

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

**Last Reviewed:
Next Review:**

**March 2026
March 2029**

ASSESSMENT, TRACKING POLICY AND REPORTING POLICY

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This policy should be read in conjunction with the Curriculum and Education Policy and the EYFS Policy.

1. 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 or trends with children's progress and decide on actions, 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 born children; and those with English as an additional language.

2. 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.

3. 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 EYFS profiles using the Tapestry app. In observing children, the school not only assesses their strategies and performance but also their attitude towards learning e.g. motivation, enthusiasm, confidence and commitment.

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, for example, using the 'Traffic Lights' system in KS1 (Appendix 1).

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 on Sonar.

4. Formal Assessment

Formal assessments are generally used to give summative data and to validate or challenge teacher assessments. Formal assessments also 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:

- KS2 children complete a CAT4 assessment by GL Assessment. This test gives information on children's cognitive abilities and learning potential.
- KS2 children complete NGRTs (National Group Reading Tests), NGSTs (National Group Spelling Tests) and NGMTs (National Group Maths Tests – from 2027) by GL Assessments. These tests give an indication of age-related expectations and progress.

Spring Term:

- KS2 children complete NGRTs, NGSTs (and NGMTs from 2027) by GL Assessments. These tests give an indication of age-related expectations and progress.
- KS2 children complete the PASS Survey (Pupils Attitude to Self and School). This gives pastoral data that can be compared with other school and compared year on year.

Summer Term:

- Annual Progress Tests in English (PTE) and Maths (PTM) produced by GL Assessment for children from Reception to Year 6

- NGSTs for KS2.

A nationalised, comparative judgement tool by *No More Marking* is used throughout the autumn and spring terms to assess children's writing.

5. 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, Sonar.

Sonar uses a Point in Time (PIT) model to assess pupils' attainment. Judgements are made based on the evidence available at the time of assessment, reflecting what a pupil can currently do against age-related expectations. Teachers draw on a range of evidence, including classwork, observations and assessment outcomes, to make best-fit judgements rather than tracking small-step progress. Progress is evaluated over time by comparing termly or annual point-in-time assessments, ensuring assessment remains purposeful, manageable and focused on learning rather than data collection.

Attainment is assessed using the following Point in Time judgements:

- **Working Towards** – The pupil is currently working below age-related expectations and is developing the required knowledge and skills.
- **Just At** – The pupil is meeting the minimum age-related expectations but is not yet secure or consistent in their application.
- **Securely At** – The pupil is confidently and consistently working at age-related expectations, demonstrating secure understanding and application.
- **Greater Depth** – The pupil is working beyond age-related expectations, applying learning independently, fluently and with deeper understanding.

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

Sonar can be used to look at: individual progress; progress of a cohort; analyse whole school trends; and 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 on Sonar. The tracking identifies the child's strengths and any areas where the child's progress is less than expected.

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

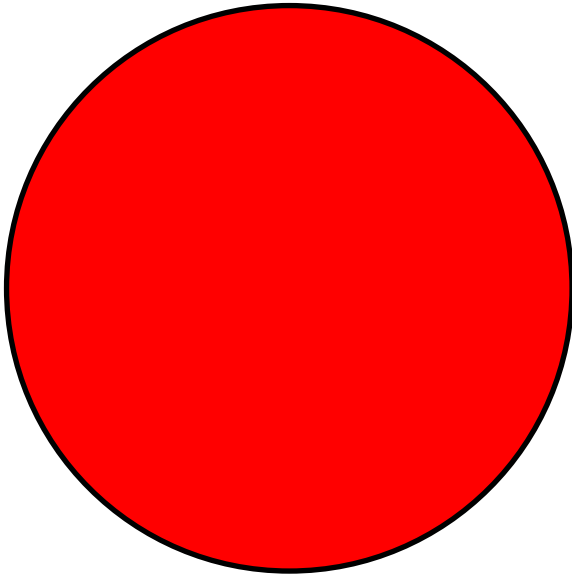
These written reports give teacher assessment levels on academic progress with an emphasis on what level of independence a child is accessing the year group's curriculum. The reports also give an 'effort' level for each subject.

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.

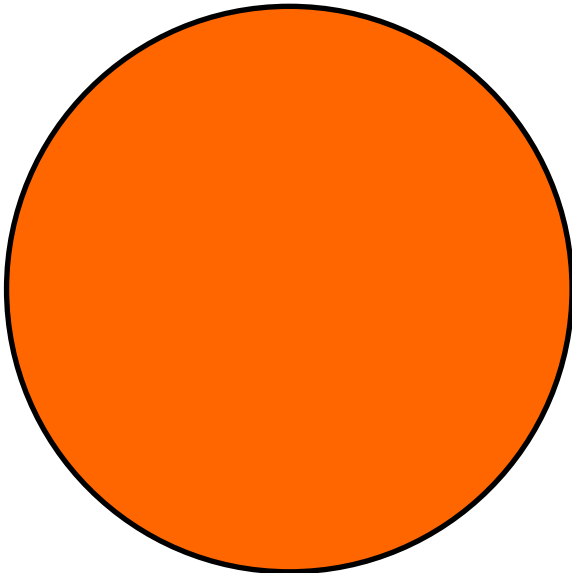
Appendix 1

Self-Assessment Traffic Lights



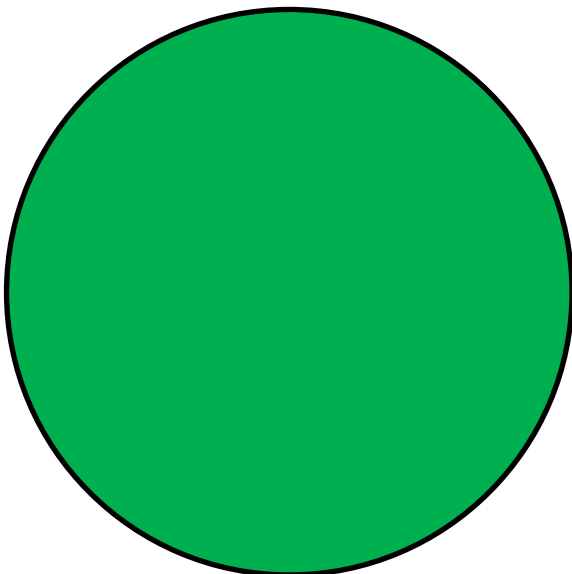
red light

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.

Assessment & Progress Timetable 2025-26

September	1 st	8 th CAT4s – Y2 to Y6	15 th Autumn Progress Meetings	22 nd Autumn Progress Meetings	29 th Autumn NGRTs & NGSTs - Y2 to Y6
October	6 th Parent Evenings	13 th Parent Evenings	Break Y3 NMM Judgements	Break	
November	3 rd	10 th	17 th	24 th PASS survey to pupils (Y3 to Y6) Y5 No More Marking Judgements	
December	1 st	8 th Autumn teacher assessments completed on Sonar	Break	Break	Break
January	5 th Spring NGRTs & NGSTs - Y2 to Y6	12 th Spring Progress Meetings	19 th Spring Progress Meetings	26 th Y1 No More Marking Judgements	
February	2 nd Y4 No More Marking Judgements	9 th	Break	23 rd Mid-Year Reports	
March	2 nd	9 th Y2 No More Marking Judgements	16 th Y6 No More Marking Judgements	23 rd Spring teacher assessments completed on Sonar	Break
April	Break	Break	20 th	27 th Summer Progress Meetings	
May	4 th Summer Progress Meetings	11 th GL Assessments – PTM, PTE & NGSTs (Reception to Y6)	18 th GL Assessments - PTM, PTE & NGSTs (Reception to Y6)	Break	
June	2 nd GL Assessments - PTM, PTE & NGSTs (Reception to Y6)	9 th Reports due in	16 th Reports proofread	23 rd Reports proofread	30 th Summer teacher assessments completed on Sonar & Engage
July	7 th EOY reports to parents				

Appendix 2

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 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.