



ASSESSMENT AND RECORDING POLICY

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ISO ASSESSMENT AND RECORDING POLICY

Teachers at ISO use assessment as a tool not only to identify children's level of achievement but more importantly to identify the gaps in a student's understanding. The data obtained from assessments enables teachers to plan lessons and appropriate interventions to ensure they are maximising the potential development and attainment level for each individual.

Assessment is both formative and summative and is part of the teaching and learning process. Assessments are made for diagnostic purposes, to assess the effectiveness of teaching and learning, to inform and improve planning and to inform students, teachers and parents.

The purposes and forms of assessment

There are clear lines between the three main forms of assessment. These are:

1. Day-to-day formative assessment e.g. questioning in class;
2. In-school summative assessment e.g. end of unit reviews;
3. National standardised summative assessment e.g. GL Progression Tests.

These assessments all have different purposes and should be treated differently. This is crucial because 'the primary principle of assessment is that it should be fit for the purpose intended.'

Early Years Foundation Stage

In the Early Years Foundation Stage teachers use ongoing formative assessment. After baseline assessments during the first 3 weeks of the school year (or 3 weeks of starting school), they are assessed continuously throughout the school year according to the Early Learning Goals, according to the seven areas of learning:

- Personal, Social and Emotional Development (PSED),
- Communication and Language (CL),
- Physical Development (PD),

- Literacy (L),
- Mathematics (M),
- Understanding the World (UW),
- Expressive Arts and Design (EAD).

PSED, CL and PD and the Prime Areas of learning and underpin all planning, learning and lessons. These areas overlap as it is recognised that children's development is individual and each child develops at their own rate. Assessment of children is made through observations of the children during teacher led and child initiated activities. This information is then used to inform the planning and ensure that the needs of the children are met. As children progress through the foundation stage, teachers assess if they are meeting the criteria in each area of the curriculum and working in the appropriate age band. At the end of EYFS (FS2) children are assessed as to whether they are 'Emerging, Developing, Expected or Exceeding' the expectations for their age.

Primary

Baseline Assessment

During the first three weeks of the school year, all children complete baseline assessments to establish initial targets and inform planning. In Years 3, 5, and 7, this includes the GL CAT4 test to provide cognitive ability data.

Formative Assessment

Formative assessment is embedded in every lesson. Teachers assess pupils' understanding through questioning, discussion, observation, and review of classwork. Feedback is provided through marking, conferencing, and next steps, with the aim of moving learning forward. Assessment information is used to adapt planning, close gaps in learning, and provide additional support or challenge as needed.

Summative Assessment

Summative assessments are conducted at key points to evaluate pupils' attainment and progress,

including half-term or end-of-unit assessments. These assessments inform teaching, intervention strategies, and future planning. For each subject an assessment grade will be entered on the school platform at least once/half term.

Assessment Methods:

- **Standardised Tests:** Reading, Mathematics, and Science may be assessed using externally marked, curriculum-linked tests such as GL Progression Tests. These tests are checked for reliability and provide consistent benchmarks across the school.
- **Textbook or Curriculum-Based Tests:** Where approved textbook assessments are used, teachers mark students' work according to the publisher's rubric to ensure consistency and reliability. These assessments complement other formative and summative data to give an accurate picture of attainment.
- **Writing Assessment:** Independent writing pieces are assessed against age-related expectations and taught genre features. Writing moderation occurs three times a year across year groups to ensure fair and consistent teacher judgements. Outcomes inform planning, next steps for pupils, and professional development for teachers.

Foundation Subjects

In foundation subjects (History, Geography, Art, Music, PE, and MFL), assessment is primarily formative. Teachers assess understanding through observation, questioning, and review of outcomes, with progress tracked against subject-specific objectives.

Skills-Based Assessment

Assessment also focuses on key 21st-century skills such as critical thinking, collaboration, and communication. These skills are evaluated through observation during group work, practical investigations, and class discussions, as well as outcomes of collaborative projects and problem-solving tasks. Teachers use questioning, reflection activities, and feedback to monitor pupils' application of skills in different contexts, ensuring progress is tracked not only in subject knowledge but also in wider competencies essential for future learning. This will be included in the

reporting.

Secondary

Assessment information is used to:

- Identify strengths and areas for development for both individual students and groups.
- Inform planning of curriculum content and revision programmes.
- Enable early intervention and targeted support in subjects where students require additional help.
- Prepare students for the format and expectations of IGCSE examinations.

This structured approach to assessment ensures that students are well-supported throughout their secondary education, laying strong foundations for their IGCSEs and future academic success.

Formative assessment methods

Observation: Ongoing observation of students' academic progress and social-emotional development is carried out to inform teaching approaches and support.

Classwork Marking and Feedback: Teachers regularly mark students' work, providing feedback that identifies strengths, targets for improvement.

Self / Peer Assessment: Pupils can engage in self-assessment or peer assessment at the beginning and end of each unit, particularly in subjects such as Mathematics, English and Science to reflect on their understanding and set personal goals.

Summative assessment methods

End of Unit and Standardised Tests: Pupils complete summative assessments at the end of key units, including GL Progression Tests, White Rose End of Unit Tests (for Lower Secondary Mathematics), End of Unit Tests that include IGCSE questions (for Upper Secondary School) to evaluate understanding and retention of key knowledge and skills.

Mock Examinations: Practice examinations under formal conditions are held at key points, especially in Year 10 and 11, to prepare students for the demands of IGCSE assessments and to identify gaps in knowledge.

GL Assessments

The school subscribes to the GL assessments. Students from FS2 onwards will take the age appropriate PTM, PTS and PTE progress tests in the Summer term to monitor progress against ARE. New students will take the appropriate GL assessments upon joining. The results of these tests will be provided to teachers to support future planning and intervention strategies as well as to parents. In addition in Years 3, 5, 7 and 10 the students will complete the CAT4 cognitive abilities test at the start of the year.

ISO Report Statements EY & Primary

Exceeding	The student has exceeded and mastered the expectations for their year group.
Expected	The student has achieved the expectations for their year group.
Developing	The student has achieved all of the objectives for the year group below, and at least one of their current year group.
Emerging	The student is working on the objectives for a lower year group.

ISO Report Statements Secondary

>95%	A*	Exceeding	The student has exceeded and mastered the expectations for their year group.
>80%	A	Expected	The student has achieved the expectations for their year group.
>70%	B		
>60%	C		
>50%	D	Developing	The student has achieved all of the objectives for the year group below, and at least one of their current year group.
>40%	E		
≤40%	F	Emerging	The student is working on the objectives for a lower year group.

Data Use & Tracking

Assessment data from both formative and summative sources is reviewed regularly to monitor individual, class, and cohort progress over time. This information is used to:

- identify strengths and areas for development,
- plan targeted interventions,
- inform future teaching and curriculum adjustments, and
- ensure that pupils are on track to meet age-related expectations (ARE).

SLT analyse whole-school data to evaluate trends, inform strategic decisions, and ensure high standards of progress and attainment across all subjects.

Assessment Committee

The Educational Coordinators are responsible for the assessment procedures across the school. However, individual teachers are responsible for completing their class tracking sheets, half-term assessments and analysis and uploading it on Toddle in order to avoid the school's assessment practices being affected by a departing member of staff. This is monitored by the SSP Coordinator to ensure that where additional support is necessary, this has been fully investigated.

Records of Assessment in the Primary School

We maintain records of student assessment to be able to provide evidence of the progress that has been made. We also maintain the records to enable us to forward accurate information to future ISO teachers and other schools when children move on from ISO.

Records are kept in a variety of ways:

- Student files
- School tracking system
- Annotated plans and planning notes made by class teachers and other adults
- The SSP Register
- IEPs

Evidence is needed to support the teacher's assessment but not to question their professional judgement. If lesson planning and evaluation is sufficiently detailed and provides the right information, then it will provide the necessary evidence.

Evidence of student attainment will be visible in student workbooks, while assessment notes and test marks will also be recorded by teachers in Toddle.

Assessment through Marking

Written and recorded work must be marked in line with the ISO Feedback Policy. This includes:

- **Self and Peer Feedback:** Pupils reflect on their own work or that of their peers, identifying strengths and areas for improvement.
- **Verbal Feedback:** Teachers provide feedback in class, either individually or in groups, to guide learning and understanding.
- **Pupil Response to Feedback:** Students are given dedicated time to respond to feedback, make corrections, or complete follow-up tasks, ensuring learning moves forward.
- **Planning Adaptation:** Teachers use assessment outcomes to adjust lesson planning, provide targeted support, and set appropriate challenges.

Twice yearly written report

A written report will be sent to parents twice yearly at the end of the first and third terms (December and June respectively).

The report will present an honest but positive summary of the student's achievements for each subject and **1 - 3 areas for development** for core subjects.

Other factors to be commented on include:

- out-of and after school activities,
- personal attributes and skills,

The following should be considered before the production of the report:

- have all areas of development (academic or behavioural) been discussed with the parent, so that they are not any surprises
- teacher records, IEPs, formative and summative assessment information,
- giving an objective picture of the student's personal and social achievements based on evidence,
- honestly highlight the progress made, ensuring statements do not contradict facts in the report or known information
- to be word processed and expressed in continuous prose (see report guidance on the

drive)

- the targets set are relevant to the student to enable them to close the gap and be closer to achieving ARE or to continue their progress within ARE

Parent meetings

Teachers and parents are encouraged to make an appointment to discuss any concerns as required throughout the school year. Parents are invited to scheduled meetings with their child's teacher to discuss their progress twice a year, which are after the written reports are sent.

Welcome meetings

All parents are invited to meet their child's teacher within the first 2 weeks of them starting in a new class or joining the school.

Report meetings

This is an optional meeting for parents to discuss any questions they have about the report that they have received.

FS2, Year 6 and Year 9 parents will be invited to a primary/secondary transition information evening in January and June to inform parents about the systems in secondary and how best to prepare students for the change.

New Children

An assessment day will be completed, including the GL CAT4 assessment, before a place is offered. Upon admission the student will complete subject specific GL tests to provide a baseline.

Student Files The pupil profile provides evidence of records of assessments throughout the academic year for individual students. This is made up of the

- summative assessments,
- reports,

- medical,
- parent-teacher meeting notes,
- pupil surveys,
- copies of IEPs, if relevant.

Student Support Programme (SSP)

When a teacher identifies an additional educational need an initial assessment should be recorded by the teacher on an ISO Teacher referral form, submitted and discussed with the SSP Coordinator (SSPCo). Following this the SSPCo will carry out a full and thorough investigation, to advise and support teachers and parents as necessary.

English as an Additional Language (EAL)

During the baseline assessments, all students will be assessed on their level of English, using the Bell Foundation EAL Assessment guidance. This will be recorded on the relevant sheet which will be updated by the class teacher each assessment week.

Once students are consistently working at ARE across the curriculum and within Band D/E (Bell), teachers will no longer continue this assessment.

As identified, students will receive additional support to improve their language acquisition, this may be bilingual support in class or additional 1:1 or small group sessions. Additional support out of class will be outlined on an IEP and the progress regularly shared with the class teacher.

Students will complete assessments in English. As needed (and available), tests will be repeated in the first language.

Appendix 1

Forms of assessment

Early Years Foundation Stage

- Observations of children (photographic and written)
- Next steps (what teachers identify children need to do next, in accordance with the relevant EYFS objectives for each individual)
- Self-assessment (how children feel about their own work, recorded in assessment notes and where relevant on the work)
- EAL assessment grids updated half termly

CL, PD, M & L

- School and home reading records
- Phonic phase assessment grids updated half termly
- Writing/mark-making marked in books, identifying supported and independent work (see ISO Feedback Policy)

Primary and Secondary

- Marking and feedback (see ISO Feedback Policy)
- Self and peer feedback (see ISO Feedback Policy)
- Book/work/planning and assessment notes monitoring
- Phonic phase assessment grids updated half termly (EY and KS1 only)
- Writing marked in books, identifying supported and independent work (see ISO Feedback Policy)
- Observations of academic and social emotional development
- End-of-unit assessments for science and maths

- End of unit assessments of English
- End-of-unit assessments/projects for history and geography

English - reading & writing, Mathematics and Science

- ARE grids in workbooks showing current and met targets, updated half termly
- Summative assessments
- Examples of supported and independent writing during the half term
- Independent extended writing
- GL Progression tests, End of Unit Tests