



GATEHOUSE SCHOOL

ASSESSMENT, RECORDING AND REPORTING POLICY

Last Review Date	November 2025
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INTRODUCTION

Assessment is the process by which pupils and teachers gain insight into learning. It is distinct from **recording**, which involves selecting and retaining what is significant in learning, and **reporting** which involves informing others about the learning.

At Gatehouse School we have a commitment to assessing pupils' work regularly and thoroughly; effective assessment is a key way in which we can achieve our aim of focusing on each individual pupil. We use a range of internal and external assessments to inform teaching and learning and to facilitate pupil progress. Our assessment practice ensures lesson planning is relevant and is based on a sound knowledge of the pupils' learning styles, attainment, progress and the next steps in their learning. Regular feedback is given to pupils about their learning, which helps them to understand how to be successful, recognise what they have achieved and know what they need to do to improve further. Reporting results of achievement to parents, at parents' evenings and through written reports, ensures that teachers and parents are working together to raise the standards of our pupils.

AIMS AND OBJECTIVES

At Gatehouse School we:-

- Enable our pupils to demonstrate what they know, understand and can do in their work.
- Ensure that all pupils make the expected progress, or exceed the expected progress according to their ability.
- Ensure teachers use assessment to modify their short term planning so that they effectively and accurately reflect the needs of each child, supporting pupil progress and learning.
- Involve pupils so that their learning is personalised.
- Help our pupils recognise the standards to aim for and to understand what they need to do next in order to improve their work.
- Track, plot and compare the progress of individual pupils, groups, forms, year groups and subjects so that an accurate record of academic achievement and attainment is obtained.

- Provide regular information to each parent which enables them to support their child's learning.
- Provide information for a smooth transition between year groups and transfer to other schools.
- Provide the Headteacher, the governors and inspectors with information that allows them to make judgements about the effectiveness of the school.

DEFINITION OF ASSESSMENT

There are various types of assessment which enable teachers to gain a picture of a child's ability, attainment and progress. These include:-

Formative Assessment (assessment for learning) tracks ongoing achievements and successes. It determines targets and involves the use of assessment in the classroom to raise pupil achievement. Pupils improve most if they understand the aim of their learning, know where they are in relation to this aim, and recognise how they can achieve this aim.

Assessment for learning is based on four principles:

- Making the learning clear by setting a learning objective and success criteria
- Peer/self-evaluation
- Pupil feedback
- Effective questioning

Summative Assessment (Assessment of learning) sums up what a pupil has achieved at the end of a period of time, relative to the learning aims and the relevant national standards. The period of time can vary, as assessments may be at the end of a topic, at the end of a term or half-term, at the end of a year or, as in the case of the national curriculum tests, at the end of a key stage. Summative assessment takes place after the teaching and learning and involves judging pupils' performance against national standards. Test results and data can then be recorded and reported to Governors, SLT, teachers and parents.

Diagnostic Assessment assesses what the learner already knows and/or the nature of difficulties that the learner might have, which, if undiagnosed, might limit their engagement in new learning. Once strengths and weaknesses are identified, pupils can be supported so that improvements can be made.

Evaluative Assessment is a type of assessment whereby performance of departments and year groups can be reviewed to improve the quality of teaching and learning.

STRATEGIES AND PROCEDURES FOR ASSESSMENT

Assessment in the Foundation Stage

On entry to the Nursery, pupils are observed and assessed using CEM Aspects. This helps to inform planning, set targets and aid early identification of additional needs. During EYFS, pupils are assessed through teachers' ongoing observations and assessments in the seven areas of learning:-

- Communication and language
- Physical development
- Personal, social and emotional development
- Literacy
- Mathematics
- Understanding the world
- Expressive arts and design

Each child's typical developments and achievements are recorded in an EYFS profile which is quality assured through visits by local authority and through links with other schools.

EYFS profiles are compiled throughout Reception and results are sent to Tower Hamlet Local Authority in June, where they are moderated and used to form part of the National EYFSP data.

At the end of each term in Reception and Nursery, 'Juniper Sonar' pupil tracking software is utilised to record data based upon individual pupils' achievements. Teachers input the results of short and long observations into Sonar (recording these as WT or WE) so that reports can be generated based upon the attainment and progress of pupils.

Assessment in KS1 and KS2

There are a range of assessments which take place during KS1 and KS2; formative and summative, informal and formal (details of which are outlined in the attached appendix).

- **Summative Assessments** - Progress tests (PTE, PTM) in English and mathematics are taken by pupils in Year 1 - Year 5 during the summer term, the results of which show the progress made throughout the academic year.
- Pupils in Year 1 to 6 undertake standardised spelling tests (NGST) and reading tests (NGRT) in February, which provide us with a reading age and spelling age for each child in KS1 and KS2, and assist in identifying pupils who need extra support or extension in these areas.
- Cognitive Ability Tests (CAT4) are taken by all pupils in KS2 (Year 3 - 6) during the autumn term. The CAT4 tests are made up of 4 components (verbal reasoning, non-verbal reasoning, quantitative and spatial) which assess a pupil's natural ability and potential in each of these areas. Results from CAT4 tests provide teachers with a comprehensive profile of a pupil's developed abilities and academic potential. We compare the CAT4 results with the Progress test results to determine whether children are working at, above or below their predicted ability.
- **Additional Arrangements** - The data generated by CAT4 and Progress tests is extremely beneficial to teachers in tracking pupil progress, however the school adopts a flexible approach to assessment. Where it is deemed to be in the best interest of a pupil, modifications may be made for children who have specific learning or pastoral needs. This could involve the provision of a reader, 25% additional time or even using paper versions of tests.

- Parents are always advised prior to assessments taking place, so they are fully aware of the date these will be administered. Results for all KS1 and KS2 assessments are shared with parents/carers and these are sent out on their end-of-term reports.
- **Formative Assessments** - Class teachers constantly assess pupils during lessons and through informal observations, questioning, dialogue and through marking written work. Teachers use this information to give feedback to pupils, so they know how they can progress, and to inform their planning of subsequent lessons. It is important that teachers make explicit the learning intentions and success criteria for assessing work, so that pupils are clear about what they need to do to be successful.

Teachers track pupils using 'Juniper Sonar' to monitor progress and attainment termly in all subjects, with the exception of Art & Design, which is assessed using a different method. Sonar is an online formative assessment programme which enables teachers to track how well pupils are performing against Key Objectives, at the end of a lesson, a unit of work or at the end of a term. Teacher assessments are recorded on the system, utilising the Sonar colour-coded system to record how well pupils are performing:

Red = Not yet achieved
 Yellow = Shows signs of understanding
 Green = Has achieved the objective
 Purple = Has achieved and mastered the objective
 Grey = Objective has not been taught or assessed

The aim is to have a visual way of displaying each child's progress against the key objectives with easy identification of next steps or targets for each cohort. This enables SLT and subject coordinators to monitor progress across year groups and over time. Judgements can be based upon teacher assessment or supported by assessment data completed in class.

- **Writing Assessment** - Pupils from Year 1 to Year 6 complete one piece of unaided writing every term in their grey progress writing book (October, January and June). The writing is based upon a focus given by the Director of Studies and Head of English. Class teachers inform the Deputy Head if they are concerned about a child who is failing to meet the required standard in writing, in order to implement access to small group intervention.
- **Pupil Self-Assessment**
 A significant attribute for all learners is the ability to recognise their own achievements. Without this, learning will always be dependent upon another person's view. Independent learners are able to judge their own learning needs and set targets for themselves. We aim to promote these self-assessment skills through encouraging pupils to review their own work and the work of their peers. This may be through discussion, using talk partners, questionnaire type assessment sheets or pupils editing and marking their own work against agreed success criteria.

Assessment and Additional Educational Needs

Assessment should reflect the schools policy on Inclusion /SEND. Any pupils experiencing difficulty in making progress in line with expectations for their age will be referred to the Deputy Head / Inclusion Co-ordinator for further diagnostic assessments, so that Individual Education Plans can be set up. Pupils who are talented in a particular subject area, or who have achieved extremely high results in the standardised tests are also referred to the Inclusion Co-ordinator for further assessments. Challenging tasks and enrichment activities are set during the 'Nurture Group' for highly able pupils, in order to give opportunities to further extend these individuals.

RECORDING ASSESSMENT INFORMATION

Results from summative assessments are recorded digitally for each child, so that progress can be tracked in the core subjects of English and mathematics. The digital results from PTE, PTM, NGRT, NGST and CAT4 summative assessments are downloaded from the GL Assessment website 'Testing for Schools' after which they are recorded on a summative assessment tracking spreadsheet by the Director of Studies. Results of all digital tests taken are held on the school server under Teachers area/ Assessment / New Assessment, and these are easily accessible for perusal by SLT and all teaching staff.

REPORTING TO PARENTS

Written Reports

- **EYFS** - parents receive two written reports, one at the end of the autumn term and one at the end of the summer term. These reports are completed by form teachers and focus upon attainment in the seven areas of learning, as well as commenting upon personal and social development.
- **KS1/KS2** – parents of pupils in Years 1 to 6 receive three reports during the academic year. There is a detailed written report at the end of the spring term, which gives in-depth feedback on all areas of the curriculum, along with effort grades, attainment grades and targets. These reports are devised to inform parents of how their child has performed in relation to past achievements and national standards as well as commenting on strengths, weaknesses and attitudes to learning. The autumn term and summer term reports are shorter and advise parents of effort grades, attainment grades and targets. Results of all summative assessments are sent out along with reports. The Inclusion Coordinator issues a supplementary report to specific parents of pupils who are given extra support out of class, and those with additional educational needs, to advise them of their progress and attainment during 1:1 and small group lessons.

Verbal Reports/Parents' Evenings

- **EYFS** – operates an 'open-door' policy with regard to discussing any concerns with parents. Teachers meet formally with parents twice per year to discuss their child's progress and attainment. The first meeting takes place within the first seven weeks of the autumn term, the second taking place in the summer term. For reception children, teachers take this opportunity to discuss pupils' EYFS eProfile scores. Parents also meet informally to review and sign pupil

profiles at the end of each half term. Parents can arrange additional appointments to discuss their child, as deemed necessary.

- **KS1/KS2** - teachers meet formally at the end of the first term with parents to discuss their child's progress and attainment in all curriculum areas. Year 6 parents have additional individual meetings to discuss their child's secondary school transfer with the Headteacher, Director of Studies and DSL. Parents can arrange further appointments with teachers to discuss their child, as required.

MODERATION OF STANDARDS

Teachers meet regularly with their line managers, subject coordinators and parallel class teachers to agree on consistent standards for assessing pupils' work. Subject leaders and SLT use classroom observations to monitor formative assessment, teachers' use of strategies and quality of feedback. The quality and consistency of marking and written feedback is monitored through scrutiny of work. SLT follow a timetable of formal lesson observations throughout the year. Results are analysed and used to feed into the School Development Plan.

RESPONSIBILITIES

- **Form Teachers** – monitoring of individual pupil progress; liaison with parents, subject co-ordinators and SLT; transfer of assessment information to the next form teacher.
- **Subject Co-ordinators** – advising colleagues about their particular subject; creating a subject policy and subject development plan; reviewing formative assessments based upon key learning objectives for their subject; monitoring subject standards through discussion with colleagues and monitoring pupils' work.
- **Director of Studies** – leading on assessment procedures throughout the school; ensuring assessment data is used effectively by form and subject teachers; liaising with Head of EYFS over assessment procedures; compiling, maintaining and monitoring assessment records and pupil data; liaising with the Deputy Head and Inclusion Co-ordinator in identifying able or talented pupils; overall responsibility for testing and examinations; responsibility for the production of written reports to parents including provision of guidance. Managing and directing Subject Co-ordinators in their role.

Autumn Term: The Director of Studies analyses Year 1 PTE and PTM and Year 3-6 CAT4 results and gives targets to KS1 and KS2 teachers which are shared with the Headteacher. Any child who requires further support or intervention is highlighted and discussed with the Inclusion Coordinator, so that these children can be targeted and standards raised.

Spring Term: The Director of Studies analyses the spelling and reading data and sets targets which are shared with the Key Stage coordinators and SLT. Interventions and further challenges are put into place following discussion with the HSLT, Inclusion Coordinator and teachers.

Summer Term: The Director of Studies analyses the Year 1 - 6 PTE and PTM results and targets are set by teachers for the start of the next academic year. The results are shared with the Headteacher and SLT during our weekly meeting. The academic data is used to assist with the class splits, alongside the pastoral and SEND data, so that all classes are balanced.

- **SLT, Deputy Head / Head of EYFS** – liaising with colleagues in previous/next key stage to ensure smooth transfer of information and teacher assessments; agreeing school practice; regularly reviewing pupils' work to monitor practice in marking; summarising and evaluating information from Nursery Aspects, Juniper Sonar, GL assessments and the school's own assessments to use as the basis for school improvements and target setting; liaising with colleagues in the following key stage to ensure smooth transfer of information; advising colleagues on new initiatives and effective approaches to assessment; monitoring and evaluating all aspects of assessment, recording and reporting at Gatehouse School.

CONFIDENTIALITY AND ACCESS TO INFORMATION

The results of individual pupil's assessments are always treated as confidential. They are only communicated outside of the school to the individual's parents, the school to which the child is transferring and LEA agencies when requested. Parents have the right of access to all written documentation and records, which are intended for future use by other members of staff or appropriate external bodies.

APPENDIX 1:

OVERVIEW OF SUMMATIVE ASSESSMENT TASKS

Year Group	Assessment Tasks
Nursery	CEM Aspects (completed after 8 weeks of being in school) Juniper Sonar Tracking (at the end of each term)
Reception	EYFS Profile Assessments (in June) Juniper Sonar Tracking (at the end of each term)
Year 1	October Progress writing task A January Progress writing task B February NGRT (Reading age test) NGST (Spelling age test) May PTM6 and PTE6 (English and maths paper progress tests) June Progress writing task C ** Juniper Sonar formative assessments (every term)

Year Group	Assessment Tasks
Year 2	<p>October Progress writing task A</p> <p>January Progress writing task B</p> <p>February NGRT (Reading age test) NGST (Spelling age test)</p> <p>May PTE7 and PTM7 (English and mathematics digital progress tests)</p> <p>June Progress writing task C</p> <p>** Juniper Sonar formative assessments (every term)</p>
Years 3 – 6	<p>September Pre-CAT4 – Year 3 (Cognitive ability pre-test) CAT4 test - Years 4, 5 and 6 (Cognitive ability test)</p> <p>October Progress writing task A</p> <p>December PASS survey (Pupil attitudes to school and self)</p> <p>January Progress writing task B</p> <p>February NGRT (Reading age test) NGST (Spelling age test)</p> <p>May PTE and PTE (English and maths digital progress tests) for Years 3-5</p> <p>June Progress writing task C</p> <p>** Juniper Sonar formative assessments (every term)</p> <p>-----</p> <p>** Year 6 pupils sit 11+ Examinations (Autumn Term / Spring Term)</p>

All Year Groups	<p>Dyslexia / Dyscalculia Screener (To be taken if pupils are showing low scores or inconsistency in tests or in lessons).</p> <p>Additional diagnostic tests will be conducted by the Inclusion Coordinator where deemed necessary following consultation with parents.</p>
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