



The Children's House

Assessment, Moderation, Recording and Reporting Policy

This policy should be renewed annually and as required by legislation.		
Action	Reviewer	Date
Review	CJ	Dec 2023
Approved by Chair of COM	DD	Jan 2024
Date for next internal review		Jan 2025

ASSESSMENT, MODERATION, RECORDING AND REPORTING POLICY

INTRODUCTION

Assessment is an integral part of teaching and learning and lies at the heart of promoting children's education. In assessing children, our aim is to gather information on each child's progress and attainment which is clear, accurate and free from bias and which will enable us to gain understanding of how we can most effectively plan and provide for the child's learning needs. We place a high value on enriching the breadth and depth of children's learning through activities and experiences which challenge them to apply their knowledge, understanding and skills in a range of different contexts. This Policy describes the School's approach to assessment.

ROLES AND RESPONSIBILITIES

The **Headteacher** has overall responsibility for:

- Ensuring this policy is maintained and executed
- Reporting to the CoM on key aspects of pupil progress and attainment, including current standards and trends

Head of Assessment:

- Overseeing the recording of pupil progress
- Designing and managing the system for recording results.
- Ensure that the curriculum matches tracking system – the school currently uses i-track.
- Analysing the data and producing summaries that include progress data, national comparisons, subject summaries class/individual profiles
- Together with the SLT, drawing conclusions from the data that feed into school development plan.

Class and Specialist Teachers:

- Following the assessment, recording and reporting procedures outlined in this policy

SENCo & More Able Coordinator:



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- Assessing and recording the progress of SEN and More Able children
- Keeping the SEN and More Able Register up to date
- Liaising with teachers to ensure support for assessments is given
- Managing and updating the Access Arrangements Tracker
- Liaising with the Head of Assessment to manage

Aims of Assessment

- To identify staff strengths and training needs
- To identify areas in which to support, extend and challenge pupils and staff in order to raise attainment throughout the school
- To set whole school, year group, class and individual targets
- To inform whole school planning and teaching
- To monitor progress
- To inform parent-teacher consultations, in order for parents to best support their child's learning
- To use AFL as a means for pupils to take an active role in their own learning
- To encourage smooth transitions between The Children's House and other educational establishments
- To comply with statutory requirements

ASSESSMENT

There are two forms of assessment which we use at The Children's House, formative assessment and summative assessment

Formative Assessment:

Formative assessment is the everyday use of feedback and intervention to support pupils' progress

- Discussions with pupils about their work
- Developmental marking of children's work
- Observations made during lessons
- Listening to children read

Purpose of formative assessment:

For children: It enables pupils to measure their knowledge and understanding against learning objectives and identify areas in which they need to improve.

For parents: It enables parents to gain a broad picture of where their child's strengths and weaknesses lie, and what they need to do to improve.

For teachers: It enables teachers to identify how pupils are performing on a continuing basis and to use this information to provide appropriate support or extension, evaluate teaching and plan future lessons.



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For school leaders: it provides assurance that teachers are monitoring progress in order to tailor teaching to individual needs.

Summative Assessment:

Summative assessment helps evaluate student learning, academic accomplishment and skill acquisitions at the end of a unit, project, term or year. It includes both internal and external testing and nationally standardised tests. It is used for planning, reporting and recording, and enables teachers to compare children's attainment with one another and against a set or national standard.

At The Children's House, summative assessment includes:

- 2 ½ year Progress Check
- EYFS early learning goals
- Phonics screening
- Short end of topic or unit tests
- Spelling dictation tests – weekly
- Times table or mental maths tests - weekly
- Standardised tests for assessing and Numeracy, such as termly NFER (KS1) and biannual GL assessments
- Standardised tests for assessing: Maths, Reading (Years 1-6), Spelling and Grammar (Years 3-6) are used termly – we currently use NFER.
- Bi-annual Progress Tests from GL Assessments at the beginning and end of the academic year that test English and Maths.
- CATs assessments from Years 4-6

Purpose of in-school summative assessment:

For children: it enables pupils to understand how well they have learned and understood a topic or unit of work over a set time period.

For parents: it provides parents with information about the achievement, progress and wider outcomes of their child across a period of time.

For teachers: it enables teachers to evaluate children's learning at the end of a teaching unit or period and the impact of their own teaching, thereby planning appropriately for subsequent teaching and learning.

For school leaders: it enables school leaders to monitor the performance of cohorts of children, identify where interventions are required and work with teachers to ensure all children are supported to achieve their potential.

Recording

iTrack and IPPRs



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The specific skills and objectives for all subjects are outlined in iTrack and teachers assess each child's progress against these objectives every term.

Every child has a digital Individual Pupil Progress Record (IPPR). This contains all their progress data, including baseline and test scores. This document is also used to set S.M.A.R.T targets for the individual child throughout each half term.

Benchmarking

A common understanding and agreement of standards must exist in order for assessment to be effective over time. This is achieved through moderation sessions where teachers discuss samples of work, relating them to our own curriculum and, where relevant, the requirements of the 7 and 11+ entrance exam requirements.

Assessing Children with SEN and Disabilities

As advised in the SEN Code of Practice, our assessment of children with SEND is an on-going process of assess, plan, do, review. Observation and assessment enable us to make an early identification of a child who has special or additional needs and to make provision for them.

- The class teacher and SENCO will review targets on SEN Support Plans half-termly. This will include support plans by specialists from outside agencies such as occupational and speech and language therapists
- When necessary, we will refer children to the Early Years Inclusion Team and draw up an Early Years Short Term Support Plan with the Area SENCO which will be reviewed half termly and next steps agreed
- Children with EHCP plans will have targets reviewed termly and targets will be adapted depending on pupil progress and teacher feedback
- Every child, regardless of pre-identified additional needs is assessed individually to identify any access arrangements required for assessments. This is not an exhaustive list, however, some access arrangements include: movement/toilet breaks; focus aides; individual test conditions; prompting; question reading.
- Children with EHCPs and Individual Support Plans are supported with any additional resources identified within these plans.

Standardised Assessment:

Reception:

On entry to Reception, pupils are assessed using the CEM Baseline in English and Maths. This is then repeated in the summer term, to assess yearly progress. At the end of Reception, the Reception teacher reports the children's attainment in the Early Learning Goals to the local authority via the EYFS profile.



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KS1 & KS2:

GL Progress Tests in English and Maths are administered in Autumn and Summer and provide standardised results against a national average. KS1 and KS2 children also complete NFER assessments in maths and reading comprehension, as well as spelling, grammar and punctuation in KS2. Please note that Year 1 students do not begin NFER testing until the Spring Term. Also, Year 2 do not take NFER tests in Summer Term – instead, National Curriculum Tests are used.

In KS1, Little Wandle phonics assessments are used to monitor progress in reading alongside a wider body of evidence gathered by teachers. At the end of Year 1, children complete the DfE Phonics Screen; this is repeated at the end of Year 2 for children who require it.

All results are recorded in the child's IPPR.

Report Writing:

Templates for report forms for each age group will be provided to teachers by the school. Report forms will be created to match the needs for children with SEN and disabilities. The Headteacher and Head of the Nursery will read and approve all reports before they are sent to parents.

Reports will incorporate the following information:

- Progress made in all curriculum areas
- Report on attainment in the ELGs at the end of Reception
- Assessment of specific listed objectives in English and Maths (Key Stages One & Two only)
- Progress towards termly targets
- General comments on pupil's personal, social and emotional development

ASSESSMENT, MODERATION, RECORDING & REPORTING SCHEDULE

In school we schedule an Assessment Week in the second half of every term.

Assessment includes an update on children's progress in Little Wandle (Letters & Sounds) (Rec – Y2), a reading assessment and Pupil Voice Questionnaires, as well as looking at teachers' wider body of evidence about children's progress and attainment. In the Spring term, children are asked to complete a piece of independent writing which is then moderated across the school. Each term, children take part in a 'Big Write' allowing their writing pieces to be moderated across the school. The school plans to moderate with other similar schools in the future.

Each child has an Individual Pupil Progress Record, which is regularly updated by class teachers and the Head of Assessment. This contains all relevant assessment data and progress comments pertaining to the individual and is carried through year on year for the duration of the child's enrolment in the school. Parents' evenings take place in the second half of term so that up-to-date data on children's progress can be reported. In the Summer Term, Parent Evenings are scheduled so that Reception teachers can report to parents on the



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Early Learning Goals. The IPPRs are a holistic document, incorporating academic and pastoral progress. Since 2022, each child's IPPR follows them through the whole of Lower School or Upper School giving clear context for teachers and parents to map progress across their time at The Children's House.

Marking and Feedback

Marking and feedback form the basis of assessment for learning and are used in every lesson. In most lessons, children receive swift verbal feedback on the quality of their work and the extent to which they have met the learning objective.

Good Feedback:

- Relates to the learning objectives and/or success criteria
- Highlights the positives
- Provides specific guidance on how to improve
- Encourages children and promotes a growth mindset

Where teachers and support staff have given verbal feedback during activities a quick note of this is made on the written work.

Marking

At The Children's House we believe that children learn best when:

- Marking is systematic, accurate and informs planning and assessment (AfL)
- Constructive feedback enables children to understand how to respond, improve and extend their learning
- Marking encourages children's engagement and interest in learning
- Marking creates a record of achievement and progress



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Teachers marking and comments should be in pen, ideally with verbal feedback whilst the children are working or shortly after the work has been completed. In addition to this, a good example of written work is highlighted in 'sunshine' yellow. Written work that needs improvement is highlighted in 'growing' green. Where children need to consolidate or extend their learning, feedback generally takes the form of a comment and a short question to either reinforce or challenge.

Children are given dedicated time at the beginning of subsequent lessons to review feedback and correct work or complete challenges.

Children's corrections are made in fine green pen so that they are immediately visible.

Code

Reception

Sunshine Yellow

Good work – you have achieved the learning objective

^ A word is missing

✓ Correct

. Incorrect

VF Verbal Feedback

CH Challenge

The KS1 and KS2 marking code will be displayed on the classroom wall in Years 1, 2 and 3 and will be used in every book.



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Teachers will mark using a black pen, using the following codes:

Sunshine Yellow

Good work – you have achieved the learning objective

Growing Green

Check this – room for improvement

✓ Correct

? I do not understand this

^ A word is missing

<-> Finger space

Sp Spelling mistake

CL Capital letter

P Punctuation

FS Full Stop

VF Verbal Feedback

CH Challenge

Pupil Self Evaluation

This will include:

- Traffic lights: children use colour codes to indicate how they found a piece of work. Green for go (good), red for difficult, amber for managed it.
- KS1 and KS2: SMART targets assigned to children in Literacy, Numeracy and PSHE (where appropriate) each term. As each target is reached, a new one in that area of learning will be set.
- Questioning: asking children what they like about their work, what they would change or add to improve it.
- Talking Partners: children appraise one another's work.
- Children will be taught the 'sandwich' model, saying something positive on either side of something helpful in between (Two Stars and a Wish).



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Assessment & Moderation Schedule

Nursery		
Autumn	Spring	Summer
<ul style="list-style-type: none"> • Assessment Week including Pupil Voice Questionnaires • iTrack data input • Nursery 2+ Progress Check • Nursery 3-4 year old baseline • Leuven Wellbeing scales 	<ul style="list-style-type: none"> • Assessment Week • iTrack data input • Nursery 2 ½ Progress Check • Leuven Wellbeing scales 	<ul style="list-style-type: none"> • Assessment Week • iTrack data input • Nursery 2 ½ Progress Check • Nursery 3-4 year old final check • Leuven Wellbeing scales

Reception		
Autumn	Spring	Summer
<ul style="list-style-type: none"> • Reception: CEM Baseline - maths and English • Little Wandle phonics assessments 	<ul style="list-style-type: none"> • Assessment Week • Little Wandle phonics assessments • iTrack data input • Big Write: Whole school writing task & moderation 	<ul style="list-style-type: none"> • Assessment Week • Little Wandle phonics assessments • iTrack data input • Book scrutiny • Learning walks • Book scrutiny



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<ul style="list-style-type: none"> • Assessment Week including Pupil Voice Questionnaires • iTrack data input • Big Write: Whole school writing task & moderation • Book scrutiny • Learning walks • IPPR updates and targets • Leuven Wellbeing scales 	<ul style="list-style-type: none"> • Book scrutiny • Learning walks • IPPR updates and targets • Leuven Wellbeing scales 	<ul style="list-style-type: none"> • Learning walks • In June, CEM Baseline English & Maths progress assessment • ELG statements by start of June in advance of Parents' Evening • ELG data given to local authority by end of June. • Leuven Wellbeing scales
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Year One		
Autumn	Spring	Summer
<ul style="list-style-type: none"> • Little Wandle phonics assessment • Assessment Week including Well Being scales and Pupil Voice Questionnaires • GL Progress Tests in English and maths • iTrack data input • Book scrutiny • Big Write: Whole school writing task & moderation • Leuven Wellbeing scales 	<ul style="list-style-type: none"> • Little Wandle phonics assessment • Assessment Week • NFER assessments in maths and reading comprehension • iTrack data input • Book scrutiny • Big Write: Whole school writing task & moderation • Leuven Wellbeing scales 	<ul style="list-style-type: none"> • Assessment Week • iTrack data input • Little Wandle phonics assessment • NFER assessments in maths and reading comprehension • End of Year One DfE Phonics Screen • GL Progress Tests in English and maths • Book scrutiny • Big Write: Whole school writing task & moderation • Leuven Wellbeing scales
Year 2		
Autumn	Spring	Summer



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<ul style="list-style-type: none"> • SATS test papers • Assessment Week including Pupil Voice Questionnaires • GL Progress Tests in English and maths • NFER assessments in maths and reading comprehension • Little Wandle phonics assessment • iTrack data input • 7+ test papers, verbal and non-verbal reasoning 7+ and in addition, GL NVR and VR for pupils sitting the 7+ • Book scrutiny • Big Write: Whole school writing task & moderation • Leuven Wellbeing scales 	<ul style="list-style-type: none"> • Assessment Week • Little Wandle phonics assessment • NFER assessments in maths and reading comprehension • Book scrutiny • Big Write: Whole school writing task & moderation • Leuven Wellbeing scales 	<ul style="list-style-type: none"> • Assessment Week • Little Wandle phonics assessment • GL Progress Tests in English & Maths • End of Year 2 DoE Phonics screen • Book scrutiny • Big Write: Whole school writing task & moderation • Leuven Wellbeing scales
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Year 3		
Autumn Term	Spring Term	Summer Term
<ul style="list-style-type: none"> • Assessment Week including Pupil Voice Questionnaires GL Progress Tests in English and maths • NFER assessments in maths, reading comprehension, spelling, grammar and punctuation • iTrack data input • Book scrutiny • Big Write: Whole school writing task & moderation • Leuven Wellbeing scales 	<ul style="list-style-type: none"> • Assessment Week • NFER assessments in maths, reading comprehension, spelling, grammar and punctuation • iTrack data input • Book scrutiny • Big Write: Whole school writing task & moderation • Leuven Wellbeing scales 	<ul style="list-style-type: none"> • Assessment Week • GL Progress Tests in English and maths • NFER assessments in maths, reading comprehension, spelling, grammar and punctuation • iTrack data input • Book scrutiny • Big Write: Whole school writing task & moderation • Leuven Wellbeing scales

Year 4



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Autumn Term	Spring Term	Summer Term
<ul style="list-style-type: none"> Assessment Week including Pupil Voice Questionnaires GL Progress Tests in English and maths NFER assessments in maths, reading comprehension, spelling, grammar and punctuation iTrack data input Book scrutiny Big Write: Whole school writing task & moderation Leuven Wellbeing scales 	<ul style="list-style-type: none"> Assessment Week NFER assessments in maths, reading comprehension, spelling, grammar and punctuation CAT4 Testing (Level A) iTrack data input Book scrutiny Big Write: Whole school writing task & moderation Leuven Wellbeing scales 	<ul style="list-style-type: none"> Assessment Week GL Progress Tests in English and maths NFER assessments in maths, reading comprehension, spelling, grammar and punctuation iTrack data input Book scrutiny Big Write: Whole school writing task & moderation Leuven Wellbeing scales

Annual Cycle for Reporting to Parents

	Autumn Term	Spring Term	Summer Term
Nursery	<ul style="list-style-type: none"> Parents' Evening 2 Year Progress check meeting for Afternoon parents 	<ul style="list-style-type: none"> Parents' Evening 2 Year Progress Check meeting for Afternoon parents 	<ul style="list-style-type: none"> Parents' Evening end of first half of term 2 Year Progress Check meeting for parents End of year school report for all nursery children
Reception	<ul style="list-style-type: none"> Parents' Evening 	<ul style="list-style-type: none"> Parents' Evening 	<ul style="list-style-type: none"> ELG statement to parents at start of June, followed by Parents' Evening Written end of year school report



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KS1 and KS2	<ul style="list-style-type: none"> Parents' Evening 	<ul style="list-style-type: none"> Parents' Evening 	<ul style="list-style-type: none"> Parents' Evening after half-term Written end of year school report

Record Keeping

Nursery	Reception	KS1	KS2
<ul style="list-style-type: none"> Individual Pupil Progress Records Special Books iTrack Assess Trackers ISams Well-being tracker 	<ul style="list-style-type: none"> Special Books Reading Diary Children's Work iTrack Assessment Trackers Individual Pupil Progress Records ISams Well-being tracker 	<ul style="list-style-type: none"> Reading Record Homework Diary Children's Work iTrack Assessment Trackers Individual Pupil Progress Records ISams Well-being tracker 	<ul style="list-style-type: none"> Children's Work Homework diary iTrack Assessment trackers Individual Pupil Progress Records ISams Well-being tracker Previous Assessments



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	<ul style="list-style-type: none">• Previous Assessments	<ul style="list-style-type: none">• Previous Assessments	
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This Policy was reviewed, amended and agreed by the Council of Management in January 2024. It will be reviewed again in one year's time and more frequently if necessary.

Signed ____Danielle Dufey ____Chair of the Council of Management.