Policy Name	Assessment and Reporting Policy (Primary School)				
Effective Date	January 2022	**Date of last revision**	Sept 2026	**Version No.**	1.4
Author	Head of School				

Version History				
Version	**Approved by**	**Revision Date**	**Details of Changes**	**Author**
1.1		**Jan 24**	**Update of policies** **Update of assessments used**	**JK**
1.2		**Oct 24**	**Update to ICS London throughout**	**SJ**
		Oct 24	**Page 7**	**SJ**
			ISA Assessments in Y6 only **NGRT across Y3-6** **PTE and PTM across Y3-6**	**SJ**
			Page 10 **Little Wandle Letters and Sounds (Phonics Assessment)** **Remove - "Words their way" - Spelling Assessment**	**SJ**
1.3		**May 25**	**Pages 7-11** **Adding in info re: GL Assessments**	**SJ**
1.3		**Sep 25**	**Remove Articles under Scope "Statutory Guidance" - either withdrawn or non-statutory**	**SJ**

			EYFS Assessment and Reporting Arrangements (2021) Assessment Principles: school curriculum (2014)	
1.3		**Sep 25**	**Add in IB Policies / Guidance on Assessment**	**SJ**
1.3		**Sep 25**	**2.2 - Removed reference to writers workshop** **2.3 - Removed** "emerging, expected or exceeding expectations. " Replaced with "beginning, developing, meeting, exceeding"	**SJ**
1.3		**Sep 25**	**4.2 -** Added GL Assessment Guidance	**SJ**
		Sep 25	**4.3 -** Added Renaissance Learning Guidance	**SJ**
1.3		**Sep 25**	**Appendix 2 -** Updated dates for assessments References - Updated to latest IB "Program, Standards and Practices" document	**SJ**
1.4		**Sep 26**	**4.3 -** Refined STAR Reading Assessment Periods	**SJ**
		Sep 26	**Page 15 -** STAR Reading - starts from Y2	**SJ**

International Baccalaureate's Mission Statement

The International Baccalaureate aims to develop inquiring, knowledgeable and caring young people who help to create a better and more peaceful world through intercultural understanding and respect.

To this end the organisation works with schools, governments and international organisations to develop challenging programmes of international education and rigorous assessment.

These programmes encourage students across the world to become active, compassionate and lifelong learners who understand that other people, with their differences, can also be right.

ICS London's Mission and Vision Statements

Our innovative approach to education inspires each and every student to discover their strengths within a community of future leaders.

We aim to be a community of compassionate and inspired world citizens.

Introduction

Policy statement

This policy covers the ICS London Primary School approach to assessment and reporting.

The main aims of assessment and reporting at ICS London are:

- to ensure students are making adequate progress as recorded through assessments
- to deliver reliable information about their child's progress and performance.
- to provide feedback on the learning that informs teaching and drives improvement for students.
- to ensure that the school is up to date with research-based best practice in assessment and reporting.
- to place students at the heart of assessment, enabling them to identify the aims and success criteria that will help them achieve ongoing improvement.

Scope

Applicability

- This policy applies to all ICS London teaching staff, parents and students.

Statutory guidance

- Key Stage 2 Assessment Teacher Guidance

Non-Statutory guidance

- Final report of the Commission on Assessment without Levels (2015)
- EYFS Statutory Framework (2026)
- Optional Key Stage 1 Assessment Guidance
- IB Programme, Standards and Practices (2020)
- IB Assessment Principles and Practices (2018)

Primary Assessment & Reporting Policy

1 Assessing, Recording and Reporting

1.1 The assessment component in the school's curriculum can itself be subdivided into three closely related areas.

- **Assessing** – how we discover what the students know and have learned
- **Recording** – the strategies and tools we choose to collect and analyse data
- **Reporting** – how we choose to communicate information



(Primary Years Programme: Learning and Teaching, 2018)

1.2 Assessment is integral to all learning and teaching. It is central to the PYP goal of thoughtfully and effectively guiding students through the essential elements of learning:

- the acquisition of **knowledge**
- the understanding of **concepts**
- the mastering of **skills**
- the decisions to take **action**

A variety of assessment tools and strategies are used to capture evidence and use it to develop a picture of the progress students are making. This helps teachers and students set challenging targets and support students as they strive towards achieving them.

2 Measuring Progress

2.1 Formative assessment is integrated with learning, and helps teachers and students to find out what the students know and can do. Formative assessment and teaching are directly linked. Formative assessment is formal and informal.

2.2 Progress assessments provide information linked to age related and developmental expectations. Students in our EYFS program (Nursery and Reception) are tracked against the Early Learning Goals.

2.3 For reading, writing and mathematics, children from PYP Reception upwards work towards end of year expectations (Appendix 2). In each year there are 3 steps which provide descriptors for the milestones children should reach on their way to achieving the end of year expectations. These steps correspond to the termly progress expectations and students are judged to be at either beginning, developing, meeting and exceeding expectations.

2.4 Teachers keep records of the progress students make across school terms and from year to year. Data from these assessments is analysed to provide information to the Primary Leadership Team and help define a school strategy.

2.5 Teachers' records of formative assessment, which may include progress checklists, anecdotal notes and results from assessments, provide information that informs reporting to students, parents and staff. Student workbooks, folders and online Toddle portfolios provide other forms of record.

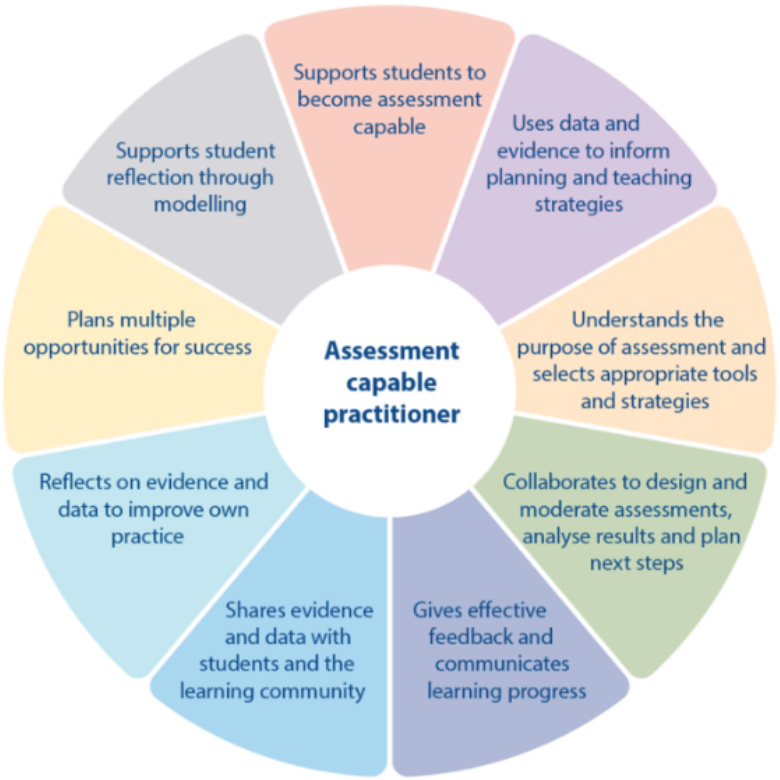
2.6 Assessment data collected by teachers, both summative and formative, is analysed collaboratively with the PLT during student progress meetings at the end of each reporting cycle and targeted next steps agreed.

3 Improving practice for pupils and teachers

3.1 Assessment helps teachers improve the quality of teaching. Responsive planning takes into account the attainment of all learners, including those requiring further challenge.

3.2 Assessment capable teachers give regular and frequent feedback throughout the learning process which promotes learning. Providing meaningful feedback may engage learners in a dialogue. Evidence of the application of meaningful feedback in subsequent work helps teachers see how effective their feedback is. Written feedback also provides validation of goals students have reached and enables

students to understand what they now know, understand or can do. It invites students to apply their next learning goals. Feedback is also used to develop the student's own capacity for self-assessment or peer assessment.



(Primary Years Programme: Learning and Teaching, 2018)

3.3 Use of teacher student conferencing supports learning. Teachers provide oral feedback, which is effective when timely and focused.

3.4 Feedback at ICS London is meaningful for students, manageable for teachers, and motivating for continued student learning.

3. 5 Feedback that incorporates recordable measures can demonstrate comparison against expected standards and reflect progress over time. Use of portfolios, moderation and exemplars are all ways that progress is measured against standards and can be used to show progress over time.

4 External best practice

4.1 International Schools Assessment (ISA) testing is conducted in PYP 6 in Mathematics, Reading and Writing, providing a benchmark through which the school can compare itself with international best practice. This assessment is an annual standardised external

assessment and provides valuable individual, year level and school-wide data. This data is analysed and provides evidence from which to identify areas of improvement.

4.2 Use of GL Assessments

Purpose of Assessments

At ICS London, we believe in providing a comprehensive and balanced assessment framework to support every student´s academic, social, and emotional development. Our assessment strategy incorporates a range of assessment tools and methods to ensure we capture a full picture of each student's learning progress. The primary purpose of our assessments is to inform teaching, identify areas for support, track progress over time, and provide meaningful feedback to students and parents.

Role of GL Assessments

GL Assessments are an integral part of our whole-school assessment strategy. They provide reliable, evidence-based data that supports our broader understanding of each child's progress. GL assessments are used alongside teacher assessments, classroom observations, and other formal and informal assessment methods to offer a well-rounded view of student achievement.

Specifically, GL assessments help us to:

• Identify strengths and areas for development: The assessments offer insights into individual learning needs and highlight both areas of success and those requiring targeted support.

• Monitor progress over time: By using GL assessments at key stages, we are able to track a student's development and measure the effectiveness of interventions and support strategies.

• Inform teaching and learning: The data provided by GL assessments informs our teaching practices, ensuring lessons are tailored to meet the needs of all learners.

• Support school-wide decision-making: The aggregated data from GL assessments helps school leadership teams make informed decisions

about curriculum planning, resource allocation, and intervention programs.

Integration with Other Assessment Methods
GL assessments are used in combination with a variety of other assessment tools to create a holistic view of student learning. These include:

• Formative assessments: Regular in-class assessments such as quizzes, presentations, and teacher observations help provide immediate feedback and inform day-to-day teaching.

• Summative assessments: End-of-term assessments, projects, and reports give a broader overview of student achievement in each subject area.

• Diagnostic assessments: These help identify specific areas where students may need additional support or intervention, allowing us to respond with targeted teaching strategies.• Teacher assessments and professional judgments: Teacher observations and professional judgment remain critical components of our assessment approach, ensuring that data is contextualized within the classroom experience.

Timing and Administration of GL Assessments
GL assessments are typically administered at key points in the academic year to support tracking of student progress. These assessments are carefully scheduled to ensure they complement other school-based assessments and provide timely data for analysis.

GL Assessment's New Group Reading Test (NGRT) is used three times per year in Years 3, 4, 5 and 6 to support identification of strengths and areas of development in reading. This data also supports discussions with Globeducate.

Progress Tests in English (PTE) and Progress Tests in Maths (PTM) are used twice per year to gauge progress in both subject areas over the course of the year.

GL Assessment's PASS is used in Years 2-6 once a year. It assesses how a student feels about themselves, their engagement with the curriculum, and their feelings about school. This is analysed alongside attainment data

to support identification of students who require additional support both academically and pastoral.

Results are analysed at group organisational level as well as school teams by class teachers and leadership teams to inform planning and interventions.

Communication with Parents
Parents are informed of students´ academic targets as part of our regular reporting cycle. Targets reflect a combination of school assessments, including GL assessments and are communicated in the context of the child's overall progress. This ensures parents have a clear understanding of their child's strengths and areas for development and can collaborate with the school to support learning at home.

Continuous Review and Development
At ICS London, we are committed to continually refining our assessment policy. The use of GL assessments, like all tools in our assessment strategy, is regularly reviewed to ensure it meets the evolving needs of our students and aligns with best practices in education.

Communicating Assessment Data to Parents
This policy section outlines how GL assessments are integrated into the school's overall assessment strategy, and reflected in students' targets, explaining their purpose, how they work with other assessments, and how they contribute to teaching, learning, and communication with parents.

Communicating the results of GL (Granada Learning) assessments to parents requires a clear, respectful, and supportive approach. ICS London will ensure that parents understand the assessments' purpose, their child's performance, and what steps might follow. Below are general principles and best practices to guide this communication:

Transparency and Purpose

• Explain the GL Assessments: Before sharing the results, provide an overview of what the GL assessments measure. Explain their purpose—whether to assess cognitive abilities, academic progress, or learning gaps.

• Clarify the Role of the Assessments: Ensure that parents understand how the assessments fit into the broader picture of their child's education. Emphasize that these tests are just one tool used to support their child's development.

Timing and Method of Communication

• Timely Sharing of Results: Results should be communicated promptly once they are available, giving parents the opportunity to engage with any necessary follow-up actions early.

• Choose the Right Communication Channels: Depending on the school's communication policy, results can be shared through written reports, emails, or parent-teacher meetings. Sensitive or complex results may warrant face-to-face meetings to ensure clarity and allow for in-depth discussions.

Tailored Communication

• Provide clear and understandable information: Avoid educational jargon when explaining the results. Break down complex terms and data in a way parents can easily grasp.

• Include comparative data where appropriate: If helpful, provide context by showing how their child's results compare to national, or age-related norms.

• Be honest but supportive: If the results show concerns (e.g., below expected performance), communicate this clearly but offer support, outlining the steps the school will take to address any issues and how parents can help at home.

Encourage a Growth Mindset

• Frame results in a positive, constructive manner: Emphasize that assessments provide an opportunity to identify areas for growth, not just to measure achievement. Reassure parents that the results will guide tailored academic support.

• Set actionable steps: If the results indicate areas for improvement, outline next steps, such as extra help, targeted interventions, or adjustments in classroom teaching.

Privacy and Sensitivity
• Maintain confidentiality: Ensure that only the relevant staff members and the child's parents have access to the assessment results.

• Be sensitive to emotional reactions: Recognize that parents may have strong emotional responses to their child's performance, whether positive or negative. Be prepared to provide reassurance and answer any concerns.

Follow-Up Support

• Provide opportunities for dialogue: Encourage parents to ask questions and express any concerns they might have. Offer follow-up meetings if needed to discuss progress and future plans.

• Offer resources: Provide parents with resources they can use at home to support their child's learning in areas highlighted by the assessments.
In summary, the communication of GL assessment results to parents should be clear, timely, and sensitive, with a focus on supporting the child's ongoing development and maintaining a partnership between school and home.

4.3 ICS London makes use of the **Renaissance Learning platform**, specifically **STAR Reading** and **Accelerated Reader (AR)**.

STAR assessments are administered **four times a year** (September, January, March and June) to track progress and inform planning.

Results are used diagnostically to:

- Support teachers in planning next steps in reading instruction.
- Identify students requiring additional support or extension.
- Provide measurable data for reporting to parents and leaders.

AR is used as a reading practice tool to develop comprehension, stamina, and a love of reading.

Data from STAR Reading and AR supplements teacher professional judgment, classroom observation, and formative assessment.

Renaissance data forms one strand of the school's reading assessment framework and is never used in isolation to make high-stakes decisions.

Results are triangulated with teacher assessments, reading conferences, and written work to build a holistic picture of each child as a reader.

Outcomes from STAR and AR contribute to reporting in Reading for termly progress reviews, end-of-year reports, and discussions with parents.

4.4 In the Early Years, progress towards the Early Learning Goals makes use of moderated standards across Nursery Reception and PYP1

5 Pre - assessment

5. 1 Pre- assessment at the start of units of learning allows teachers to know what students understand, know and can do. Effective pre-assessment allows teachers to plan responsively to ensure that unit goals are challenging and extend all students in their learning from their starting points.

6 Assessment Tools & strategies

6.1 Assessment tools are ways to measure progress against key learning outcomes. They include rubrics, exemplars, checklists, anecdotal records and continuums.

6.2 Assessment strategies are used by teachers to gather data on student progress. They include observations, performance based assessments and process – based assessments, selected responses (tests, quizzes) or Open- ended tasks. Refer to Appendix 1.

7 Reporting Progress

7.1 School reports are issued in December, April and June. The reports include attendance records. Students are graded in relation to their year level, unless they have been identified as working on a modified curriculum.

7.2 Conferences take place across the school year. Formal Parent-Teacher conferences take place in the first term. It is an opportunity for teachers to share initial observations with parents. 3-way conferences take place in the spring term. Teachers support students in demonstrating the progress they have made and their next steps in learning to their parents during these conferences. Student-led conferences take place in the summer term. Parents and teachers may request a conference at any time during the school year to report student progress.

8 Student Support

8.1 Students receiving additional support receive a summary of progress related to students with International Individual Learning Plans (IILP) ; this is shared with parents as outlined in the Whole School Inclusion Policy.

8.2 Modified school reports reflect the needs of students requiring student support, as relevant. Parents are informed if their child receives a modified programme of learning.

8.3 The school makes use of additional diagnostic assessments in order to identify students requiring additional support at an early stage.

9 Early Years Assessment

9.1 Upon entry and across the first six weeks of school, class teachers make regular observations to gauge the progress each child is making. They observe the child's interests and their approaches to learning. Assessment helps staff tailor learning engagements to the students' needs. Records of assessment are maintained through the use of student portfolios. These are collections of work that indicate student achievement within all areas of the curriculum. They form an important basis for measuring progress matched to their developmental goals. Teachers use the Toddle application to record student portfolios and communicate learning with parents. This provides a baseline and identified areas of improvement for the next stage of the students schooling.

9.2 The monitoring of progress is ongoing, however progress is formally reported at the end of the first, second and last term. The subject standards on Toddle are directly aligned with the Development Matters Curriculum Guidance for the EYFS. Progress data is derived from teacher judgement (Student portfolio evidence) against Age Related Expectations (ARE):

Nursery

30 – 50 months = In line with ARE
22 – 36 months = Below ARE
Lower than 22 months = Significantly below ARE
40 – 60 = Above ARE

Reception

40 – 60 months = In line with ARE
30 – 50 months = Below ARE
Lower than 30 months = Significantly below ARE

Above 60 months = Above ARE

Appendix 1: Assessment tools and methods

Assessment methods	Assessment tools				
	Rubrics	Exemplars	Checklists	Anecdotal records	Continuums
Observations	✓		✓	✓	✓
Performance Assessments	✓	✓		✓	✓
Process-focused Assessments	✓		✓	✓	✓
Selected responses		✓	✓		✓
Open-ended tasks	✓	✓		✓	✓

Appendix 2: Assessment overview and timeline

Reading:
NGRT (Y3-Y6)
GL Assessment - PTE Progress Test (Y3-6)
Renaissance - STAR Reading (Y2-6)

Writing:
GL Assessment - PTE Progress Test (Y3-6)
Individual writing piece

Maths:
Formative ongoing assessment (all)
GL Assessment - PTM Progress Test (Y3-6)

Phonics:

Little Wandle Letters and Sounds (R-Y2/Y3)

EYFS Outcomes (Nur/Rec):
Formative ongoing assessment

PASS:
Y2-Y6

	September (baseline)	November	February	May
Independent writing sample (R-Y6)	x		x	x
Phonics (N-Y2/3)	x		x	x
NGRT (Y3-Y6)	x (Form A)		x (Form B)	x (Form C) (June)
PASS (Y2-Y6)		x		
GL Progress Tests - Maths and English (Year 3-6)	x			x (May)
CAT4 (Y3-Y6 and all students who join)	x			
STAR Reading Assessment	x	x	x	x
EYFS	x	x	x	x

References

Programme, Standards and Practices, IBO, 2020

Early Years Foundation Stage Profile 2025 Handbook (2025)

Development Matters in the EYFS
https://www.early-education.org.uk/development-matters-early-years-foundation -stage-eyfs-download