

**UNICORN SCHOOL**

# **ASSESSMENT, TRACKING AND REPORTING POLICY**

*This policy applies to all children at Unicorn School, including those in the EYFS.*

## **RESPONSIBILITY**

Staff Member:	Head
Governors' Committee:	Education & Staffing

<b>Last Reviewed:</b>	<b>December 2022</b>
<b>Approved (Committee)</b>	<b>February 2023</b>
<b>To be Noted (Governors)</b>	<b>March 2023</b>

## ASSESSMENT, TRACKING POLICY AND REPORTING POLICY

*This policy applies to all children at Unicorn School, including those in the EYFS*

This policy should be read in conjunction with the Curriculum and Education Policy and Early Years Foundation Stage Assessment and Reporting Arrangements (available [here](#)).

### PURPOSE OF ASSESSMENT AND TRACKING

At Unicorn we assess children's attainment in order to provide:

- Effective feedback on learning to inform forward planning This includes the opportunity for teachers to identify any problems/lack of expected progress and decide on action, including accessing additional support. This can include learning support or the aid of external professionals or advice on how to support highly able children.
- Opportunities for pupils to understand what they can do and where they need to develop further – the means of making real strides in understanding oneself as a learner.
- Information to parents on strengths and areas for development so that achievements can be celebrated and new targets can be supported. This will include information to inform parental plans for Senior School applications.
- Whole school analysis to ensure the different groups within the school are making similar and expected progress – for instance boys and girls, summer borns and those with English as an additional language.

### TYPES OF ASSESSMENT

Assessment can be:

- Summative – provide snapshots of how the child is doing at any particular time, and give information at the end of a defined period of time.
- Formative – feeds forward into the provision of the next suitable learning experiences.
- Diagnostic – give information that will help to understand any difficulties a child might be having and how help can be given to overcome them.
- Evaluative – give information about aspects of the teaching to modify future planning or target work more precisely to those children who need something different.

### INFORMAL ASSESSMENT

Informal assessments can feed into all types of assessment, although are more generally used to give diagnostic or formative information so that teachers can plan effectively and so that children can be involved in their progress and learning. Informal assessments are being carried out on a daily basis at Unicorn by all staff and will include a mix of the following strategies:

- **Observation**  
Observation is particularly used with building the EYFS Profiles using the Tapestry Programme.  
In observing children, the school not only assesses their strategies and performance but also their attitude towards work e.g. motivation, enthusiasm, confidence, commitment and so forth.
- **Discussion**  
Dialogue helps to assess the understanding or attitude of the child – be it individually, in a group, or in a class situation. Teachers and learners engage in reflection, dialogue and decision making together.

- **Questioning**  
Children need to be guided as to what they are learning and when they have achieved it. Questions help the children to be active in their learning, agree on shared ways forward, check understanding and direct learning outcomes.
- **Review of children's work**  
This includes looking at exercise books and work completed for homework (see also the marking and feedback policy).
- **Self-Assessment**  
Children are encouraged to become reflective and self-managing. The learning objectives of the lesson are shared with the pupils helping them to be aware of their learning. Children are encouraged to be responsible, feel secure and recognise the next steps in their development. Pupils' perceptions of understanding with teachers must be matched – pupils explain strategies so the teacher can identify the thinking process. Where appropriate, opportunities may be provided where pupils share experiences with each other. In addition, the children are encouraged to assess their own work which may include using the 'Traffic Lights' system; sharing a piece of anonymous work and so forth (refer to Appendix 2).
- **Quizzes and informal tests**  
Teachers will give low key quizzes or tests to check for understanding and retention. Often these are given at the end of a unit of work or before a Teacher Assessment point.

## **FORMAL ASSESSMENT**

Formal assessments are generally used to give summative data and to validate or challenge Teacher Assessment.

Formal assessments give standardised data which can be used to compare children against other children of the same age nationally.

Standardised scores generated by formal assessments are useful information for both parents and potential Senior schools.

**Autumn Term:** Indigo and Violet classes also complete the GL CAT4 assessment This test gives information on learning potential.

**Autumn Term:** Blue-UV children complete the PASS Survey (Pupils Attitude to Self and School). This gives pastoral data than can be compared with other school and compared year on year.

**Summer Term:** Yellow-UV children complete academic standardised assessments. These are:

- Progress in English (PTE) and Maths PTM) produced by GL Assessment.
- BSTS2 (standardised spelling tests)
- GL Verbal and Non-verbal reasoning (Blue-Violet only)

## **MONITORING INDIVIDUAL PROGRESS AND TRACKING WHOLE SCHOOL TRENDS**

We are fortunate at Unicorn to have highly qualified and experienced teachers who are able to use excellent professional judgement in assessing their children. Teacher Assessment is an integral part of our tracking of children. At the end of each term teachers make a judgement on each child's progress through the curriculum and this data is entered into our tracking data base Target Tracker.

Target Tracker divides year levels into 6 steps:

- B and B+ (beginning and beginning +)
- W and W+ (working within and working within +)
- S and S+ (secure and secure +)

All children are expected to make 6 'steps' of progress in a year.

Formal assessments scores are also entered into Target Tracker so all data can be studied when looking at children's progress.

Target Tracker can be used to look at individual progress, progress of a cohort, and analyse whole school trends, or the progress of individuals or groups over time.

## **PROGRESS MEETINGS**

The corner stone of Unicorn's tracking system is a termly Progress Meeting, involving the Head, the class teacher, Head of Teaching and Learning and the SENCo. Progress meetings involve looking at all data available – both formal test data and Teacher Assessment judgements.

As well as academic progress, Progress Meetings document those children who are:

- receiving learning support
- identified as able and/or talented
- summer born children
- have English as an additional language
- have current or historical pastoral needs

Each child's progress is reviewed and action plans put in place if needed. These are then reviewed at the following meeting.

## **EYFS**

Throughout Red and Orange classes, the online learning journal 'Tapestry' is updated regularly and used to help complete the EYFS profile for each child in Orange Class by the end of the academic year, in accordance with statutory requirements. All staff who work with a child may contribute towards the completion of this document and parental/carer input is encouraged and included. Discussions amongst staff ensure statements for each child are validated.

EYFS profiles are quality assured by the Headteacher and submitted to the local authority upon request.

Practitioner assessed tracking is completed in Red and Orange each term. The tracking identifies the child's strengths and any areas where the child's progress is less than expected.

There are overview sheets for each class, filled in termly, which show (as percentages) how many children are working significantly below, below, in line with and above their 'typical' age and stage of development.

The EYFS Profile is completed for all children in the final term of the school year in which they reach age five (normally Orange Class). Each child's level of development is assessed against the Early Learning Goals. The result of the EYFS Profile is shared with parents, with an explanation of when and how the Profile can be discussed with the teacher who completed it. Parents also receive a written report detailing the child's performance in each Area of Learning and with reference to the Characteristics of Effective Learning. The Year One teacher is also given a copy of these documents, and a handover meeting held to discuss each child. The EYFS Profile is reported to the local authority.

## **REPORTING TO PARENTS**

At the end of the summer term all parents receive a full written report on their child's progress through all areas of the curriculum.

Interim reports, which comment on core subjects only, are also sent to parents of all year groups in February, with the exception of Red, Orange and UV

These written reports give teacher assessment levels on academic progress with an emphasis on what level of independence a child is accessing the year group's curriculum. The reports also give an 'effort' level for each subject.

Parents are formally invited to discuss their child's progress and any pastoral concerns with their class teacher in October (all years) and February. However, the School operates an 'open door' policy so parents are welcome to arrange a meeting with their child's teacher at other points in the year should they wish.

To help inform parents as their child moves through the school, attainment data from the GL assessments are printed in End of Year Reports to parents.

Full Update PF Dec 2022

Updated March 22 LB

Updated Jan 19 LB

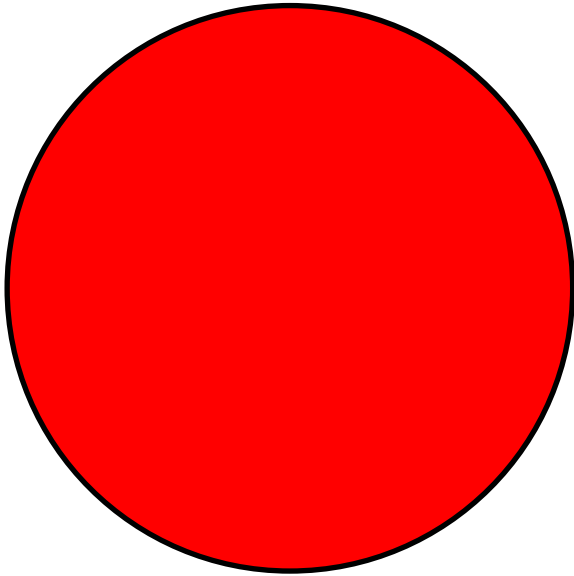
Updated Jan 2017 LB

Updated Jan 2016 HR/LB

Updated November 2015 LB & HR (EYFS)

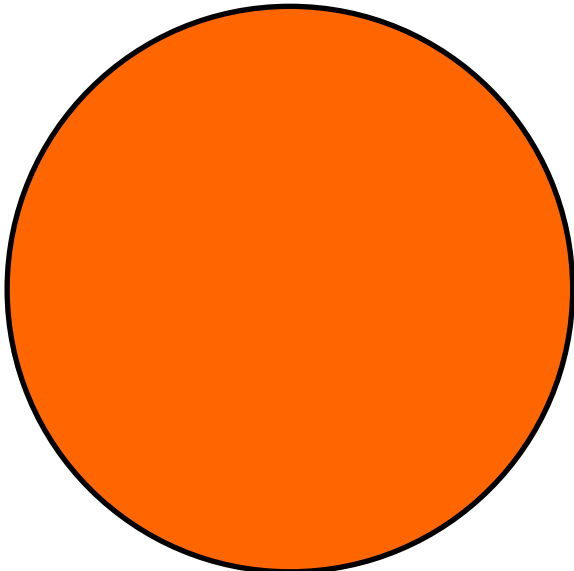
Appendix 2

## Self-Assessment Traffic Lights



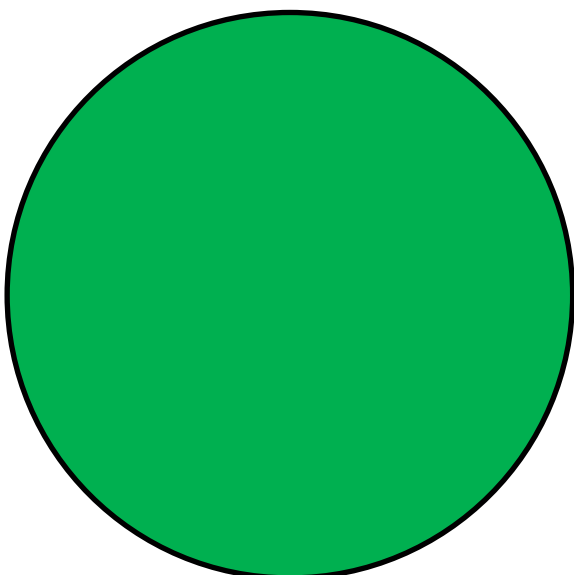
**red light**

I found this difficult. I don't think I understand it yet.



**orange light**

Parts of this were tricky. I think I need a bit more practice.



**green light**

I had no problems doing this on my own.

## APPENDIX 3

## UNICORN SCHOOL ASSESSMENT AND REPORTING TIMETABLE (WHOLE SCHOOL)

	RED	ORANGE	YELLOW	GREEN	BLUE	INDIGO	VIOLET	ULTRA VIOLET
SEPTEMBER	EYFS Profile – is updated throughout the year using Tapestry	EYFS Profile – is updated throughout the year using Tapestry				CAT 4 Tests administered		
OCTOBER	EYFS Profile – is updated throughout the year using Tapestry	Progress Meetings Orange – UV. Parent Teacher Meetings Red-UV						
NOV					PASS SURVEY(Blue-UV) Pupils attitude to Self and School			
DEC			Teacher Assessments entered into Target Tracker					
JAN			Progress Meetings Orange – UV.					

<b>FEB/MAR</b>	Parent Teacher Meetings (Red-UV)							
			INTERIM WRITTEN REPORTS TO PARENTS (Yellow-Violet)					
			Teacher Assessments entered into Target Tracker					
<b>MAY</b>	Children are assessed against EYFS goals which is statutory & results are submitted to the borough.	BSTS2 FORM A	BSTS2 FORM B	BSTS2 FORM C	BSTS2 FORM D	BSTS2 FORM E	BSTS2 FORM G	
		GL Assessment Progress in English 6  GL Assessment Progress in Maths 6	GL Assessment Progress in English 7  GL Assessment Progress in Maths 7	GL Assessment Progress in English 8  GL Assessment Progress in Maths 8  GL Assessment Verbal Reasoning 8/9  GL Assessment Non-verbal Reasoning 8/9	GL Assessment Progress in English 9 GL Assessment Progress in Maths 9  GL Assessment Verbal Reasoning 8/9  GL Assessment Non-verbal Reasoning 8/9	GL Assessment Progress in English 10  GL Assessment Progress in Maths 10  GL Assessment Verbal Reasoning 10/11  GL Assessment Non-verbal Reasoning 10/11	GL Assessment Progress in English 11  GL Assessment Progress in Maths 11  GL Assessment Verbal Reasoning 10/11  GL Assessment Non-verbal Reasoning 10/11	GL Assessment Progress in English 11  GL Assessment Progress in Maths 11  GL Assessment Verbal Reasoning 10/11  GL Assessment Non-verbal Reasoning 10/11
<b>JUNE</b>			Teacher Assessments entered into Target Tracker					
<b>JULY</b>	FULL WRITTEN REPORTS TO PARENTS							

LUCID RAPID DYSLEXIA SCREENING IS USED DURING THE YEAR IF THERE IS CAUSE FOR CONCERN.



## Appendix 4

### **ASSESSMENT, MONITORING AND REVIEW SYSTEM FOR ALL CHILDREN AT UNICORN Including Those Who Have a Particular Need**

- SENCO attends Pupil Progress Meetings with CTs, to review the progress of children receiving Learning Support in light of assessments and teacher observations, together with other available data. Any needs arising from the rest of the class are also discussed.
- SENCO to meet with Head to review provision as necessary.
- Head of Infants and SENCO (whole school) communicate as needed to review the needs of children in EYFS.
- SENCO meet with part time learning support teacher to review provision weekly.
- SENCO/s to recommend a child for further assessment, as necessary.
- Head, child's CT and SENCO to discuss individual Educational Psychologist Reports with parents.
- SEN monitoring by CTs through Provision Maps, bi-annually and in Progress Meetings, 3 times a year. In these Progress Meetings, the Head, Deputy Head & SENCO meet with CTs to discuss children's progress. SENCO meeting with parents, as necessary.