

## Assessment, Recording and Reporting

### 1. Policy Statement

At Coworth Flexlands School, the main purpose of assessment is to effectively support our pupil's progress. Assessments are carried out regularly and thoroughly to give a clear picture of how each pupil is progressing. Every teacher evaluates pupil performance by reference to our school aims and national norms and uses this data to inform, modify and implement future provision through their teaching strategies and planning. It is a requirement that each member of staff implements this policy in all subjects and learning approaches. All forms of assessment that are carried out at Coworth Flexlands are done so to meet the requirement that all pupils must make good progress according to their ability.

This policy applies to all members of our school community, including those in our EYFS setting. In line with our Provision of Information Policy, this document is available to all interested parties on our website and on request from the main school office and should be read in conjunction with the Teaching Policy.

Coworth Flexlands School is fully committed to ensuring that the appliance of the Assessment, Recording and Reporting policy is non-discriminatory in line with the UK Equality Act (2010). Further details are available in the schools' Equal Opportunity Policy document. Coworth Flexlands School seeks to implement this policy through adherence to the procedures set out in the rest of this document.

This document is reviewed annually by the Headteacher and Local Governing Body or as events or legislation change requires.

The assessment at Key Stages 1 and 2 consists of two main areas:

- Summative Assessment
- Formative Assessment

### 2. Summative Assessment

Summative assessment consists of testing which establishes what a pupil can do at a given time.

The following assessments are currently used at Coworth Flexlands School:

- **Progress Tests in English and Maths** are administered twice a year in Years 1 to 6. These are paper based tests for Years 1 and 2 and digital tests for Years 3-6. They are externally produced by GL assessment and provide standardised scores against national norms.
- **Progress Tests in Science** are administered twice a year in year 4,5 and 6. These are digital tests and are externally produced by GL assessment which provide standardised scores against national norms.
- **PASS Tests** (Pupil Attitude to Self and School) are administered twice a year in year 4,5 and 6. These are digital tests and are externally produced by GL assessment which gives an insight into pupils' attitudes towards themselves and their learning.
- **NGRT and NGST** are spelling and reading tests that take place every term for Years 3-6. These are digital assessments produced by GL assessment.
- **CATS** (Cognitive Ability Tests) are taken in the Autumn Term for Years 3 - 6. These are online tests externally produced by GL assessment.
- GL Assessment is authorised by us, on the parents' behalf, to store the test data for the purpose of informing the school of each child's on-going progress and test outcomes.
- Creative writing is assessed internally termly by teachers for Years 1 to 6 using Key Performance Indicators.

### 3. Formative Assessment

Formative assessment consists of day-to-day ongoing assessment: monitoring how well the pupils fulfil learning intentions, providing feedback and involving the pupils in improving their learning. The following strategies are used in our formative assessment:

**Targets:** Pupils are set targets based on their own learning and demonstrate next steps in learning.

**Planning:** To ensure clear learning intentions, differentiation and appropriate delivery of the curriculum, taking those requiring extra support, G&T & EAL into account.

**Pupil self-evaluation:** Pupils are encouraged to evaluate their own achievements in oral and written form. This helps to provide the teacher with more assessment information – the pupils perspective.

**Marking:** This provides a useful ongoing record and tracks progress which informs the pupil of successes and areas to develop.

### 4. Assessment arrangements for EYFS

Coworth Flexlands School follows the assessment arrangements of the EYFS statutory framework. Throughout the EYFS children are assessed formatively through recorded and unrecorded observation. This is underpinned by practitioner's knowledge of child development and learning and an understanding of the individual children in their care. All members of the EYFS staff observe and record children's learning and development, they welcome the observations of parents too. Seesaw is also used to share children's learning and development with their parents.

Observations and assessments are used to inform planning; planning for the next steps in learning and development for individual children or groups of children. Each area of learning has relevant goals which summarise the skills, knowledge and understanding that children are expected to have gained by the end of the EYFS.

In the final term in Reception this information is recorded on the the Early Years Foundations Stage Profile for each child. This profile is shared with parents, Year 1 teachers and the data submitted to the local authority at the end of the summer term.

During a child's first half term in Nursery, Parents are invited to attend a 'settling in conversation' with their child's Key Person which meets the requirements of a progress check of the prime areas for children aged between 2 and 3 years. During this conversation, developmental milestones in the Primary Areas of Learning are discussed and targets set. Parents then receive a Settling in Report.

### 5. Parent Communication

Short attainment and effort reports are provided to parents of every registered pupil at the end of the Autumn and Spring Term with a full written report sharing progress and attainment being sent home at the end of the Summer term. Parent evenings are also held in the Autumn and Spring terms for all year groups. Parents are encouraged to communicate via email, homework diaries, exercise books or conversations with staff throughout the year to ensure that clarity of learning is understood to all those supporting pupils.

For EYFS pupils, a profile is completed at the end of the school year in which they reach the age of 5 which is communicated to parents. Each child is assessed against the early learning goals; parents are provided with explanations and have the opportunity to discuss profiles with staff. Profile data is included in the transition to the Year 1 teacher.

### Document Log

Reviewed by	Nicola Cowell
Role	Headteacher
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