



Assessment, Recording & Reporting Policy

Assessment, Recording & Reporting Policy (Including EYFS)

Policy Review Date: September 2025

Reviewed By: M Ashton, SLT & Board of Governors

Next Review: September 2026 (or following incident, legislation or interim guidance)

September 2025 Reviewed & ratified by:

Headteacher: Mrs J Callaway

Chair of Governors: Dr Catherine Kidd :

This policy is available on the school website and up on request.

Updates and Amendments to Policy

Date	Section Heading	Update Details	Page N°
Sept 2021	Types of Assessment	Amended to reflect the use of INCAS data from CEM. This is a change from the PIPS assessment from CEM.	
Oct 2022		Inclusion of summer repeat of INCAS assessments	
Sep 2025		Amended as Insight has become Insight	

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This policy applies to the whole school, including EYFS and Wraparound.

Introduction

Through our teaching, we aim to equip children with the necessary skills and values to make them lifelong learners, and to be valued members of the communities in which they live. We acknowledge and celebrate the fact that each of our children is different, and that they all learn in different ways. Our provision reflects this:

We believe that children have a right to receive outstanding teaching, to enable them to access outstanding learning. At Avalon, we provide a rich learning environment and varied curriculum, and strive to offer the very best educational start for every child.

Types of Assessment

We assess in different ways and with different purposes during the academic year. We use three forms of assessment.

Formative Assessment	In-school Summative Assessment	Standardised Summative Assessment
Used by teachers to evaluate pupils' knowledge, skills and understanding on a day-to-day and lesson by lesson basis and to tailor teaching accordingly. This includes: quick recap questions, scrutiny of pupils' work, providing feedback and pupils' responding, observational assessment, quizzes.	Used by teachers to evaluate how much a pupil has learned at the end of a teaching unit and should include, where relevant, internal standardisation. This includes: end of unit assessments, mid or end of year exams, reviews for pupils with SEN and/or disabilities.	Tests are set externally but administered internally. These are Insight (CEM) PUMA and PiRA (Hodder).

We believe all summative assessment should be used formatively. Teachers routinely analyse summative assessment and identify the next steps for subjects and specific pupils.

Principles of Assessment

The primary principle of assessment is that it should be fit for the purpose intended. Assessment is an integral part of teaching and lies at the heart of promoting pupils' learning. Assessment should provide information which is clear, reliable and free from bias. The guiding principles below are used to help ensure that we maximise the impact of our assessment.

Principles of Formative Assessment

Formative assessment:

- ✎ gives 'of the moment' information about pupils' knowledge and understanding of a topic, skill or concept;
- ✎ is interactive and leads to dialogue;
- ✎ helps pupils to understand what they have done well and what they need to do to improve;
- ✎ is inclusive of all abilities;
- ✎ supports immediate planning to improve progress and attainment; and

Principles of In-school and Standardised Summative Assessment

These forms of assessment should be used:

- ✎ formatively by teachers to plan for the next steps, target set and precision teach;
- ✎ to triangulate wider assessment judgement;
- ✎ to evidence progress over time;
- ✎ to compare cohorts and groups of pupils;
- ✎ to assess against agreed benchmark standards; and
- ✎ as a basis for reporting.

Mastery and Depth

The current version of the National Curriculum is predicated on a different assumption than that in previous versions where there was an expectation of 'acceleration', i.e. moving children on through levels and sublevels regardless of the security of their learning. Now, we are looking for depth and mastery in learning. This does not exclude acceleration but 'moving on' should never be at the expense of depth and mastery.

A mastery approach to learning is at the heart of the National Curriculum and also part of great pedagogy. This means that teachers need to think, plan and teach differently. Teachers need to consider how to ensure that their pupils have opportunities to develop depth and mastery in their learning before considering acceleration. By promoting depth, learning is more likely to become secure and embedded.

In relation to mastery in learning, we look for the following characteristics: the long term retention of learning, the independent application of learning, the ability to make connections between subjects and different aspects of learning, the ability to explain one's own learning and the skills being utilised and the ability to know which knowledge and skills to recall and utilise to solve a problem.

In-school and Standardised Summative Assessment

Our key summative assessment points over the year, whether in-school or standardised, are identified in the following assessment planner so that all staff and pupils can see and prepare for them.

Year	Autumn	Spring	Summer
R	<ul style="list-style-type: none"> 👉 PIPS baseline Assessment 👉 EY Log 	<ul style="list-style-type: none"> 👉 EY Log 	<ul style="list-style-type: none"> 👉 PUMA and PiRA Assessments
1	<ul style="list-style-type: none"> 👉 INSIGHT Assessments in Reading, Maths, Mental maths, Spelling and NVR 👉 Assessed writing tasks 👉 PUMA and PiRA Assessments 	<ul style="list-style-type: none"> 👉 Assessed writing tasks 👉 PUMA and PiRA Assessments 	<ul style="list-style-type: none"> 👉 Assessed writing tasks 👉 PUMA and PiRA Assessments 👉 INSIGHT Assessments in Reading, Maths, Mental maths, Spelling and NVR
2	<ul style="list-style-type: none"> 👉 Insight Assessments in Reading, Maths, Mental maths, Spelling and NVR 👉 Assessed writing tasks 👉 PUMA and PiRA Assessments 	<ul style="list-style-type: none"> 👉 Assessed writing tasks 👉 PUMA and PiRA Assessments 👉 INSIGHT assessments (Reading, Maths and NVR) 	<ul style="list-style-type: none"> 👉 Assessed writing tasks 👉 PUMA and PiRA Assessments 👉 INSIGHT Assessments in Reading, Maths, Mental maths, Spelling and NVR
3	<ul style="list-style-type: none"> 👉 INSIGHT Assessments in Reading, Maths, Mental maths, Spelling and NVR 👉 Assessed writing tasks 👉 PUMA and PiRA Assessments 	<ul style="list-style-type: none"> 👉 Assessed writing tasks 👉 PUMA and PiRA Assessments 	<ul style="list-style-type: none"> 👉 Assessed writing tasks 👉 PUMA and PiRA Assessments 👉 INSIGHT Assessments in Reading, Maths, Mental maths, Spelling and NVR
4	<ul style="list-style-type: none"> 👉 INSIGHT Assessments in Reading, Maths, Mental maths, Spelling and NVR 👉 Assessed writing tasks 👉 PUMA and PiRA Assessments 	<ul style="list-style-type: none"> 👉 Assessed writing tasks 👉 PUMA and PiRA Assessments 	<ul style="list-style-type: none"> 👉 Assessed writing tasks 👉 PUMA and PiRA Assessments 👉 INSIGHT Assessments in Reading, Maths, Mental maths, Spelling and NVR
5	<ul style="list-style-type: none"> 👉 INSIGHT Assessments in Reading, Maths, Mental maths, Spelling and NVR 👉 Assessed writing tasks 	<ul style="list-style-type: none"> 👉 Assessed writing tasks 👉 PUMA and PiRA Assessments 	<ul style="list-style-type: none"> 👉 Assessed writing tasks 👉 PUMA and PiRA Assessments 👉 INSIGHT Assessments in Reading, Maths,

	<ul style="list-style-type: none"> 👉 PUMA and PiRA Assessments 		Mental maths, Spelling and NVR
6	<ul style="list-style-type: none"> 👉 INSIGHT Assessments in Reading, Maths, Mental maths, Spelling and NVR 👉 Assessed writing tasks 👉 PUMA and PiRA Assessments 👉 Grammar School entrance examinations (optional) 	<ul style="list-style-type: none"> 👉 Assessed writing tasks 👉 PUMA and PiRA Assessments 	<ul style="list-style-type: none"> 👉 Assessed writing tasks 👉 PUMA and PiRA Assessments 👉 INSIGHT Assessments in Reading, Maths, Mental maths, Spelling and NVR

Integrity of Assessment Information

In order for our assessment processes to be robust and valid, we ensure that all staff are competent in the use of assessment. We do this by:

- 👉 using clear assessment criteria
- 👉 support the training of staff in what constitutes robust assessment;
- 👉 assigning time for the moderation of assessment judgement;
- 👉 triangulating judgements from a range of assessments, including:
- 👉 Work scrutiny
- 👉 Formative assessments
- 👉 Internal assessments / exams
- 👉 Standardised Cognitive Assessments
- 👉 Standardised Progress Tests

Use of Formative Assessment

Formative Assessment, or Assessment for Learning, are opportunities that our staff use as part of our day to day teaching and learning.

Our Formative Assessment provides teachers with an understanding of how the child has progressed as well as their grasp and application of the knowledge and skills covered. Through verbal or written feedback, the children are provided with a clear understanding of how well they are doing and what they must do to improve.

Strategies used for Formative Assessment:

- 👉 Evaluating pupils learning to identify those pupils with particular needs (including the more able) so that any issues can be addressed in subsequent lessons;
- 👉 Adjust medium and short term planning to meet the needs of the pupils, differentiating objectives, activities and outcomes where appropriate;
- 👉 Ensuring pupils are aware of the learning objective and encouraging them to evaluate their own progress, using given success criteria so that they understand the next steps they need to make;

- ☞ Marking work against given criteria, so that it is constructive and informative in accordance with our marking policy;
- ☞ Incorporating both formative and summative assessment opportunities in medium and short term planning;
- ☞ Sharing assessment data with their next teacher, so that children's attainment and progress can be monitored and tracked as they move through the school.

Assessment for Learning strategies:

- ☞ The use of a range of questioning techniques
- ☞ Targeted questioning
- ☞ Constructive marking which gives next steps learning where appropriate
- ☞ The setting of challenging, but achievable targets;
- ☞ The sharing of learning objectives and success criteria;
- ☞ Self and peer evaluation;
- ☞ Discussion, talk and teacher modelling.

Recording Assessment

The Assessment coordinator (Mr Ashton) compiles and maintains an assessment tracker so that staff may access historical tracking data in respect of their children.

Reporting to parents

Throughout the academic year we report to our parents in the following ways:		
Autumn	Spring	Summer
Parent Teacher Evening End of term report (core)	Parent Teacher Evening Target setting report (core)	End of term report (full)

Parent Teacher Interviews

There are two Parents' Evenings for parents to meet their child's Form Tutor and core subject teachers in the Autumn and Spring Terms.

Parents meet the Form Teacher for a ten minute session in which the child's attainment and progress are discussed.

Evaluation

This policy complies with the Independent School Standards Regulations. As is expected of us, we publish particulars of the school's academic performance during the preceding school year, including the results of any public examinations.

Responsibility

The person with responsibility for the overview and yearly evaluation of this policy is the Assessment coordinator (Mr M Ashton). However, all staff are responsible for ensuring this policy is implemented and acted on.

When evaluating the use and impact of this assessment policy, our school leaders will evaluate the extent to which:

- ✿ assessment information is gathered and used to inform teaching and learning, including ensuring that pupils falling behind or those with SEN and/or disabilities are supported in their learning; and
- ✿ assessment information is shared with parents to help them support their children.

When evaluating the accuracy and impact of assessment, our school leaders will evaluate the extent to which:

- ✿ teachers use assessment for establishing pupils' starting points;
- ✿ teachers use assessment to modify teaching so that pupils can achieve their potential by the end of year or key stage;
- ✿ assessment draws on a range of evidence of what pupils know, understand and can do across the school's curriculum;
- ✿ teachers make consistent judgements about pupils' progress and attainment, for example within a subject, across a year group and between year groups; and
- ✿ the use of assessment is leading to the improved progress of all pupils.