

EV-S.0224

Assessment and Reporting Policy

December 2025

E V E R E S T
SCHOOL

EVEREST SCHOOL





EV-S.0224 Assessment and Recording

Assessment and Reporting Policy

Rationale

Assessment is a continuous process, which is integral to teaching and learning, allowing children to reach their potential. It should be incorporated systematically into teaching strategies in order to promote progress for individuals, groups and cohorts. At Everest International School we use the Early Years and Primary Cambridge Curriculum Framework as starting points for the teaching and learning experiences that we provide for our children.

Aims

- Monitor and record the attainment and progress of individuals, groups and cohorts
- Plan targeted intervention strategies based on information provided by assessment data
- Use attainment and progress information to guide teachers' planning, strategies and use of appropriate resources
- Inform parents about the progress of their child(ren) and their next steps for learning
- Inform the School Board about progress and attainment for cohorts
- Ensure a consistent approach to measure progress towards and against UK National standards

Principles of Assessment

At Everest International School, we have several different types of internal and external assessment within the school context. These are used to inform our internal work, guide school evaluation and development plans. Assessments are used to inform planning, make changes to lessons and medium-term plans allowing for progression within subjects and to report formally to governing bodies and parents.

Types of Assessment

Formative

Ongoing, day-to-day assessments are carried out by teachers and is key to effective classroom practice. Learning outcomes are shared with pupils and play an important role through self-assessment of their learning. Formative assessment is used by teachers to inform planning, including the differentiation of resources and adult support so that all children reach their potential.

Summative

Our students are assessed regularly and progress and attainment data is tracked internally. Progress tests (GL) are used to support teachers in making accurate teacher assessment judgements. These assessments are carried out at the beginning and towards the end of every year and are used to monitor the performance of individuals, groups and cohorts as well as identifying learning gaps and next steps for planning. In addition to this, a range of summative assessments are used throughout the year.



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External and Internal Summative Assessments

Year Group	External Summative Assessment	Internal Summative Assessment
Nursery	N/A	Early Years Profile Mark Making Stages
Reception	N/A	Early Years Profile Mark Making Stages Pre Reading Tracker
KG3	N/A	Early Years Profile Mark making Stages Reading Tracker Phonics Tracker Keywords Tracker
Year 1	N/A	Writing Assessment Reading Assessment Keyword Tracker Phonics Tracker Maths Tests
Year 2	CAT4 X GL Progress Test English GL Progress Test Maths	Writing Assessment Reading Assessment Spelling Tests Maths Tests Mental Maths Tests Arabic (Internal) French (Internal)
Year 3	CAT4 Pre-A GL Progress Test English GL Progress Test Maths GL Progress Test Science	Writing Assessment Reading Assessment Spelling Tests Maths Tests Mental Maths Tests Arabic (Internal) French (Internal)
Year 4	CAT4 A GL Progress Test English GL Progress Test Maths GL Progress Test Science	Writing Assessment Reading Assessment Spelling Tests Maths Tests Mental Maths Tests Arabic (Internal) French (Internal)
Year 5	CAT4 B GL Progress Test English GL Progress Test Maths GL Progress Test	Writing Assessment Reading Assessment Spelling Tests Maths Tests Mental Maths Tests Arabic (Internal) French (Internal)



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Year 6	CAT4 C GL Progress Test English GL Progress Test Maths GL Progress Test Science Cambridge Exam	Writing Assessment Reading Assessment Spelling Tests Maths Tests Mental Maths Tests Arabic (Internal) French (Internal)
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Key Groups

- Male Students
- Female Students
- Special Educational Needs (SEN)
- English Additional Language (EAL)
- Gifted and Talented (GT)

Quality Assurance

- Year group specific moderation of assessments
- Subject specific moderation of assessments
- Whole school moderation of assessments
- Student book monitoring
- Gap analysis of GL assessments with our internal assessment judgements

Roles and Responsibilities

Senior Leadership Team

- Monitor whole school attainment and progress data
- Report whole school attainment and progress data to the board
- Hold teaching staff to account for pupil attainment and progress
- Use appropriate meetings and data analysis effectively to monitor performance
- Ensure teacher development supports improved outcomes
- Quality assurance of assessment practices and utilisation of data

Key stage Leaders

- Analyse whole school data sets
- Conduct book monitoring moderations
- Report to SLT every term on progress and attainment
- Meet with class teachers regularly to ensure planning is responsive
- Deliver training and host moderation meetings
- Review interventions and allocate resources appropriately
- Ensure interventions are purposeful and targeted
- Monitor and hold data discussion sheets for their year groups

Teachers

- Carry out regular formative assessments, recording milestones and sharing with parents
- Provide high-quality feedback and use assessment information to inform planning
- Regularly review attainment, progress, and next steps in learning



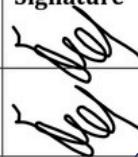
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Communication with Parents

Children's attainment and progress will be discussed at Parent Meetings three times a year, and through formal written reports provided twice a year. Teachers are also available for informal and formal meetings. Class teachers will use Kinderpedia to share information with parents regularly.

Relevant Policies

- Gifted and Talented Policy
- Inclusion Policy
- Curriculum Policy

Policy written by	Date	Signature
Rachel Lloyd Headteacher	Sept 2025	
Policy Reviewed	Dec 2025	
Reviewed by Board Anas Afkir		