



# Evergreen Assessment, Recording, Reporting of Pupil Achievement Procedures

**October 2025**

**Review date: October 2026**

## **1. Purpose and Principles**

At Evergreen Primary Academy, assessment is central to high-quality teaching and learning. Our assessment procedures are designed to:

- Support every pupil's learning journey.
- Inform planning and teaching.
- Provide meaningful feedback to pupils and parents.
- Ensure accountability and continuous school improvement.

Our approach is underpinned by the belief that assessment should be purposeful, manageable, and inclusive.

## **2. Types of Assessment**

**We believe that the most effective learning takes place when both teachers and learners use questioning and feedback techniques well. In order for this to develop we agree that:**

**Questions used by adults will be planned:**

- For specific purposes; either to promote thinking or to yield information about a learner's current understanding
- And managed well so that all pupils can and will engage in the dialogue

- To require extended responses in the form of explanation or justification
- To support an understanding that more than one opinion may be valid.

### Formative Assessment (Assessment for Learning)

- Ongoing, daily assessment used to inform teaching.
- Includes questioning, observation, marking, feedback, and pupil self-assessment.
- Helps identify misconceptions and next steps.

Marking is an important part of assessment and feedback. Please see marking Policy.

### Summative Assessment (Assessment of Learning)

- Judgements made at specific points in time (e.g., end of term or year).
- Includes standardised tests, teacher assessments, and statutory assessments.
- Used to evaluate pupil attainment and progress.

It is used to:

- Analyse the attainment and progress of individuals and groups of pupils at key points
- Indicate the extent to which pupils are on track to achieve mastery of end of year or key stage ARS
- Inform decisions made about interventions and resource allocations
- Inform transition between year groups, key stages and schools
- Provide evidence for both internal and external accountability comparing the school community with others locally and nationally
- and recording of our assessments.

We ask teachers to plan appropriate activities using the standards, and then record progress against them throughout the year, using a range of evidence such as children’s work, observations or by questioning. We record the progress that children make against these standards regularly in order for us to identify gaps in learning and to plan next steps.

- Every class has the tools to support them to make formative (ongoing) assessments of children’s learning and progress on a regular basis.
- These formative assessment judgements are then used to inform summative assessments. Each term, teachers will assess children’s progress towards ARE in reading, writing and maths and record this on SIMs. They predict, from assessment of learning so far, if a child is on track to achieve ARE (O), or on track to achieve above ARE (D) by the end of the year. Any children that are not on track will be recorded as ‘yet to be on track’ (Y) or ‘at an earlier stage’ (A).

At these fixed points the following terms are used to describe children’s attainment, which are then recorded on SIMs:

A – Working at an earlier stage of their learning journey

Y – Yet to be on track

O1 – Securely On track

O2 – On track (but not secure)

D - Deepening

At the end of the year, children will be judged to be one of the following:

A – Working at an earlier stage of their learning journey

Y – Working towards the age related standards

O - On track and has met the age related standards

D – Has met the standards and gone deeper with their learning

For children who are working at an earlier stage in their learning journey, it may be appropriate for them to work on the curriculum from a previous year group and then assessed at this standard. The class teacher and the school SENCO will have a clear and defined understanding of progress at the appropriate level, using local moderation and national benchmarks.

- This data is processed centrally, and the academy is provided with the BLACKBOX which provides information on the progress on different groups within a class. This information is analysed by SLT, subject leaders and class teachers who respond to the needs of vulnerable groups and record/discuss this on/during pupil progress forms/meetings.

#### **Diagnostic Assessment**

- Used to identify specific learning needs or barriers.
- May involve external assessments or internal tools to support SEND or EAL learners.

### **3. Assessment Tools and Frameworks**

**Internal Frameworks:** Evergreen uses a bespoke tracking system aligned with national expectations and our curriculum.

**EAL Assessment:** While The Bell Foundation framework has been used, staff may also use alternative tools such as teacher-designed checklists to assess English language acquisition.

#### **Statutory Assessments:**

- EYFS Profile
- Year 1 Phonics Screening
- End of KS1 and KS2 SATs
- Multiplication Tables Check (Year 4)

### **4. Tracking Progress**

#### **Tracking Progress**

The summative assessments made by the teachers are recorded formally on Bromcom in terms 1,2,4 and 6.

This enables rigorous data analysis at a MAT level, in addition to a cohort, class and individual pupil level.

In line with the data entry (four times per year) there will be a high-level summary of what the data is telling us. We call this the 'Black Box data overview'. It shows each year group in reading, writing and maths at school, cohort and group level. This ensures consistency in term of data management and allows for pan federation challenge and support.

**Core Team Meetings take place once a fortnight.**

#### **Aims:**

- To scrutinise, review and challenge and moderate pupil progress and attainment with particular emphasis on key marginals (children will progress lower than expected)

- To consider how to accelerate progress of underachieving or underperforming pupils;
- To strengthen understanding of teacher assessment and agree levels of attainment;
- To discuss further strategies and interventions for individual pupils causing concern;

**What teachers need to do before each meeting:**

- They will need to use current assessment information in reading, writing, maths
- They will need to have looked at the test results for each child for reading and maths and the children's writing in their books in order to make a judgement.
- They need to judge whether the child is:

A – working at an earlier stage of their learning journey

Y – Yet to be on track

O – On track

D - Deepening

**For any child working at A, the teacher is expected to indicate which year group standards they are working at. E.g if a child is in year 3 but working at year 2, the judgment would say A-2**

- The teachers will need to have moderated their judgements for writing with colleagues and looked at the summary of the data prior to the meeting taking place to ensure the judgements are secure. Staff meetings are planned termly to give an opportunity for this.
- For writing, teachers are expected to keep writing summative assessment sheets up to date, which show the skills children have mastered.
- Teachers are expected to know and talk about the attainment and progress of *all* children in your class.
- Teachers will need to bring the following to the meeting:
  - Reflections on the key questions (see below)
  - Children's books
  - Writing Key Essentials assessment sheets
  - Any other assessment evidence that is relevant
- Teachers are expected to be ready to discuss children who have made less than expected or better than expected progress with the reasons, and children who they concerned about
- The key question throughout the meeting will be: **What are you going to do to accelerate progress for any child who is not yet on track or slipping behind?**

After each data drop, the core team meeting will look broadly at the whole class.

**Sample questions to consider:**

- Which groups / individuals have made good progress across this year to date?  
In reading? In writing? In mathematics?
- What do you consider made the difference?
- Which groups / individuals seem not to have made progress across this year so far?
- What do you consider are the barriers to their learning?
- **Look at the children who made limited progress last year – have they accelerated their progress this year? Why?**
- How do you know your assessments are secure?
- **How has the moderation carried out with colleagues supported your judgements?**

- Have the underachieving group (yet to be on track) begun to accelerate progress towards age-related standards at the end of the year? Why / why not? How have you focused on target groups to ensure they reach ARS?
- Are you confident in meeting targets for your children for the end of the year?
- What can subject leaders / the leadership team /SENCo do to support you?
- How does the progress of boys and girls in your class compare?
- How does the progress of other groups (Pupil Premium, EAL, BME, SEND, etc.) in your class compare to those who are not in these groups (what is the gap)?
- How do you ensure different groups make similar progress?
- If a child is unmotivated, how can you re-engage them with their learning?
- Which individuals do you consider need additional support for learning, language or behaviour?
- Are there any children who need a referral to an outside agency – e.g. speech and language / Ed psychologist?
- What can you / do you do to support these children?
- Which interventions / strategies have been successful in supporting progress?  
Do you have any comments about any of the interventions / strategies currently provided?

### **Analysing groups:**

How have different groups of children progressed in reading, writing and maths? Please comment or record any of your observations or analysis of group data here: we will look at the data from these groups in your meeting.

Groups you will need to consider are:

Gender – Boys / Girls; EAL / Non-EAL; BME groups; Pupil Premium / Non-pupil Premium; SEND pupils; More able and talented pupils; those with lower attendance.

### **Catch up Intervention:**

Which intervention strategies or programmes have you used, or directed a teaching assistant to use?

How effective have they been? How do you know?

## **5. Reporting**

**Pupils will be provided with feedback from adults and their peers that takes their learning forward. In order for this to develop we agree that oral and written feedback must:**

- Be expected to take place regularly
- Be timely and specific to the intended learning
- Be targeted at cognitive rather than emotional need
- Be specifically about what is next rather than what is right or wrong
- Require action

**To Parents:** Via parent consultations, and end-of-year reports.

**To Leaders and Academy counsellors:** Through data analysis, progress meetings, and school improvement reports.

**To External Bodies:** Including Ofsted, the CLF Trust, and the DfE, as required.

## **6. Monitoring and Moderation**

Fortnightly core team meetings review pupil attainment and identify those needing support or challenge.

Termly internal moderation ensures consistency of teacher judgements.

Participation in Trust-wide and local moderation events supports accuracy and reliability.

## 7. Assessment for EAL and SEND Pupils

EAL pupils are assessed using tailored frameworks appropriate to their stage of language acquisition. SEND pupils follow the graduated response model, with assessments adapted to their individual needs. Clear distinction is made between language acquisition needs and learning difficulties.

## 8. Roles and Responsibilities

**Class Teachers:** Plan, deliver, and record assessments; provide feedback; communicate with parents.

**Assessment Lead:** Oversees whole-school assessment strategy and ensures consistency. Monitor assessment practices and support moderation.

**SLT:** Analyse data to inform school improvement and report to stakeholders.

Academy counsellors: Monitor the effectiveness of assessment procedures.

## 9. Review and Evaluation

This policy is reviewed annually to ensure it remains aligned with national guidance, Trust expectations, and the needs of our pupils.