

Cogan Primary School

Ysgol Gynradd Cogan



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 and LSAs 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 is key to supporting progression, for the purpose of identifying learners' strengths, achievements, and areas for improvement, and identifying next steps. It is integral to learning and teaching and should not be confused with those activities that contribute to external accountability and national monitoring.

Assessment plays a fundamental role in enabling each individual learner to make progress at an appropriate pace, ensuring they are supported and challenged accordingly. Active engagement between the learner and practitioner on a regular basis is at the heart of supporting learner progression. All those involved with a learners' journey need to collaborate and work together by establishing:

- Where learners are in their learning
- Where they need to go in their learning
- What needs to be done for them to get there, taking account of any barriers to their learning

All staff follow our Cycle of Assessment which identifies a range of assessment to be used throughout the school year. Detailed records are kept so that we can ensure consistency across the school and identify standards of learning and achievement. Parent consultations are held twice a year. They provide an opportunity for parents to discuss their child's progress with their class teacher. In addition, a written learner progress report is provided each year to parents.

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 Nursery and Reception during the initial term. Renfrew Vocabulary test and the WellComm analysis tool kit are used with Reception, Year 1 and 2.

Nursery carry out phonic assessments in the final term.

Phonic assessments and keyword tracker takes place on a termly basis for children from Reception to Year 2.

The table below shows how the Stages of Development compared to the Lines of Progression:

Year Group:	Lines of Progression:
Nursery & Reception	Progression Step 1/2
Years 1 to 3	Progression Step 2/3
Years 4 to 6	Progression Step 3/4

All year groups 2 – 6 to be given Salford Reading Test in the Autumn, Spring and Summer term (Year 1 in the summer term). In order to achieve consistency, the ALNCo and trained LSAs administer and collate the Salford Reading scores. The Salford Testing is also used to identify pupils' progress in 'Catch Up Literacy'.

Nursery – Continuous Assessments recorded using SeeSaw

Nursery – Well-being assessment – Louven Scale

Across the school - Motional / SELFIE

Year 3 – 6 SWST Spelling Test in Autumn and Spring Terms

Year 3 – 6 NFER Non-Verbal test. Summer Term

Year 2 – 6 National Reading Test during the Summer Term

Year 2 – 6 National Maths procedural and reasoning tests during the Summer Term

Year 3 - 6 MaLT (Maths Assessment for Learning and Teaching) during the Summer Term

Year 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 our Cogan Writing Assessment Framework.

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

Nursery – 6 Ongoing assessments of Mathematics & Numeracy will be made as appropriate.

Rec – 6 Ongoing assessments of Science & Technology will be made as appropriate.

See HRB and ALN policy for further details of other assessments

Y3 – Y6 - Welsh 'Attitudes to Learning' – see Welsh policy

Curriculum for Wales / Literacy Numeracy Framework (LNF)

When writing learner progress reports, teachers will be using the expectation statements from the Curriculum for Wales 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 the Summer Term from Y2 to Y6. There are three tests in total; Reading, Number and Reasoning.

Some results (Maths Procedural) 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 standardised 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 *

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

Nursery, 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 beyond, two pupils have a personalised target sheet inside the front cover of their books taken from their Learning and Target Log. Working with their class teacher, they highlight what they have achieved in LLC, Maths & Numeracy, Science & Technology and Welsh and use them to set short term targets. These clear, progressive target sheets show children the next steps in their learning and provide a clear pathway to success. The target sheets in the logs are child friendly, so the children can access them and understand what each step looks like. The children also use ‘Move on Monday’ to move their learning forward. Time on a Monday morning is often spent revisiting targets, editing work or addressing ‘next step’ questions in order to improve their learning.

(See separate section below)

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 several 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 Primary School, we believe it is essential for pupils' self-esteem to give them general praise and encouragement. Responses made to pupil's work 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.

(Please see Marking policy)

Move On Monday

Move on Monday is a designated reflection time for pupils to reflect on their targets and answer any 'next steps' 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 from their books with a year group either 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 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.

All teachers, alongside the ALNCo, examine results from the Welsh Government National tests, Salford Reading Assessment, Maths Assessment for Learning and Teaching (MaLT) and Non-Verbal assessments. These tests are administered in the Summer Term. Areas causing concerns are noted and any trends highlighted. This allows the AoLE leader 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 intervention support programmes.

Leaders of each Areas of Learning and Experience (AoLE) develop their Priority Action Plan's (PAP's) by monitoring pupils' books, talking to Learners and analysing data. The priority action plan has clear time scales and feeds into the School Improvement Plan (SIP). Teachers also complete a Class Monitoring Sheet identifying areas of strength and weakness in their class. This is completed at the end of the summer term.

Target Setting

Three local school targets are agreed with the School Improvement Partner, Head teacher and staff. These are reviewed on an annual basis and are part of the performance management cycle. The School's Improvement Partner reviews the progress of the Headteacher's targets and school PM leaders review the progress of individual teachers through PM meetings termly.

Any pupil deemed unlikely to achieve the 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 expected progress and inform the Headteacher and ALNCo. The school uses a colour-coded system to indicate achievement within lines of progression. The class teacher has all the data required which enables them to update any information and track pupils.

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

Progress Meetings

Year group progress meetings will take place on a termly basis with the headteacher and deputy headteacher. This is an opportunity to discuss each individual year group with the class teacher, highlighting those children that are 'on-track' with their learning and making the expected progress. As well as those learners that are plateauing or not making expected progress. Available assessment data, as well as teacher knowledge about the child, will be brought to the meeting. Intervention/support will be put in place for any identified learner.

Individual Progression Reviews (IPRs)

Twice a year, teachers will be given a non-contact day to speak with every child in their class about their learning. This will be based around what the child has enjoyed learning, if they have any barriers to their learning, as well as creating a target linked to the Four Purposes. The teacher (or child) will record the conversation using a proforma and reviewed with the child at their next IPR. The recorded conversations will move with the child to their next year group.

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.

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/use of SeeSaw 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.

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.
- 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 Primary 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 Early Years, Lower and Upper Primary books in February and July. A cross section to exemplify ability range in each class is sampled, i.e., More-Able, Core and Support.

Plans

Headteacher and Deputy Head teacher monitor planning files on a termly basis.

AoLE leaders have the responsibility to monitor the coverage of their AoLE across the primary phase from Nursery to Year 6. They must ensure the curriculum is progressive and provides a broad and balanced diet using the Descriptions of Learning which make up the What Matters areas.

In Class Monitoring and observation

This is undertaken by the Head teacher, and members of the senior leadership team. The observation may take the form of a 'Leading Lesson Study' or a more traditional observation. The Leading Lesson Study involves a clear focus on the learner within the classroom. Members of Early Years, Lower Primary and Upper Primary will come in for the observation but focus on an individual learner. The pupil will then be involved in providing feedback about the lesson, which helps to see the impact of the teaching/learning.

A focus is decided upon prior to the observation. A proforma is completed during the observation using the Xlence in Teaching Framework. Oral as well as written feedback is given to the class teacher. The feedback is agreed by both parties, following a professional discussion, and recorded on the Xlence in Teaching website. These observations also provide information for Performance Management target setting.

Talking to Learners

Area of Learning and Experience (AoLE) 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 AoLE leaders 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 an 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.

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.

(See Equal Opportunities Policy for further details)

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 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.

(See ALN Policy for further details)

Assessment for Learning

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

- 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.
- 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 and/or next steps.
- 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 Early Years, Lower Primary and in Upper Primary 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 secondary schools 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

<u>Test</u>	<u>Results</u>				
Baseline					
Lower Primary TA	Maths = English = Science =				
Year 2 EPT	Raw	Standardised			
Year 2 WG Maths Procedural Reasoning	Raw	Standardised			
Year 2 WG Reading	Raw	Standardised			
WG Maths UP Procedural Reasoning	Raw	Standardised			
NFER Non Verbal UP	Raw	Standardised			
WG Reading UP	Raw	Standardised			
UP TA	Maths = English = Science =				
Salford Reading Test (Most recent dated)					
SWST Spelling Test (Most recent dated)					
Additional Information					



Policy – Assessment, Recording and Reporting

This is to confirm that the Governing Body of

**Cogan Primary School
Ysgol Gynradd Cogan**

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

February 2026

Signed: K John

Chair of Governing Body

Date: 04/02/2026

Universal Cycle of Assessment



Whole School Review

End of Year Progress Meeting Transition

End of Summer Term
Independent writing assessment
Big Maths

Individual Progression Review (IPR)

Baseline
Nursery / Reception baseline
Independent writing observation
Single Word Spelling Test (SWST)
Salford Reading Assessment
Phonic Assessment
Big Maths
Louven / SELFIE
WellComm
Renfrew

Progress Meeting
Individual Progression Review (IPR)

End of Autumn Term
Independent writing observation
Phonic Assessment
Big Maths

Progress Meeting

Spring Term
Phonic Assessment
Single Word Spelling Test (SWST)
SELFIE
Big Maths
Salford Reading Assessment

End of Spring Term
Independent writing observation
Phonic Assessment

How will we know children are making progress?

Summer Term
Personalised Assessments
Maths Assessment of Learning and Teaching (MaLT)
Non-verbal reasoning
Learner Progress Reports

Progress Meeting

ALN
7 Week Process for pupils identified as possibly having ALN

Annual IDP reviews for children identified as having ALN