



TERRA NOVA
SCHOOL

Assessment, Recording and Reporting Policy

2025/2026

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1. Introduction

Purpose:

The primary purpose of assessment at Terra Nova is to create continual improvement in learning, to celebrate achievement and to encourage the pupils' independence by giving them frequent opportunities to develop reflection and self-evaluation skills. Assessment therefore is an integral part of our curriculum, and a key element to both teaching and learning.

Our assessment program includes a combination of both formative teacher assessment and summative standardised testing.

Aims:

Formative assessment is used in many different forms: verbal, written or a mix of both, to provide pupils with specific feedback that allows them to continually improve their academic attainment. At Terra Nova, we expect formative assessment to guide teachers' planning, lesson design and feedback techniques. This approach to assessment encourages pupils of all abilities to strive for excellence at every level and to feel confident in achieving their best. Refer to the Feedback Policy for further information.

Summative assessment provides essential information about progress to pupils, parents and teachers and is included in reports. Both formative and summative assessments are valued for the different information they provide and they are often combined to judge the achievement and progress of pupils against national standards.

Pupils at our school have an assessment process which:

- Accurately identifies and tracks progress;
- Highlights strengths and areas for improvement, together with strategies to manage them;
- Raises the expectation of success and celebrates a broad range of achievement;
- Provides reliable and credible information to support progression in learning;
- Recognises the wider curriculum including personal and social development;
- Actively involves them;
- Allows judgements to be made about a pupil's attainment, progress, attitude to work and academic potential;
- Informs planning and teaching methods as a result of relevant assessments;
- Uses assessments to create tasks which build upon a pupil's previous experience thus facilitating progress in his/her learning;
- Communicates pupil progress, attitude to work, and potential, to parents, governors, other teachers and himself/herself in a manner appropriate to the person being reported to.

2. Summative assessment cycle:

Year Group	CAT4 Cognitive Ability Tests (digital version)	PIRA/ PUMA Standardised paper-based English and Maths assessments	Ros Wilson Writing assessment	PASS Pupil attitude to self and school (digital assessment)	CE Common Entrance*	Dyslexia screener (digital)
	September + any new starters	Termly	Termly	January	Termly in house tracking in Year 7 and 8	September
1						
2						
3						
4						
5						
6						
7						
8						

PM Benchmarking:

Teachers in EYFS – Year 4 use PM Benchmarking to inform pupil progress in reading until a pupil becomes a 'free reader', at which point they have finished PM Benchmarking levels. Pupils are benchmarked at the start of a new school year and thereafter at the teacher's discretion.

Read Write Inc:

Pupils from Reception to Year 2 (and beyond if needed) are assessed each half term using the Read Write Inc Phonics assessment. The assessment data is analysed by the Reading Lead and informs phonics groupings, next steps and pupils who need further support.

***Common Entrance:**

Pupils in Year 7 and 8 sit termly Common Entrance English and Maths papers to monitor their progress. There is a formal Common Entrance exam week for pupils in Year 8 during the second half of the Summer Term when pupils sit papers in English, Maths, Science and French. Results are shared with pupils before parents.

New pupils:

Pupils that join Terra Nova in Year 1 – 3 sit PIRA and PUMA papers before starting, to aid teachers in their academic assessment and ensure all pupils are accurately set. Prospective Year 4 – Year 8 pupils will sit a CAT4 assessment which assesses pupils' cognitive ability profile.

3. Data, Recording and Reporting

Assessment Data

Each of the above assessments aim to:

- Track individual progress;
- Provide evidence for reporting attainment/progress to parents and to highlight areas of excellence and need for improvement;
- Enable teachers to plan effectively;
- Allow staff to monitor pupils' attainment across the curriculum and to assess attitudes to work;
- Set realistic and achievable next steps for individual pupils;
- Enable judgements to be made and reported about a pupil's potential in external examinations;
- Inform staff discussions when the performance of pupils is evaluated, individually and collectively.

Recording Data

Recording pupils' achievements is part of the assessment process. Class teachers, and subject specialist teachers in Years 5 – 8, are responsible for administering and marking paper based assessments. Digital assessments are administered by the same teachers but the data generated is shared with them by SLT.

Once collected, data is then stored and analysed:

- On Insight Assessment Tracking (Y1-Y8)
- On EYFS Tracker and RWI portal (EYFS)

Data should:

- Show the individual levels each pupil has achieved;
- Give an indication of the progress of each pupil;
- Provide evidence to support the levels of attainment reached;
- Give parents, teachers and pupils information about achievement, skills, knowledge, abilities and progress displayed in school;
- Involve the pupil in the learning process: by setting individual pupil and group targets

Reporting

Our reporting system provides clear feedback regarding pupils' academic progress.

- Autumn/Spring - individual report cards with subject specific grades
- Summer - detailed subject reports, commenting on progress, both in terms of effort and attainment as well as providing next steps to further learning
- All reports provide grades that link to nationally standardised score boundaries (Appendix A).
- Reports are sent to parents electronically.
- In addition to report cards and written reports, parents are also invited to parent consultations in the Autumn and Spring terms to discuss their child's progress.
- The SLT are responsible for advising parents on the suitability of future schools and the necessary academics required.

4. Tracking and monitoring progress

Tracking of Progress

Class teachers and subject specialist teachers have a shared responsibility for analysing data for their form group and/or subject. Pupils' progress is tracked, and slower than expected rates of progress are highlighted and discussed in detail with class/subject teachers during termly Pupil Progress Meetings (PPMs) for pupils in Reception to Year 8. The objective of PPMs is to identify pupils who are under/over performing and ensure relevant support is in place to facilitate excellent pupil progress. In collaboration with the Inclusion Team, any intervention deemed necessary can be put in place.

Monitoring whole school progress

The SLT commits to:

- Ensuring quality assurance and maintaining high standards of academic rigour and individual pupil progress and outcomes.
- Overseeing and monitoring all aspects of planning, assessment, recording and reporting; to evaluate group and school performance, set targets based upon assessment data and to report the same to the Governors.
- Advising on changes to the school's planning, assessment, recording and reporting procedures and policy.
- Evaluating group and school performance.

Head of departments and subject/form tutors commit to:

- Using relevant planning, assessment, recording and reporting information to fulfill their curriculum plan - ensuring each child is achieving their potential.
- Monitoring, evaluating and advising SLT upon performance of subject and/or form groups.

5. Inclusion

Inclusion

The school examines the virtues transmitted, either intentionally or unintentionally, to pupils and ensures that the curriculum, organisation, ethos and attitudes provide all pupils with equal opportunities for educational achievement. The Governing Body ensures that all pupils in the school have equal access to a broad and balanced curriculum and that the specific needs of pupils are met to ensure equality of access.

Practices and procedures followed are as outlined in the school Inclusion Policy. This includes planning to meet the needs of pupils with special educational needs (SEND), pupils who are more able, pupils with disabilities, pupils from all social, cultural and religious backgrounds, pupils of different ethnic groups and pupils from diverse linguistic backgrounds. The school strives to provide a safe environment, free from harassment and intimidation, in which pupils' contributions are valued and where racial, religious, disability and gender stereotypes are challenged.

Monitoring and review:

- The school's policy and practice for planning, assessment, recording and reporting will be reviewed in accordance with the school's policy review.
- The policy will be reconsidered in the light of any new statutory requirements or local initiatives.
- This policy will be reviewed annually by the SLT.

6. EYFS observation, assessment and planning

Good planning is the key to making pupils' learning effective, exciting, varied and progressive. Effective learning builds on and extends what Pupils already know and can already do. Our planning shows how the principles of the EYFS are put into practice and is always informed by observations we have made of the pupil and the environment they are in. This helps us to understand and consider their current interests, development and learning needs and leads to judgements being made on where to take a child's learning. All staff who work in the EYFS at Terra Nova are involved in this process.

Staff use the non statutory document, Early Years Outcomes to support pupils' learning and development, by closely matching what they provide to a child's current needs.

Observation

The staff at Terra Nova observe pupils as they act and interact in their play, everyday activities and planned activities, and learn from parents about what the child does at home. All of the information gathered from this practice will help to build a picture of each individual child and is therefore used to help to move them forward to the next stage in their learning journey.

Observations are collected in various formats, including: a digital learning journey (Tapestry), photographs, a pupil's creations and notes from home, as well as written observations and mental notes. The digital learning journey is used in assessment practice in Nursery and helps to inform future planning. Links are made to the age and stage of ability and areas of learning wherever possible to help staff with their judgements.

Assessment

Assessment, as set out in the Statutory framework for EYFS, plays an important part in helping parents, carers and practitioners to recognise a pupil's progress, understand their needs, and plan activities and support. At Terra Nova ongoing assessment is an integral part of pupils' learning and development and is used to ensure that future planning reflects identified needs. Staff will carry out a baseline assessment of all Pupils as they enter the Nursery and Reception. This will inform the planning and act as a benchmark for future assessments to ensure that Pupils are making progress throughout the year.

In the Nursery, Key Workers record the pupil's age and stage of development in all seven areas of learning at regular intervals throughout the year. They track both progress and attainment. This helps to identify any pupil at risk of delay or exceeding the age related expectations, as well as providing information to help review the provision and teaching that is in place. The information also feeds into the child's termly reports and is also shared with parents at parent meetings twice a year.

In Reception, teachers also record the pupil's age and stage of development in all seven areas of learning. They track progress and attainment termly to ensure pupils can reach their potential. This recording method helps our teachers to identify pupils who are at risk of delay or exceeding in their specific age band whilst also enabling them to look at practice and provision in order to ensure that pupils get the best experiences for their stage of development in all areas of learning. Once again, this information feeds into the child's report and is shared with parents at meetings twice a year and a report at the end of the academic year.

Early Years Foundation Stage Profile

At the end of the year in which a child turns 5, and using the Early Years Foundation Stage Profile, each child's level of development will be assessed against the Early Learning Goals, using the criteria 'Emerging' or 'Expected'. This will give a well rounded picture of a child's knowledge, understanding and abilities. This profile will also be particularly supportive for Pupils with SEND and will form plans for future learning and identify any additional need for support.

Year 1 teachers will receive a copy of this profile, together with a short commentary on each child's skills and abilities in relation to the three Characteristics of Effective Learning.

Parents will be kept up to date with their child's progress and development through regular detailed reports and teacher/parent meetings throughout the year. Teachers will make assessment information available to parents on request. Writing and numeracy books can be viewed during parent meetings.

Planning

The planning at Terra Nova is based around the interests of the pupil. Wherever possible staff will take and develop the ideas of the child and provide resources within the environment to develop these interests. Enhanced provision is added to the continuous provision to respond to the needs of the pupil at any given time.

Planning is used as a guide for daily, weekly and termly activity and always begins with a planning meeting involving the pupil, where a plan is drawn up of an overall focus and ideas are taken from the pupil and developed into an overview which covers the seven areas of learning. From this plan staff will develop weekly and daily planned activities which will run alongside the Child Initiated Play. The environment will be continuously monitored and changed to respond to the needs and interests of the pupil in order to ensure that they are always learning through their play.

The Head of Pre Prep will monitor the planning and provide support to all EYFS staff regarding the Observation, Assessment and Planning practice. Regular meetings will provide a forum for moderation of pupils' achievements, discussions about the effectiveness of the planning and concerns about particular pupils.

EXPLANATION OF REPORT GRADES

Grade	Effort	Attainment	Standard age score
3	Exceptional effort	Exceeding age-related expectations	116+
2	Good effort	Working at age-related expectations	96-115
1	More effort required	Working towards age-related expectations	-95

