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	LP	Sept 2026
Approved by Chair of COM	AZ	Sept 2026
Date for next internal review		Sept 2027

ASSESSMENT, MODERATION, RECORDING AND REPORTING POLICY

INTRODUCTION

Assessment is a cornerstone of effective teaching and learning, playing a pivotal role in fostering children's educational development. Our primary aim in assessing children is to collect information about their progress and achievement that is clear, precise, and unbiased. This information enables us to gain a comprehensive understanding of each child's learning journey and to plan and provide for their individual educational needs effectively.

We place significant emphasis on enhancing the breadth and depth of children's learning by offering activities and experiences that encourage them to apply their knowledge, understanding, and skills in diverse and challenging contexts.

This policy outlines the school's principles, practices, and strategies for assessment, ensuring a consistent and purposeful approach that supports both teaching and learning.

ROLES AND RESPONSIBLITIES

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

The **Head of Assessment** has overall responsibility for**:**

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

The **Class and Specialist Teachers** have responsibility for**:**

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

The **SENCo & More Able Coordinator** is responsible for:

- 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 provide support for assessments
- Managing and updating the Access Arrangements Tracker
- Liaising with the Head of Assessment to manage the accessibility arrangements for assessments.

Aims of Assessment

- To identify staff strengths and training needs
- To identify areas in which to support, extend and challenge pupils and staff 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, 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

Types of 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. This includes:

- 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.

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

Summative Assessment:

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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
- Assessment against the 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 Literacy 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 Year 5 and 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.
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
The specific skills and objectives for all subjects are outlined in iTrack and teachers assess each child's progress against these objectives every term.

When recording children's data there is an option to choose *Summative or Formative*.
The difference between how both can be used is outlined below.

Summative assessment enables the teacher to thoroughly assess and assign a grade for each individual strand of a subject. This allows for a detailed breakdown of student performance, which the system then uses to calculate the overall grade.

Formative assessment, on the other hand, provides the teacher with an opportunity to assign a grade based on a general evaluation of the student's progress within a subject. When using formative assessment, you may keep a

paper-based tracker to monitor a student's performance across each strand and determine their position within the designated grading bands.

Teachers will input data either termly or half-termly depending on their year group or specialism.

EYFS – Class teachers once a term

Years 1 -6 Class teachers every ½ term

Specialist teachers. Only once a term

ITrack will then use this data to generate a report for the end of the year.

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 SMART targets for the individual child throughout each half term.

Benchmarking

A common understanding and agreement of standards must exist 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
- The school is committed to ensuring equitable access to assessments for all pupils. Pupils with additional needs will be supported through appropriate access arrangements, as specified in their EHCP where applicable, or as determined by teachers and SEN leader based on their understanding of the pupil's needs and normal classroom practice. These arrangements are intended to ensure that assessments are completed in a way that is fair, comfortable and enables each pupil to perform to the best of their ability. This is not an exhaustive list, however, some access arrangements may 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.

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.

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 reporting for every year group will be provided to teachers by the school. The Senior Leadership Team 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, MODERATON, 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 (Spring Term), as well as looking at teachers' wider body of evidence about children's progress and attainment. Each term, children take part in a 'Big Write' allowing their writing pieces to be moderated across the school.
Each child has an Individual Pupil Progress Record (IPPR) which is regularly updated by class teachers and the Head of Assessment. These were created in 2022 and contain all relevant assessment data and targets pertaining to the individual since then. This 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.

Marking and Feedback

Marking and feedback form the basis of assessment for learning and are provided 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.

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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

Teachers marking and comments will be in black pen, ideally with verbal feedback whilst the children are working or shortly after the work has been completed. In addition to this, highlighting maybe used to reinforce good content in 'sunshine yellow' and areas that need improvement in 'growing green'. Where children need to consolidate or extend their learning, feedback will be provided that will reinforce and/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.

Marking Code

Reception

Sunshine Yellow Good work – you have achieved the learning objective

ˆ A word is missing

ü Correct

. Incorrect

VF Verbal Feedback

CH Challenge

KS1 and KS2

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

Sunshine Yellow Good work – you have achieved the learning objective

Growing Green Check this – room for improvement

ü Correct

? I do not understand this

ˆ A word is missing

<-> Finger space

Sp Spelling mistake

CL Capital letter

P Punctuation

FS Full Stop

VF Verbal Feedback

CH Challenge

Pupil Self and Peer- Assessment

Self-assessment and peer assessment are important elements of Assessment for Learning (AfL). Children are given regular opportunities to reflect on their own learning, assess their progress against learning objectives and success criteria, and provide constructive feedback to their peers. These approaches help children to develop independence, resilience, metacognitive skills and a greater understanding of how to improve their work.

This may include:

- **Traffic lights and visual self-assessment:** Children use age-appropriate visual tools to reflect on their learning. In EYFS, this may include smiley, neutral and sad faces, thumbs up, sideways or down, coloured cards, emotion check-in boards or verbal discussions with an adult. In KS1 and lower KS2, children may use traffic lights, confidence scales or written reflections to indicate their level of understanding and identify whether they require further support or challenge.
- **Success criteria checklists:** Children review their work against agreed success criteria and identify strengths and next steps.
- **Learning reflections:** Children discuss or record what they have learned, what they found difficult and what they would like further support with.
- **SMART target reviews:** In KS1 and KS2, children regularly reflect on progress towards individual SMART targets in Literacy, Numeracy and PSHE (where appropriate). As targets are achieved, new targets are agreed.
- **Peer feedback:** Children provide constructive feedback on one another's work using age-appropriate structures and agreed success criteria.
- **Two Stars and a Wish:** Children identify two strengths in their own or a peer's work and suggest one area for further development.
- **Gallery walks:** Children view and discuss examples of work from their peers, identifying effective strategies, successful outcomes and areas for improvement.
- **Editing and improvement time:** Children respond to feedback from teachers and peers by reviewing, correcting and improving their work.
- **Pupil conferencing:** Individual or small-group discussions with teachers to review learning, celebrate strengths and identify next steps.

Teachers support pupils in developing the skills needed to provide thoughtful, respectful and purposeful feedback, ensuring that self-assessment and peer assessment contribute positively to pupil progress, confidence and engagement in learning.

Assessment & Moderation Schedule

Nursery		
Autumn	**Spring**	**Summer**
• Assessment Week iTrack data input • Nursery 2+ Progress Check • Nursery 3-4 year old baseline	• Assessment Week including Pupil Voice Questionnaires • iTrack data input • Nursery 2 ½ Progress Check • Leuven Wellbeing scales	• Assessment Week • iTrack data input • Nursery 2 ½ Progress Check • Nursery 3-4 year old final check • Leuven Wellbeing scales

• Leuven Wellbeing scales		

Reception		
Autumn	**Spring**	**Summer**
• Reception: CEM Baseline - maths and English • Little Wandle phonics assessments • iTrack data input • Big Write: Whole school writing task & moderation • Learning walks • IPPR updates and targets • Leuven Wellbeing scales	• Pupil Voice Questionnaires • Assessment Week • Little Wandle phonics assessments • iTrack data input • Big Write: Whole school writing task & moderation • Book scrutiny • Learning walks • IPPR updates and targets	• Assessment Week • Little Wandle phonics assessments • iTrack data input • Book scrutiny • Learning walks • Book scrutiny • 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

Year 1		
Autumn	**Spring**	**Summer**
• Little Wandle phonics assessment • Assessment Week -GL Progress Tests in English and maths • iTrack data input • Big Write: Whole school writing task & moderation • Leuven Wellbeing scales	• Little Wandle phonics assessment • Assessment Week • Pupil Voice Questionnaires • NFER assessments in maths and reading comprehension • iTrack data input • Book scrutiny • Big Write: Whole school writing task & moderation	• 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

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Year 2		
Autumn	**Spring**	**Summer**
• Assessment Week - 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+ • Big Write: Whole school writing task & moderation • Leuven Wellbeing scales	• Assessment Week - NFER assessments in maths and reading comprehension • Pupil Voice Questionnaires • Little Wandle phonics assessment • Big Write: Whole school writing task & moderation • Book Scrutiny	• Assessment Week -GL Progress Tests in English & Maths • Little Wandle phonics assessment • End of Year 2 DoE Phonics screen • Book scrutiny • Big Write: Whole school writing task & moderation • Leuven Wellbeing scales

Year 3		
Autumn Term	**Spring Term**	**Summer Term**
• 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	• Assessment Week - NFER assessments in maths, reading comprehension, spelling, grammar and punctuation • Pupil Voice Questionnaires • iTrack data input • Book scrutiny • Big Write: Whole school writing task & moderation	• 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		
Autumn Term	**Spring Term**	**Summer Term**
• Assessment Week - GL Progress Tests in English and maths NFER assessments in maths, reading comprehension, spelling, grammar and punctuation • iTrack data input	• Assessment Week - NFER assessments in maths, reading comprehension, spelling, grammar and punctuation • Pupil Voice Questionnaires • iTrack data input • Book scrutiny	• Assessment Week -GL Progress Tests in English and maths NFER assessments in maths, reading comprehension, spelling, grammar and punctuation • iTrack data input • Book scrutiny

• Book scrutiny • Big Write: Whole school writing task & moderation • Leuven Wellbeing scales	• Big Write: Whole school writing task & moderation	• Big Write: Whole school writing task & moderation • Leuven Wellbeing scales

Year 5		
Autumn Term	**Spring Term**	**Summer Term**
• 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	• Assessment Week - NFER assessments in maths, reading comprehension, spelling, grammar and punctuation • Pupil Voice Questionnaires • CAT testing • iTrack data input • Book scrutiny • Big Write: Whole school writing task & moderation	• 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 6		
Autumn Term	**Spring Term**	**Summer Term**
• Assessment Week - GL Progress Tests in English and maths NFER assessments in maths, reading comprehension, spelling, grammar and punctuation • Weekly trial run 11+ assessments • iTrack data input • Book scrutiny • Big Write: Whole school writing task & moderation • Leuven Wellbeing scales	• Assessment Week- NFER assessments in maths, reading comprehension, spelling, grammar and punctuation • Pupil Voice Questionnaires • iTrack data input • Book scrutiny • Big Write: Whole school writing task & moderation	• 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	• Parents' Evening • 2 Year Progress check meeting	• Parents' Evening • 2 Year Progress Check meeting	• 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	• Parents' Evening	• Parents' Evening	• ELG statement to parents at start of June, followed by Parents' Evening • Written end of year school report
KS1 and KS2	• Parents' Evening	• Parents' Evening	• Parents' Evening • Written end of year school report

Record Keeping

Nursery	Reception	KS1	KS2
• Individual Pupil Progress Records • Special Books • ITrack • ISams Well-being tracker	• Special Books • Reading Diary • Children's Work • iTrack • Individual Pupil Progress Records • ISams Well-being tracker • Previous Assessments	• Reading Record • Homework Diary • Children's Work • iTrack • Individual Pupil Progress Records • ISams Well-being tracker • Previous Assessments	• Children's Work • Homework diary • iTrack • Individual Pupil Progress Records • ISams Well-being tracker • Previous Assessments

This Policy was reviewed, amended and agreed by the Council of Management in Sept 2026. It will be reviewed again in one year's time and more frequently if necessary.

Signed: Adam Zivanic
Council of Management