Cogan Primary School

Assessment, Recording and Reporting Policy
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**Definition of Processes**

**ASSESSING:** Making judgements about the nature and quality of pupils’ work and achievements on the basis of clear criteria.

**RECORDING:** Noting and keeping qualitative and quantitative information about pupils’ performance and achievements.

**REPORTING:** Providing accurate and meaningful information about progress and achievements to pupils, teachers, parents and other interested parties.

**Policy Aims**

To ensure that:

- Pupils’ work is evaluated according to the criteria devised by Cogan Primary School.
- The outcomes of assessment are used by teachers to inform and evaluate their planning and teaching identifying strengths and weaknesses, using both summative and formative assessments.
- Pupils’ work is regularly marked so that they are provided with supportive feedback about their performance. (see marking policy)
- Pupils are encouraged to use the information obtained as a result of assessment as a guide for improving their work. The overall aim is for pupils to become independent, self-motivated and effective learners.
- Assessment arrangements in the school are manageable and effective in monitoring the progress in individual pupils.
- Assessment is an integral part of the curriculum
- A variety of assessment techniques are used
- Assessment is the responsibility of all teachers and support staff

**Assessment and Curriculum Planning**

Assessment aims to be a consistent and reliable tool for:

- Helping children progress
- Providing useful feedback for planning purposes
- Giving meaningful information to parents and other interested parties
- Enabling the school to monitor trends in performance and its own effectiveness

To this end procedures for assessment are identified as an integral part of curriculum planning and opportunities for assessment are identified early in the planning process.
Forms of Assessment

Two main forms of assessment may be broadly identified:

Day to day assessment taking the form of (formative assessments):

- Informal judgements based on the regular observation of pupils’ learning
- More focused assessment opportunities with explicitly described assessment objectives

A summary of attainment taking the form of (summative assessments):

School determined or devised tests and statutory, externally set tests

Baseline assessment for Reception during the Autumn Term. Renfrew Vocabulary test and the Wellcomm analysis tool kit are used with Reception and Year 1 and 2.

The table below shows how the Stages of Development compare to the Foundation Phase Outcomes in year groups:

<table>
<thead>
<tr>
<th>Year Group:</th>
<th>Foundation Phase Outcomes:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pre - Nursery</td>
<td>1/2</td>
</tr>
<tr>
<td>Nursery</td>
<td>2/3</td>
</tr>
<tr>
<td>Reception</td>
<td>3/4</td>
</tr>
<tr>
<td>Year 1</td>
<td>4/5</td>
</tr>
<tr>
<td>Year 2</td>
<td>5/6</td>
</tr>
</tbody>
</table>

End of Foundation Phase – Year 2 assessments will be made against Foundation Phase outcomes in Language, Literacy and Communication, Mathematical Development and Personal, Social Development and cultural diversity. Foundation Phase statutory assessment arrangements can be found in the Statutory Assessment and Reporting Arrangements (SARA) document.

End of Key Stage Two (English, Mathematics, Science and Welsh) Teacher Assessments during the Summer Term – using Optional Assessment Materials in English and Mathematics. Judgements are also supported across the school and the cluster at standardisation and moderation sessions.

All year groups 2 – 6 to be given Salford Reading Test in the Autumn Term. In order to achieve consistency the Headteacher and ALNco administer and collate the Salford Reading Tests. The Salford Testing is also used to identify pupils’ progress in ‘Catch Up’ – the assessments for this take place during September, February and July and are administered by the ALNco and LSAs. More Able pupils scoring reading ages above 10.6+ are assessed using YARC where appropriate.

SWST Spelling Test in Autumn and Spring Terms

Year 2 Edinburgh Picture Test (Non Verbal Test) Summer Term

Year 3 – 6 NFER Non Verbal test. Summer Term

Years 2 – 6 National Reading Test during the Summer Term
Years 2 – 6 National Maths procedural and reasoning tests during the Summer Term

Years 3 - 6 Snapshot Mathematics during the Autumn and Summer Term

Years 1 – 6 Language writing assessment during each term assessing a range of writing completed in pupils’ books. Ongoing assessments of English will be made as appropriate using ‘Incerts’ online tracking.

Years 1 – 6 Big Maths Beat That assessment baseline in September. Then end of December, February and July.

Years 1 – 6 Ongoing assessments of Mathematics will be made as appropriate using ‘Incerts’ online tracking.

Years 1 – 6 Ongoing assessments of Science will be made as appropriate using ‘Incerts’ online tracking.

See attached Assessment timetable.

**Literacy Numeracy Framework (LNF)**

When writing annual reports, teachers will be using the expectation statements from the LNF to write a narrative about what the child has achieved and what he/she needs to work on next in order to progress.

Children will be tested annually in May from Y2 to Y9. There are three tests in total; Reading, Number and Reasoning. These assessments directly measure the progress and attainment of the children as they develop skills through the Numeracy and Literacy Framework (NLF)

Parents will be given their child(ren)’s results

The results are in the form of a ‘standardised score’, in other words, the child’s results will have been compared with all other children in Wales of the same age in order to identify the range of attainment across the country. The child’s standardized score will show parents what their child has attained compared with all others of the same age.

100 is the average attainment.

Two thirds of all children will score between 85 and 115

Very low (below 70) or very high (above 140) are recorded as *

When writing annual reports, teachers will use the expectation statements from the LNF to write a narrative about what each child has achieved and what he/she needs to work on next in order to progress.
Assessment Approaches and Opportunities

The following approaches and opportunities are taken to gather information about pupils’ performance:

- observation
- questioning
- listening
- reading and analysing pupils’ written work
- discussion
- pupils’ self-assessment
- focused assessment activities
- testing

Pupils’ Self-Assessment and Target setting

Reception and Year 1 make use of target boards to set targets and show/share progress. This is ongoing throughout the year.

Year 2 and Key Stage Two pupils also have a self-assessment sheets in “My Learning and Target logs”. They highlight what they have achieved in literacy and numeracy across the curriculum and use them to set short targets. The short term targets are also displayed in Target Frames on desks. These act as reminders and help keep the children focused on their next steps to achieve success. The target ladders in the logs are child friendly, so the children can access them and understand what each step looks like. There is also an opportunity for the pupils to make a comment about their general progress, behaviour and targets for the following term. The children also use ‘Move on Monday’ to revisit targets and wishes in order to improve their work.
(See attached proforma)

Responding to Pupils’ Work

Responding to pupils’ work for assessment purposes takes many forms ranging from informal classroom discussion to detailed comments made on a piece of written work.

Responding to pupils’ work is done for a number of purposes:

- To give pupils encouragement and praise
- To provide a diagnostic or formative comment for pupils and teachers
- To provide information so that comparisons can be made with the pupil’s past performance
- To provide information so that comparisons can be made with the attainment of other pupils
- To provide summative information at the end of a section of work that could assist in providing an overall judgement on a pupil’s current performance
- To provide evaluative information to assist the teachers’ future planning.
Commenting on a pupil’s work must be clear and explicit so that both pupil and teacher are aware of the purpose of the activity. Pupils should be given the opportunity to read and discuss the marking comments with their teacher.

At Cogan School we believe it is essential for pupils’ self-esteem to give them general praise and encouragement. Responses made to pupils should be expressed in positive and supportive terms with the aim of reinforcing progress and success.

A major reason for assessing pupils’ work is to provide feedback to help them improve their performance. Therefore, pupils should be given helpful diagnostic or formative information.

- Diagnostic comments aimed at giving pupils guidance so they can overcome specific problems.
- Formative comments that provide pupils with a challenge and aid to explain what they need to do to make further progress.

Wherever possible, these types of comments should reflect the success criteria against which the work is being judged. This means there has to be clarity about the nature and quality of the work pupils can be expected to produce. There is no need to provide written comments for every piece of work a pupil does. However, some should be selected for detailed comment and in particular, those pieces selected as an assessment focus.

**Move On Monday**

Move on Monday is a designated reflection time for pupils to reflect on their targets and answer any wishes in their books. Pupils use their Learning and Target logs to identify where their learning is currently and where their next steps are. During Move on Monday, the children discuss their learning with their peers as well as members of staff.

The children also get an opportunity to share their learning during Learning Buddies sessions every half term. They talk about and share their learning with their books with either year above or below.

**Moderation, Standardisation and Achieving Consistency in Assessment**

Moderation (moderating a number of pieces of work and agreeing a best fit level) and standardisation (agreement of an individual piece of work exemplifying a given National Curriculum level or Foundation Phase Outcome) exercises are undertaken by staff during designated Inset sessions. This helps develop a common interpretation of standards throughout the school so that assessment of pupils’ work is more likely to be reliable and valid.

Reception teachers will be supported by Advisers in moderation of Stages of Development Profile. Standardised portfolios of work within the consortia will also be available to support the assessment process. Moderation between Nursery and Foundation Phase teachers will take place through a professional Learning community (PLC) project.

Year 2 and Year 6 teachers are supported by the rest of the staff in ascribing Levels of Attainment in teacher assessment at the end of each Key Stage. Additionally, moderation and standardisation helps ensure that all pupils receive their curricular entitlement within the school. Learner Profiles in English, Mathematics, Welsh second language and Science will
be used to ensure consistency in judgements made. This are moderated giving examples of
pupil profiles of National Curriculum levels and Foundation Phase outcomes.

Year 2 and Year 6 teachers attend cluster standardisation and moderation sessions during
May each year. Samples of pupils’ books are taken and shared with cluster colleagues,
together with representatives from the LA/Consortium to exemplify standards and ensure
consistency in awarding outcomes and levels.

The Year 6 teacher and/or subject leaders attend Key Stage 2/ Key Stage 3 moderation
sessions with our cluster of schools, to build up portfolios that are externally moderated by
WJEC (see external moderation report, WJEC, St Cyres Cluster).

Consistency in moderation and standardisation is also achieved by using the appropriate
A.C.C.A.C./ DfES exemplification booklets:

2008, Making the Most of Learning, DfES
2008, Ensuring consistency in teacher assessment: Guidance for Key Stages 2 and 3, DfES
2010, Making the Most of assessment, DfES
Annual – Guidance on Statutory assessment arrangements for the school year, DfES

These are kept centrally in the Head teacher’s office or are available to view online
www.wales.gov.uk

A.C.C.A.C has also published Optional Assessment Material in National Curriculum subject
areas, which are used at the discretion of the class teacher and where appropriate identified
in Schemes of Work.

To ensure standardisation is effective, co-ordinators have compiled subject portfolios and
are continuously developing these. These exemplify individual pieces of work attaining
specified National Curriculum levels and Foundation Phase outcomes. The staff have all had
an input into the subject portfolios through twilight staff meetings.

Key Skills portfolios in the seven areas of learning in the Foundation Phase and the four Key
Skills areas in Key Stage 2 have also been moderated in terms of Subject Skills and Key Skills
by staff and act as exemplification of standards.

The school portfolios contain:

- Three pieces of work for each of the curriculum Levels 1 – 5. This will, over time,
  constitute Cogan Primary School’s own exemplification of subject standards portfolio.
- Each sample is accompanied by teacher’s notes on what they have observed.
- Notes about the context of learning

The English and mathematics Co-ordinators alongside the ALNco examine results from the
NFER tests in English, Maths and Non Verbal assessments. These tests are administered in
the Summer Term. Areas causing concerns are noted and any trends highlighted. This
allows the co-ordinator to pinpoint potential problem areas so that remedial action can be
taken. The findings of this analysis are disseminated to staff and strategies to rectify any
problem areas implemented. Pupils are identified during this process for Catch Up Literacy,
Let’s Think and Springboard support programmes.

Co-ordinators develop their subject Action Plan (AP) by monitoring pupils’ books, talking to
Learners and analysing data. The action plan has clear time scales and where
appropriate reflects the School Improvement Plan (SIP). The AP directly affects the dynamics of a subject and points a clear way forward. Teachers also complete a Class Monitoring Sheet identifying areas of strength and weakness in their class.

A copy, for information, is given to the Head teacher and another copy kept in the subject co-ordinators file.

**Assessment of Learning**

**LA Assessment Instruments, Family of Schools Data and National Data**

The LA provides a baseline schedule and undertakes value added analysis to support schools’ self-monitoring and development.

The results from statutory tests provide national data, information for parents and feedback to schools.

Information from these sources provides a range of evidence and inputs that are important for the school’s process of self-evaluation.

**Target Setting**

Each Autumn the governing body, in consultation with the Headteacher and staff, is required to set targets and monitor performance against them. Targets covering the statutory indicators are agreed with the LA/Consortium. Targets cover a three year period and are updated annually. Target setting is directly linked with S.I.P. Each class teacher is supplied with projected attainment data from the LA, using teacher assessment they indicate the level each child is likely to achieve in the three core subjects at the end of the academic year. This information is given to the Headteacher who then calculates the school targets. The Head teacher sets challenging targets from this information. When completed this data is presented to all relevant agencies.

In addition to the LA/Consortium targets, three local school targets are also agreed with the link systems leader, governors, Head teacher and staff. These are reviewed on an annually basis and part of the performance management cycle and the LA/Consortium review process.

Any pupil deemed unlikely to achieve the LA/Consortium set target is reviewed by the ALNco to ensure the needs of each pupil have been addressed. The class teacher highlights the pupils that are achieving below the expected levels and inform the Headteacher and ALNco. The school uses a + and – sign to indicate achievement within the levels. The class teacher has all the data required on a disk which enables them to update any information and track pupils. The school uses ‘Incerts’ an on line tracking system which provides each member of staff with a system for assessment and analysis of learning progression. The Assessment Manager can access all information and the system has the capability of comparing data for individuals and groups of pupils. This tracking system informs the next steps forward and indicates rates of progress, generating reports and assists with setting end of year targets.

Early identification alerts the school to potential difficulties and assists in monitoring pupils’ progress closely.
**Recording**

To ensure that:

- There are accurate and useful records of the achievement of individual pupils
- The school can monitor and evaluate the outcomes of assessment.
- The outcomes of assessment are available in a form that can be used to monitor trends in overall pupil performance and assist in evaluating the school’s effectiveness.
- Pupils’ understanding of the Foundation subjects is indicated on a proforma which is then passed on to the receiving class teacher.

**Purposes**

Detailed and accurate records and evidence of pupils’ academic and personal achievements are kept to satisfy the purposes outlined below. These assist in accurately informing later judgement and comments.

- To assist in the process of regularly reviewing pupils’ progress and the setting of appropriate targets for the future.
- To help teachers monitor pupils’ progress through the curriculum.
- To help teachers evaluate the effectiveness of their teaching programmes and influence lesson planning and long term curricular planning.
- To assist continuity and progression when pupils change teaching groups or move from school to school.
- To assist in the process of placing pupils in teaching groups, if appropriate.
- To maintain useful and relevant information about pupils’ academic and personal development.
- To provide a secure base for reporting attainment and achievement to pupils, parents and others.
- To ensure that all other statutory reporting requirements are satisfied.

**Documentation**

Class records are maintained as appropriate:

- Teacher’s personal written notes/field notes about pupils’ activities or work undertaken. The format for these is left to the discretion of the individual member of staff.
- Class records. These list the pupils in each class and record their progress in tables and spelling tests.
- Pupil Tracking Folder – Foundation Phase – Personal, Social, Well-being and Cultural Diversity, Language, Literacy and Communication, Mathematical Development and Knowledge and Understanding of the World and Key Stage Two – English, Mathematics, Science and Welsh is updated regularly and passed on to the next class teacher at the end of the school year.
- Incerts Assessment Online tracking Reception to Year 6.

**Reporting**

To ensure that:
• Reports provide an accurate statement of achievements of pupils. They also contain particulars of pupil’s progress in subject skills, key skills and activities studied as part of the curriculum, details of general progress and attendance record. (Callio - attendance is reported to parents termly using this system).
• Teachers state the levels expected for their year group and indicate whether each child is attaining at, below or above the expected level on the report. Targets are also set in the core subjects for the following academic year.
• Reports have a clear format and are written in readily accessible language. Reports are given to parents at the end of the Summer Term conform to statutory reporting requirements.
• Each term parents are invited to discuss the progress of their child/children with the class teacher and any other agencies involved, if applicable. In the Summer Term Parents’ Evenings are focused on discussion of the written report(s) on their child/children.
• Meaningful, concise transfer records are produced for Secondary School or receiving Primary School, if appropriate. These contain pupil’s end of Key Stage National Curriculum Teacher assessments and Standardised test results and teachers’ latest assessment of the pupil’s progress. (see appendix)
• The LA National Assembly, A.C.C.A.C., W.J.E.C. and any other relevant organisations are provided with any assessment information they may properly require.
• Annually records are passed on to the receiving class teacher in order to inform future learning and maintain progression.

**Monitoring**

**Books**

Members of staff with curriculum leadership roles monitor K.S.2 books in the Autumn Term and K.S.1 books in the Spring Term. A cross section to exemplify ability range in each class is sampled, i.e. above average, average and below average. All books are monitored during the Summer Term.

**Plans**

Deputy Head teacher monitors planning termly.
Core subject leaders monitor termly planning and provide a monitoring report identifying any areas for development.

Subject leaders assess their subject area and produce an action plan identifying areas to be developed.

**In Class Monitoring and observation**

This is undertaken by the Head teacher, deputy Head teacher and peer observation. A focus is decided upon prior to the observation. A proforma is completed following the observation. Oral feedback is given to the class teacher. The form is signed by both parties, a copy given to the class teacher (kept in the CPD/ Performance Management file) and
another kept in the Head teacher’s monitoring file. These observations also provide information for Performance Management target setting. In the case of music, P.E and Welsh, recordings of class performances and children’s level of understanding help constitute the school portfolio. These recordings may be audio and visual using the Coombers, Flip Cameras and Digital Cameras. Core subject leaders review and analyse the data received in their subject from the LA and from National tests. The analysis is discussed as a staff and areas identified for development are discussed and procedures put in place for support.

Talking To Learners

Subject leaders have the opportunity twice a year to talk to pupils about their learning and understanding of the work covered. The information gathered is then assessed and evaluated and feedback given to the class teachers. Any areas for development are then seen as areas for action for the coordinators and training and support identified.

Head teacher Monitoring Procedures

Oversight of curriculum schemes and policies.

Termly sampling of:

- Weekly Plans
- Pupils Books
- Subject leaders’ monitoring forms
- Teachers’ Planning
- Analysis of school and LA data

Other monitoring procedures:

- Learning walks
- Teacher and LSA exchanges – classes and roles
- Family Fisher Trust data (FFT)

Assessment of well-being

Pupils’ social and emotional wellbeing is important in its own right because it affects their physical health (both as a child and as an adult) and can determine how well they do at school. The promotion of good social, emotional and psychological health helps protect children against emotional and behavioural problems. At Cogan Primary School, a number of formal and informal assessments of the pupils’ attitudes and well-being are carried out. In Key Stage 2 the children complete online survey, whereby the results are analysed and support given appropriately. The SELFIE (Social and Emotional Support) is carried out, again results are analysed and addressed. Pupil and parent questionnaires are also completed and outcomes monitored and addressed. Within classes, the SEAL (Social, Emotional Aspects of Learning) programme is taught.
**Equal Opportunities**

Assessment procedures will take account of children who are physically impaired, dyslexic, gifted or slow learners. Consideration will be given to race and gender bias.

**Additional Learning Needs**

It is the aim of the school to ensure that the educational needs of all children are met. The special educational needs of all pupils are identified, assessed and provided for. Pupils on the SEN/ALN register undertake assessments with their peers and the data from these assessments is given to the class teacher and the ALNco. Using this information the ALNco identifies pupils for support. Testing also takes place for those pupils receiving ‘Catch Up’ reading support and class teachers are made aware of the results of this testing. Pupils who have learning difficulties are monitored and if necessary the ALNco becomes involved and provides support. All children receiving support for their learning are identified on the schools Provision Map and pupils identified as More Able and Talented are also kept on a separate register and additional activities are provided for them in order for these pupils to extend their understanding.

**Assessment for Learning**

When students are required to think about their own learning, articulate what they understand, and what they still need to learn, achievement improves.  
--Black and William, 1998; Sternberg, 1996; Young, 2000

Assessment for Learning strategies allows pupils to have more control and confidence in their own learning. The strategies also allow teachers a greater insight into pupils learning, understanding and confidence. Pupils with these strategies become active learners and back in the centre of their own learning.

According to the King’s College Cognitive model there are six pillars for developing thinking and which are crucial to effective learning.

1. Concrete Preparation – Tuning In / Engaging Pupils

This is where key vocabulary is introduced to the pupils and new concepts are explained to them. Pupils understand what a good result looks like. This is explained as generating success criteria.

2. Challenge – Cognitive conflict

This is where pupils are given the opportunity to explore their ideas and develop an understanding and a confidence where the wrong answer isn’t ridiculed. Pupils are encouraged to develop their thinking patterns. Pupils need their teachers to discuss with them the reasons for their wrong answers and share strategies which will support them in finding the correct answer.

3. Talk – Social Construction

This is where the pupils are encouraged to discuss their problems with one another to try and solve them together. The teacher’s role is to mediate whilst the children construct the knowledge and understanding. This can take the form of pairs and small groups talking and sharing their understanding and ideas. There is a need in some cases to set rules, to ensure that the pupils are all focussed on the task and are aware of their role in the activity. 

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some cases it may be beneficial to set out and explain speaking frames with the pupils, these can provide a framework and set criteria to follow.

4. Thinking about thinking, learning about learning.

This is where pupils assess their own understanding against that of others and against the success criteria. Pupils are encouraged to develop strategies to support their learning instead of simply being given solutions.

5. Linking the Learning – Bridging.

This is when links are made to other subject areas in school and in life. Making these links helps to reinforce the pupils learning and to consolidate their learning.

6. Making explicit the type of thinking being used.

Pupils should know the kind of thought processes they need to engage in to be successful in a particular activity.

At Cogan Primary School the strategies employed are

- No Hands Up – pupils developing confidence to Have a go and answer questions in class.
- Peer assessment – pupils share the success criteria related to a specific subject area and assess each others work.
- Thinking Time – pupils are given time to think of their responses and time to structure their thoughts.
- Think, pair and share – pupils are encouraged to think of their answers and then are encouraged to share their thoughts with a partner (ability, random, friendship), and then turn and share with a small group before presenting their ideas to the class.
- Traffic Lights – Pupils in Year 5 and 6 are asked at the end of the introduction to an activity to indicate using the traffic light cards their level of understanding. They have individual red (don’t understand), amber (some understanding) and green (full understanding) cards which they hold up. The teacher can then group the pupils according to their understanding.
- Other strategies used include the use of KWHL grids, place mats, diamond ranking, lily pads and TASC wheel.
- Move on Monday is used to revisit targets or wishes.
- Learning and Target Logs are used to support the children in knowing where they are and what their next step should be.

AFL strategies are in place in the Foundation Phase and in Key Stage 2 classes. The strategies are adapted and developed to suit the age and understanding of the pupils. The Year 5 and 6 strategies are developed alongside the staff in Key Stage 3 to ensure consistency and cohesion of approach.
Appendix:
Cogan Primary School
Transfer Record Sheet for receiving school

Name                                                   D.O.B

Current Year Group

This table shows the most recent and most relevant results

<table>
<thead>
<tr>
<th>Test</th>
<th>Results</th>
</tr>
</thead>
<tbody>
<tr>
<td>Baseline</td>
<td></td>
</tr>
<tr>
<td>FP TA</td>
<td>Maths = English = Science =</td>
</tr>
<tr>
<td>Year 2 EPT</td>
<td>Raw</td>
</tr>
<tr>
<td>Year 2 WG Maths Procedural Reasoning</td>
<td>Raw</td>
</tr>
<tr>
<td>Year 2 WG Reading</td>
<td>Raw</td>
</tr>
<tr>
<td>WG Maths KS2 Procedural Reasoning</td>
<td>Raw</td>
</tr>
<tr>
<td>NFER Non Verbal KS2</td>
<td>Raw</td>
</tr>
<tr>
<td>WG Reading KS2</td>
<td>Raw</td>
</tr>
<tr>
<td>KS2 TA</td>
<td>Maths = English = Science =</td>
</tr>
<tr>
<td>Salford Reading Test (Most recent dated)</td>
<td></td>
</tr>
<tr>
<td>SWST Spelling Test (Most recent dated)</td>
<td></td>
</tr>
<tr>
<td>Additional Information</td>
<td></td>
</tr>
</tbody>
</table>
Policy – Assessment, Recording and Reporting

This is to confirm that the Governing Body of

Cogan Primary School

has accepted the attached policy at the Governing Body meeting held on

April 2018

Signed: C. Foster

Chair of Governing Body

Date: 19th April 2018
<table>
<thead>
<tr>
<th>Autumn</th>
<th>Spring</th>
<th>Summer</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reception — Baseline assessments and RENFREW test /WELLCOMM test</td>
<td>SWST Spelling</td>
<td>Years 2-6 Salford Y / YARC Reading tests (if appropriate MAT)</td>
</tr>
<tr>
<td>SWST Spelling</td>
<td></td>
<td>Year 2 Edinburgh Picture Test (Non verbal)</td>
</tr>
<tr>
<td>Years 2-6 Salford X / (YARC Reading tests if appropriate MAT)</td>
<td></td>
<td>Years 3-6 NFER Non verbal tests</td>
</tr>
<tr>
<td>Years 3-6 Snapshot Mathematics online test</td>
<td></td>
<td>Years 2-6 National Reading tests</td>
</tr>
<tr>
<td>Years 1-6 Writing — one piece of writing assessed using the Criterion Scale—targets set</td>
<td>Years 1-6 Writing — one piece of writing assessed using the Criterion Scale—targets set</td>
<td>Years 2-6 National Mathematics procedural and reasoning tests</td>
</tr>
<tr>
<td>Targets Set:</td>
<td></td>
<td>Years 3-6 Snapshot Mathematics online test</td>
</tr>
<tr>
<td>Reception—Year 1 3 Core subjects &amp; PSE</td>
<td></td>
<td>Years 1-6 Writing — one piece of writing assessed using the Criterion Scale—targets set</td>
</tr>
<tr>
<td>Years 2-5 - 3 Core subjects</td>
<td></td>
<td>End of Foundation Phase Assessments — Language, Literacy and Communication; Mathematical Development; Personal, Social Development and cultural diversity</td>
</tr>
<tr>
<td>Year 6 — 3 Core subjects &amp; Welsh 2nd language</td>
<td></td>
<td>End of Key Stage 2 Assessments English; Mathematics; Science and Welsh 2nd language</td>
</tr>
<tr>
<td>Big Maths scores September baseline, end of December to be placed on the NAS drive data folder</td>
<td>Big Maths scores end of Spring term to be placed on the NAS drive data folder</td>
<td>SELFIE</td>
</tr>
</tbody>
</table>

Tracking Records on the NAS drive and INCERTS updated each half term for English, Maths, Science and Welsh (PSD FP) — ongoing (Other subjects updated twice a year Spring/Summer terms)