or challenge.

Our assessment and monitoring practices are:

- Inclusive: Reflecting the diverse needs and abilities of all learners.
- Transparent: Shared clearly with pupils, parents, and staff to promote understanding and engagement.
- Purposeful: Focused on improving outcomes and informing teaching.
- Developmental: Used to guide professional development and curriculum refinement.

We are committed to using assessment not as a measure of performance alone, but as a tool for growth—for pupils, teachers, and the school community.

2) Types of Assessment

Assessment for Learning (AfL)

AfL is used to identify learners' starting points before teaching begins. This enables teachers to tailor input appropriately—some pupils may require reinforcement through independent or group tasks, while others are ready for more advanced input and can apply their learning independently. Teachers must use assessment systematically to identify gaps, inform teaching, and support pupils in embedding and recalling key knowledge and skills. AfL should be used to reshape and implement grouped approaches that stretch and support learners effectively.

3.) Formal Assessment Cycle

The table provides a structured overview of Redcastle Family School's assessment and monitoring cycle across six half terms. Each term outlines key activities such as target setting, intervention reviews, moderation, and formal assessment weeks. Monitoring includes learning walks, teacher observations, curriculum reviews, and pupil surveys to evaluate teaching quality and pupil engagement. SLT and the Assessment Lead play a central role in reviewing Insight data and coordinating moderation, ensuring consistency and accountability throughout the year. Whilst Phase Leaders meet up weekly with teachers to monitor key target pupils. This framework supports continuous improvement and aligns with the school's commitment to inclusive, high-quality education.

Autumn 1st Half Term	**Autumn 2nd Half Term**
Assessment: - Target Setting - Intervention Plan Review - Wave 1 Intervention - Core Subject Outcome Moderation (Phase Lead) **Monitoring:** - Learning Walks - Teacher Observations - Phase Lead Schedule	**Assessment:** - Assessment Week - NFER - Pupil Progress: Wave 1/2/3 Annual Plan - Intervention Actions - Foundation Subject TA **Monitoring:** - Curriculum Review: Learning Walks, Outcome & Pupil Perception Surveys. - Phase Leader Learning Walks (Spot Check Books- target pupils)
Spring 1st Half Term	**Spring 2nd Half Term**
Assessment: - Intervention Plan Review - Wave 1-3 Intervention - Moderation **Monitoring:** - Learning Walks - Teacher Observations - Phase Lead Schedule - Subject teams to review Insight assessment Spring 1 and highlight any groups/trends/pupils who are not at the EXS level.	**Assessment:** - Assessment Week - Wave 1-3 Intervention - Foundation Subject TA **Monitoring:** - Specific Action Follow up. - Phase Lead Schedule - Phase Leader Learning Walks (Spot Check Books- target pupils)
Summer 1st Half Term	**Summer 2nd Half Term**
Assessment: - Intervention Plan Review - Wave 1-3 Intervention - Moderation **Monitoring:** - Learning Walks - Curriculum Review: Learning Walks, Outcome & Pupil Perception Surveys.	**Assessment:** - Assessment Week - Wave 1-3 Intervention - Foundation Subject TA **Monitoring:** - Teacher Observations - Phase Lead Schedule - Phase Leader Learning Walks (Spot Check Books- target pupils)

4. Assessment in Reception

When children enter Reception, they are assessed using baseline tools and the Development Matters framework to understand their starting points. This information helps teachers plan learning, set targets, and identify any early support needs. Throughout the year, teaching is guided by the Early Years Adopter framework, with ongoing observations across seven areas of learning. Progress is tracked termly using our online tracking system (Insight), and at the end of Reception, children are assessed against the Early Learning Goals to determine their national development level.

- **Entry Assessment:**
    - Baseline materials and Development Matters used to assess starting points.
    - Results inform planning, target setting, and early identification of needs.
- **Teaching Framework:**
- Based on the Early Years Adopter framework.
- Focuses on continuous teacher observations in 7 learning areas;
    1. Communication and Language Physical Development
    2. Physical Development
    3. Personal, Social and Emotional Development
    4. Literacy
    5. Mathematics
    6. Understanding the World
    7. Expressive Arts and Design
- **Progress Monitoring:**
  Termly tracking of development and achievements.
  Recorded using the school's system, insight.

- **End-of-Year Assessment:**

  Children assessed against the Early Learning Goals (ELGs).
  Provides a national standard for each child's development.

5. School Assessment in Key Stage 1 and 2

Formative assessment and prior learning

At Redcastle Family School, formative assessment and recognition of prior learning are integral to effective teaching and learning. Teachers are expected to establish a clear understanding of each pupil's starting point across all subjects, using a range of diagnostic tools and prior attainment data to inform planning. This foundational knowledge enables staff to actively engage with pupils' current understanding and misconceptions, which are then explicitly addressed in the first Learning Links lesson of each unit. Regular use of Insight (the RFS school's online tracking system) ensures that assessment data is consistently updated,

allowing teachers to monitor progress and identify how many pupils are working at the expected level. This approach supports targeted instruction, promotes accountability, and aligns with the school's commitment to giving every child the skills and self-belief to succeed.

KS1 Assessment

At the end of each term, Key Stage 1 will hold a designated assessment week. During this period, teachers will observe pupils engaging in a variety of tasks across the core subjects. Pupil attainment will be evaluated against termly milestones, which are derived from the Early Learning Goals and the Key Stage 1 National Curriculum. These milestones serve as key indicators to support teacher judgements. Teacher assessment will be based on a broad range of evidence, including pupils' written, practical, and oral work, gathered over time and across different contexts. Pupils will also complete independent tasks designed to demonstrate their understanding and application of key concepts without adult support. These tasks provide valuable insight into each child's depth of learning and readiness for progression. Following the assessment process, teachers will record and upload attainment data to Insight tracking, ensuring consistency and clarity in monitoring pupil progress.

KS2 Assessment

Assessment in Key Stage 2 comprises a balanced approach, integrating both formative and summative methods. To support teacher judgements, NFER summative assessments are administered, including two reasoning papers, one arithmetic paper, one reading paper, and one grammar paper. Writing is assessed against the relevant National Curriculum objectives.

Years 3, 4 and 5

Pupils in Years 3 and 4 complete NFER assessments three times annually The assessment schedule is as follows:

- **Autumn Term 2**: Administration of Autumn NFER tests
- **Spring Term 2**: Administration of Spring NFER tests
- **Summer Term 2**: Administration of Summer NFER tests

Year 6

Due to statutory testing, Year 6 follows a bespoke assessment schedule with approximately eight weeks between each internal assessment:

- **Autumn Term 1**: Baseline assessment
- **Autumn Term 2**: Second assessment paper
- **Spring Term 2**: Third assessment paper
- **Summer Term 1**: Statutory SATs

All assessment data across KS2 is uploaded to Insight Tracking during the penultimate week of each term.

6. SEND Assessment

Our school maintains high expectations for all pupils, including those with Special Educational Needs and Disabilities (SEND). We are committed to ensuring that every pupil is challenged appropriately and supported to achieve their full potential. To assess pupils working significantly below age-related expectations, we use NAPs (Norfolk Assessment Pathways), which provides a structured and personalised framework for tracking progress. NAPs also allow us to assess children who are working at the expected standard, but who cannot be appropriately assessed using NFER tests.

NAPs (Norfolk Assessment Pathway)

Identification of Pupils for NAPs Assessment

NAPs are used to assess pupils who are significantly below age-related expectations in academic subjects. This includes:

- All SHIP (Specialist Hub of Inclusive Practice) pupils
- Some SRB (Specialist Resource Base) pupils
- Selected mainstream pupils identified as Wave 3 (working at least two years below expected standards)

Pupils working at or near expected standards but with additional needs that make formal testing inappropriate may also be assessed using NAPs. In such cases, the NAPs comparison chart should be used to determine their academic level.

Use of NFER Tests

NFER tests may be used to inform NAPs assessments as part of a task. However, NAPs pupils should not be expected to complete timed tests.

Roles and Responsibilities For NAPs

Levelling:

- The adult who teaches the pupil for the majority of the time is responsible for assigning the NAPs level.
- For SRB pupils attending mainstream classes, the TA working alongside the pupil may level and input data.
- For mainstream pupils attending learning bubbles, the adult leading the bubble is responsible.
- Good practice involves collaboration between class teachers and bubble teachers when levelling NAPs pupils.

Data Entry

- Objectives are listed on Insight Tracking.
- The adult responsible for levelling should also update the data.

Assessment Timelines

- NAPs data should be updated regularly after units of work are completed.
- By the penultimate week of each half-term (or once during the shorter Spring term, see Reporting Table), teachers must ensure NAPs assessments are current.

Linking NAPs Levels to National Curriculum Standards

NAP	NC 2014	NAP	NC 2014
S1	P1	S10 &11	Year 1
S2	P2	S12	Year 2
S3	P3	S13	Year 3
S4	P4	S14	Year 4
S5	P5	S15	Year 5
S6	P6	S16	Year 6
S7	P7		
S8 & 9	P8		

Pupils must be assessed at a '2' in all objectives within each NAP level to be awarded that level. If they aren't secure in one or more objective, level at the last fully completed NAP level.

Assessment Standards

- Pupils working one year below expected are assessed as WTS (Working Towards Standard).
- Pupils working significantly below may be assessed as PKS (Pre-Key Stage).

Use of NAPs in School Practice

NAPs assessments are used to:

- Inform lesson planning.
- Identify learning gaps to support ILP (Individual Learning Plan) target setting.

Tracking Progress of Children on NAPs

As a school, we use NAPs to track the progress of those who are unable to access the National Curriculum. NAPs are tracked termly and as a school we have split the NAPs into two separate sections: S1 to S7 and S8 to S16. As the NAP levels increase, there are more objectives to achieve so the expected progress for each child over the course of a year is 2 whole NAPs levels for children working on S1 to S7 NAPs and 1 whole NAPs level in each area for children working within S8 to S16.

7. Implementation of Assessment, Monitoring and Reporting

Statutory assessment

At Redcastle Family School, statutory assessment plays a vital role in tracking pupil progress and ensuring educational standards are met across the primary phase. These assessments are mandated by the Department for Education and include key checkpoints such as the Reception Baseline Assessment, the Year 1 Phonics Screening Check, and the Key Stage 2 national curriculum tests in Year 6. Each is designed to provide a consistent measure of attainment and progress, helping teachers tailor instruction and identify areas for support. While Key Stage 1 assessments are no longer statutory, Redcastle continues to use recommended practices to inform teaching and learning. The outcomes of statutory assessments also contribute to whole-school evaluation and accountability, aligning with the school's commitment to high-quality education and continuous improvement

Monitoring

At Redcastle Family School (RFS), a range of monitoring activities will be carried out throughout the academic year to ensure consistency in expectations, achievement, and outcomes across the school. All monitoring will be aligned with agreed school standards, promoting a transparent and unified approach to recognising effective practice and identifying areas for development.

Class targets

At Redcastle Family School, class target setting is a key component of the assessment and monitoring policy, designed to drive high expectations and support every pupil's progress. Teachers collaboratively establish clear, measurable targets based on prior attainment, ongoing formative assessments, and national benchmarks. These targets are differentiated to reflect the diverse needs within each class and are regularly reviewed to ensure they remain ambitious yet achievable. The process encourages pupil ownership of learning, with targets often shared and discussed to foster motivation and self-reflection. By aligning class targets with whole-school priorities and curriculum goals, Redcastle ensures that teaching remains focused, responsive, and inclusive—supporting its mission to give every child the skills and self-belief to succeed

Intervention plans

At Redcastle Family School, intervention plans are a critical element of the assessment and monitoring policy, ensuring that pupils who require additional support receive timely, targeted, and effective assistance. These plans are informed by ongoing formative assessments, teacher observations, and pupil progress data, allowing staff to identify learning gaps and respond with precision. Each intervention is tailored to the individual or group's specific needs, whether academic, social, or emotional, and is delivered through structured sessions that complement classroom learning. Progress is closely tracked, with regular reviews to adjust strategies and ensure impact. By embedding intervention planning into the wider assessment framework, Redcastle reinforces its commitment to inclusive education and its mission to give every child the skills and self-belief to succeed.

ISP's - Individual Support Plans

At Redcastle Family School, Individual Support Plans (ISPs) are a cornerstone of the school's inclusive approach to assessment and monitoring, ensuring that every child's unique learning journey is recognised and supported. ISPs are developed collaboratively by teachers, support staff, and parents to set personalised goals that reflect each pupil's strengths, needs, and aspirations. These plans are regularly reviewed and updated to track progress, adapt strategies, and celebrate achievements. ISPs are especially vital for pupils requiring additional support, enabling targeted interventions and fostering independence through clear, achievable objectives. By embedding ISPs into the wider assessment framework, Redcastle ensures that learning remains purposeful, responsive, and aligned with its mission to give every child the skills and self-belief to succeed.

Pupil Progress Meetings

At Redcastle Family School, pupil progress meetings are a central mechanism for ensuring that assessment data translates into meaningful action. Held termly, these meetings provide a structured forum for teachers, phase leads, and senior leaders to review individual pupil attainment and progress against expected milestones. Through collaborative discussion, staff identify pupils who may be falling behind or exceeding expectations, and use this insight to refine or initiate targeted intervention plans. These interventions—whether Wave 1 classroom strategies or more intensive Wave 2 and 3 support—are directly informed by the outcomes of progress meetings, ensuring that provision is responsive and evidence-based. This cyclical process strengthens accountability, promotes inclusive practice, and supports the school's commitment to helping every child thrive.

Moderation

At Redcastle Family School, moderation is a key part of making sure teacher assessments are fair and accurate. It means teachers work together to look at pupils' work, compare it to national standards, and agree on the right levels. This happens within the school (internal moderation) and sometimes with outside experts from the local authority (external moderation), especially in Year 6. During moderation, teachers share examples of work, talk through their judgments, and check they are

consistent across classes. It helps build confidence, supports staff development, and ensures all pupils are assessed fairly.

Reporting

At Redcastle Family School, reporting is an essential element of the assessment and monitoring policy, ensuring that pupil progress is communicated clearly and meaningfully to all stakeholders. Through regular meetings and focused visits, governors ensure that the school's strategic priorities are being met and that reporting practices align with statutory requirements and the school's vision for pupil success.

Teachers regularly record assessment data and use it to produce detailed reports that highlight individual achievements, areas for development, and next steps in learning. These reports are shared with parents through bi-annually consultations and written summaries, fostering a strong partnership between home and school. Additionally, reporting supports internal school evaluation by informing leadership teams of trends, gaps, and successes across cohorts. By embedding reporting into the wider assessment framework, Redcastle maintains transparency, promotes accountability, and reinforces its commitment to giving every child the skills and self-belief to succeed.

Data Recording Systems

At Redcastle, data is recorded on Insight tracking.

Type of Data	Formative/Summative	Year Groups	Frequency	Responsibility
EYFS Data	Formative	Nursery and Reception	End of the penultimate week of the term.	Class Teacher
Phonics Scores	Summative	1 (Year 2 retakes)	After each assessment window	Class Teacher
Teacher Assessment for maths, reading and writing.	Formative (Use summative data to support with Spring and Summer data)	1, 2, 3, 4, 5, 6	End of the penultimate week of the term.	Class Teacher
Year 4 Times Table Check	Summative	4	After each assessment window	Class Teacher
NFER Scores	Summative	3, 4, 5	After each assessment window	Class Teacher
SATs Scores	Summative	6	After each assessment window	Class Teacher

Foundation subject Learning Objectives	Formative	1, 2, 3, 4, 5, 6	End of the penultimate week of the term.	Class Teacher
NAPs	Formative	All children within bubbles Children in Moonbeam and Starlight	End of the penultimate week of the half term.	Lead Teacher of the bubbles Class Teacher
AET (Autism Education Trust)	Formative	SRB and SHIP children	End of the penultimate week of the term.	Class teacher and support staff

8. Roles and responsibilities

Assessment Lead: access/foundation/admin & structure

KS1 Lead, KS2 Lead & Intervention Lead: KS1 & KS2 analysis & trends

Area of Assessment	Responsibility	Monitoring responsibility
EYFS Data	Class Teacher	EYFS & KS1 Lead
Phonics score	Class Teacher	EYFS & KS1 Lead
Class data Y1 - Y6	Class Teacher	KS1 and KS2 Lead Intervention Lead
Year 4 Time Tables Check	Class Teacher	Assessment Lead
Year 6 SATs	Class Teacher to input data throughout the year	SLT Assessment Lead
NAPs	All Adults teaching wave 3 children	SENCO
AET	Lead Teachers in SRB & SHIP	SENCO