



Assessment, Reporting and Recording Policy

This policy applies to the whole school including the EYFS at Copthorne Prep.

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Introduction

At Copthorne Prep School, assessment is a vital part of teaching and learning. It enables staff and pupils to monitor progress, identify next steps, and celebrate achievement. Assessment is embedded in everyday classroom practice and supports reflective, self-managed learning. It informs planning, adaptive teaching, and intervention, and contributes to a shared understanding of pupil development across the school.

This policy outlines our approach to formative and summative assessment, feedback, tracking, and reporting, and is cross-referenced with our annual assessment schedule.

Associated Policies

- Staff Handbook
- Feedback and Marking Guidelines
- Curriculum Policy
- Learning Support Policy

Contents

Introduction	2
Associated Policies	2
Table of Contents.....	2
Aims of Assessment	3
Types of Assessment.....	3
Formative Assessment (Assessment for Learning)	3
Summative Assessment (Assessment of Learning).....	4
Diagnostic Assessment.....	4
Informative Assessment	4
Planning and Departmental Responsibilities	4
Summative and Standardised Testing and Monitoring	5
EYFS (Reception)	5
Years 1–6	5
Senior School Examinations	5
11+ (Year 6 Exit)	5
Feedback and Marking.....	5
Tracking and Data Management.....	6
Reporting to Parents.....	6
Parents’ Evenings	6
Autumn and Spring Progress Reports	6
End-of-Year Reports	6
Ongoing Communication	6

Aims of Assessment

Our assessment practices aim to:

- Support the development of the whole child, underpinned by a growth mindset
- Monitor pupils' evolving skills, knowledge and understanding
- Identify strengths and areas for development
- Inform future planning and target setting
- Celebrate pupil achievements
- Provide accurate information to parents, staff and future schools
- Ensure consistency and reflection across curriculum areas

Types of Assessment

Formative Assessment (Assessment for Learning)

Formative assessment is ongoing and informs day-to-day teaching. It includes:

- Sharing clear **Learning Objectives (LO)** at the start of each lesson
- Using **Success Criteria** to guide pupil focus and clarify expectations
- Incorporating the principles of adaptive teaching into all lessons
- Providing timely, constructive feedback
- Encouraging pupil reflection and self-regulation
- Promoting self and peer assessment to foster ownership of learning
- Revisiting learning objectives to close gaps and consolidate understanding
- Adjusting planning based on pupil responses and progress

Pupils are encouraged to ask themselves:

- What is the learning objective?
- Am I able to meet the learning objective?
- If not, why not?
- What are my targets to close the gap?

Formative assessment increases motivation, self-esteem and progress.

Summative Assessment (Assessment of Learning)

Summative assessment provides a snapshot of attainment at specific points. It includes:

- End-of-unit tests (e.g. White Rose Maths assessments)
- Termly writing moderation
- Standardised assessments
- Internal benchmarking tasks
- Senior school entrance exams

Summative data informs future planning, flexible grouping, and support for both less able and more able learners.

Diagnostic Assessment

Diagnostic tools help identify pupils' natural abilities and specific learning needs. These may include:

- Dyslexia and dyscalculia screening (e.g. GL screeners in Year 2)
- Cognitive ability tests (CAT) in Years 2–6
- PASS survey (Years 1–6)
- Pupil conferencing (Years 2–6)

Informative Assessment

Assessment data is used to inform:

- Reporting to parents and governors
- Curriculum planning
- Whole-school evaluation

Planning and Departmental Responsibilities

Planning documents should include:

- Clear **Learning Objectives (LO)**
- Differentiated activities
- Opportunities for formative assessment (teacher, peer, self)
- A balance of individual and group tasks

Each department or year group, supported by the Heads of Department and Head of Academic Excellence, is responsible for:

- The types of assessment used
- Methods of feedback
- Catering for diverse learning needs

- Implementing review and self-evaluation processes

Summative and Standardised Testing and Monitoring

EYFS (Reception)

- Baseline assessments completed by mid-September
- Read Write Inc. assessments conducted termly
- ELG tracking ongoing throughout the year
- Writing moderation
- Final reports include ELG outcomes and specialist input

Years 1–6

- Read Write Inc. assessments termly
- White Rose Maths end-of-unit and termly assessments
- Writing moderation each term
- Accelerated Reader assessments termly
- Benchmarking tasks in writing and maths (Autumn 1)
- NGRT/NGST reading and spelling tests (Autumn and Summer)
- CAT tests (Years 2–6, Autumn 1)
- PTM/PTE paper-based standardised tests (Years 1–6, Summer 1)
- PASS survey (Years 1–6, Autumn 2)
- GL Dyslexia & Dyscalculia screeners (Year 2, as needed)

Assessment results are stored on the school MIS and used by the Head of Academic Excellence, SENDCo, Heads of Department and teachers to analyse trends, plan lessons and provide interventions.

Senior School Examinations

11+ (Year 6 Exit)

- Pupils sit bespoke entrance exams at destination schools
- Some schools use the ISEB Pre-Test, taken at Copthorne in November

Feedback and Marking

All teachers follow the school's Feedback and Marking Guidelines. Feedback may be:

Written – Constructive comments based on learning objectives and pupil effort

Verbal – Delivered during lessons, group work, plenaries or book returns

Feedback should:

- Be timely and purposeful
- Support pupil progress

- Encourage reflection and self-regulation
- Be differentiated and age-appropriate

Tracking and Data Management

Assessment data is stored securely on iSAMS, Teams and bespoke termly tracking spreadsheets for individual subjects. This enables longitudinal tracking of pupil progress.

- Data is accessible to all teaching staff
- Regular meetings are held with the Senior Leadership Team, Head of Learning Support and year group teachers to review assessment outcomes and plan next steps
- Staff are supported to interpret data and respond to emerging needs

Reporting to Parents

Parents' Evenings

Held twice yearly:

- Booking via electronic sign-up
- Meetings offered via video conferencing or in person
- Staff prepare records and pupil work for discussion
- Autumn parents' evenings are for English, Maths and Form appointments
- Spring parents' evenings are for appointments in all subjects as well as form tutor appointments

Autumn and Spring Progress Reports

These reports provide information about children's effort and attainment in all subject areas, as well as a form tutor comment, including reference to Wellbeing, which is not reported on as an academic subject.

End-of-Year Reports

- **Reception:** Full written report including ELG outcomes
- **Years 1–6:** Full written report with effort and attainment grades for all taught subjects

Ongoing Communication

Staff and parents maintain open lines of communication via:

- Email
- Telephone
- Scheduled meetings

Sensitive matters should be discussed by appointment to ensure privacy and professionalism.

Assessment Schedule

The full assessment schedule can be found here: [Yearly Assessment Overview.xlsx](#)