

COGNITA



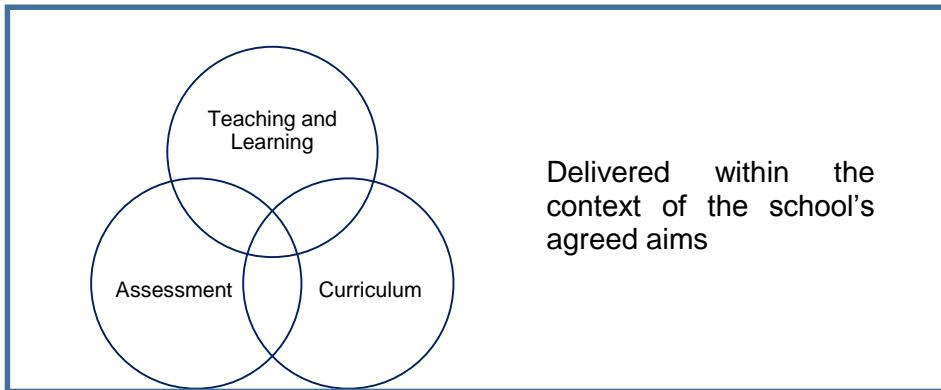
Assessment, Recording and Reporting Policy

September 2018

Assessment, Recording and Reporting Policy

1 Introduction

- 1.1 The purpose of this policy is to support the implementation of high quality and informative assessment arrangements. We see assessment as part of our core business in order to ensure that all children make the best progress possible and attain high standards. Effective assessment practice is part of a whole school pedagogy informed by the effective implementation of:



2 Purpose

- 2.1 The purpose of this policy is to outline the rationale and approach to assessment, recording and reporting in our school. This policy has four parts:
- Assessment
 - Recording assessment information
 - Reporting to parents
 - Evaluation
- 2.2 This policy applies to all pupils, including those in the Early Years.
- 2.3 This policy is compliant with the following regulatory requirements, as outlined in the Independent School Standards.
- Teachers systematically assess pupils and make use of assessment to plan and modify provision for them.
 - As stated in Paragraph 3:
The standard in this paragraph is met if the proprietor ensures that the teaching at the school
(g) demonstrates that a framework is in place to assess pupils' work regularly and thoroughly and use information from that assessment to plan teaching so that pupils can progress;
 - As stated in Paragraph 4:
The standard in this paragraph is met where the proprietor ensures that a framework for pupil performance to be evaluated, by reference to the school's own aims as provided to parents or national norms, or to both, is in place.

3 Assessment: Types of Assessment

- 3.1 We assess in different ways and with different purposes during the academic year. We use three forms of assessment:

Formative assessment	In-school summative assessment	Standardised summative assessment
<p>Used by teachers to evaluate pupils' knowledge, skills and understanding on a day-to-day and lesson by lesson basis and to tailor teaching accordingly.</p> <p><i>This includes: quick recap questions, scrutiny of pupils' work, providing feedback and pupils' responding, observational assessment, quizzes.</i></p>	<p>Used by teachers to evaluate how much a pupil has learned at the end of a teaching unit and should include, where relevant, internal standardisation.</p> <p><i>This includes: end of unit assessments, reviews for pupils with SEN and/or disabilities.</i></p>	<p>Externally set, marked and standardised. Also validated by an external body.</p> <p><i>This includes: GL assessments, NFER assessments, CAT4 tests.</i></p>

- 3.2 All summative assessment should be used formatively. Teachers should routinely analyse summative assessment and identify the next steps for subjects and specific pupils.

4 Principles of Assessment

- 4.1 The primary principle of assessment is that it should be fit for the purpose intended. Assessment is an integral part of teaching and lies at the heart of promoting pupils' learning. Assessment should provide information which is clear, reliable and free from bias. Assessment should be used to move learning forward. The guiding principles below are used to help ensure that we maximise the impact of our assessment.

5 Principles of Formative Assessment

- 5.1 Formative assessment should:

- Give 'of the moment' information about pupils' knowledge and understanding of a topic, skill or concept;
- Be interactive and lead to dialogue;
- Help pupils understand what they have done well and what they need to do to improve;
- Be inclusive of all abilities;
- Support immediate planning to improve progress and attainment; and
- Support home learning and home-school partnership.

6 Principles of in-school and Standardised Summative Assessment

- 6.1 These forms of assessment should be used:

- Formatively by teachers to plan for the next steps, target set and precision teach;
- To triangulate wider assessment judgement;
- To evidence progress over time;
- To compare cohorts and groups of pupils;
- To assess against agreed benchmark standards; and
- As a basis for reporting.

7 Mastery and Depth

- 7.1 The current version of the National Curriculum is predicated on a different assumption than in previous versions where there was an expectation of ‘acceleration’, i.e. moving children on through levels and sublevels regardless of the security of their learning. Now, we are looking for depth and mastery in learning. This does not exclude acceleration but ‘moving on’ should never be at the expense of depth and mastery.
- 7.2 A mastery approach to learning is at the heart of the National Curriculum and also part of great pedagogy. This means that teachers need to think, plan and teach differently. Teachers need to consider how to ensure that their pupils have opportunities to develop depth and mastery in their learning before considering acceleration. By promoting depth, learning is more likely to become secure and embedded.
- 7.3 Our school therefore ensures that our pupils can evidence the meeting of the ‘Minimum Expectations’ as set by Cognita, which are linked to National Curriculum assessment criteria and are included in the document ‘Minimum Expectations for English and Mathematics’. Our staff understand that this document has been designed to identify the minimum expectations and should not be used to put a ceiling on our pupils’ achievement and attainment.
- 7.4 The ‘Minimum Expectations for English and Mathematics’ document does not define a set curriculum model for any Cognita school and our school will ensure that there are appropriate schemes of work and curriculum maps in place to guide both coverage and expectations. Although end of year group expectations are indicated, these are viewed as a guide. The absolute minimum expectations are those for the end of each Key Stage. Our school may therefore decide to move the content from year to year to meet the needs of different groups of pupils or a change of context for the school. It is anticipated that, as a Cognita school, we should constantly aim to exceed these minimum expectations and that the content of the ‘Minimum Expectations’ document should not cap expectation in our school.
- 7.5 In relation to mastery in learning, we look for the following characteristics:
- Retention – Long term retention and use of learning
 - Application – Independent application in a manner the context demands; critically evaluating, taking learning from one area and applying in another
 - Meta-cognition – Knowing how and why to recall knowledge and skills and be able to utilise them
 - Connection – making connections between subjects and aspects of learning
 - Approach to learning – Evidence of leading own learning, teaching others, ability to explain own learning and the skills being utilised, flexibility in the use of learning
 - Innovation – Using learning in a different and innovative context
- 7.6 At times, pupils exceed well beyond Age Related Expectations. In these instances, teachers will look to the next year’s expectations as outlined in the National Curriculum.

8 In-school and Standardised Summative Assessment

- 8.1 Our key summative assessment points over the year, whether in-school or standardised, are identified in the following assessment planner so that all staff and pupils can see and prepare for them.

Year Group	Assessment	When	How is the data used?
Nursery	Baseline Assessment	On arrival	Establish a baseline of students needs and learning

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Nursery	Progress Assessments	Throughout the year	To identify students' progress and achievement towards ELG's
Reception	Reception Baseline GL assessment	Autumn Term	Entry level assessment to inform planning for teaching and learning and measure progress and value added using the end of year GL Baseline Progress assessment.
Reception	Assessment of ELG's	Termly	Data entered into SIMS. Information is used for planning teaching, learning and measuring progress. Information is used to identify specific learning needs such as SEND, EAL.
Reception	GL Progress Assessment	Summer Term	Data used to measure progress and for transition to Year 1 to ensure teachers target individual pupils needs.
Reception	EYFS Assessment	Summer Term	Assessment information sent to Essex County Council. End of year assessment data used for transition to Year 1 to ensure teachers target individual pupil's needs.
Key Stage 1	GL Progress in Maths (PTM) and English (PTE)	Summer Term	SAS cores are used which enable pupils to be benchmarked and their performance monitored. Pupil performance is compared within the year groups, across year groups and against national standard. Analysis of assessment data by Form Teachers to target teaching and learning strategies and any necessary intervention to close gaps in the next academic year. Maths and English leaders use the data to identify areas of curriculum needing further improvement to aid pupil progress and attainment. Teachers review attainment and progress across whole school.
Key Stage 1	Half Termly summative assessments in Maths & English (EOT assessments & AFL writing)	Half Termly	Regularly check knowledge and understanding of the curriculum with confidence; ensure that every lesson is pitched correctly and that gaps are addressed early providing targeted feedback to pupils to help them improve. Enable teachers to measure success of learning that has taken place and inform future planning. Assist links made between impact of interventions and quality of teaching.
Key Stage 1	NGRT	Autumn & Summer	Identify pupils needing additional intervention and for differentiation.
Key Stage 2	GL Progress in Maths (PTM) and English (PTE)	Summer Term	SAS cores are used which enable pupils to be benchmarked and their performance monitored. Pupil performance is compared within the year groups, across year groups and against national standard. Analysis of assessment data by Form Teachers to target teaching and learning strategies and any necessary intervention to close gaps in the next academic year. Maths and English leaders use the data to identify areas of curriculum needing further improvement to aid pupil progress and attainment. Teachers review attainment and progress across whole school.

Key Stage 2	Half Termly summative assessments in Maths & English (EOT assessments & AFL writing)	Half Termly	Regularly check knowledge and understanding of the curriculum with confidence; ensure that every lesson is pitched correctly and that gaps are addressed early providing targeted feedback to pupils to help them improve. Enable teachers to measure success of learning that has taken place and inform future planning. Assist links made between impact of interventions and quality of teaching.
Key Stage 2	NGRT	Autumn & Summer	Identify pupils needing additional intervention and for differentiation.
Key Stage 2 Year 5	CAT 4 level C	Autumn	Provide indicators of attainment for KS 2/3 which are starting points for target setting. Offer a comparison between the performance of different groups of students in order to support and target resources.

9 Integrity of Assessment Information

- 9.1 In order for our assessment processes to be robust and valid, we ensure that all staff are competent in the use of assessment. We do this by:
- Using clear assessment criteria;
 - Assigning time to support the training of staff in what constitutes robust assessment;
 - Assigning time for the moderation of assessment judgement; and
 - Triangulating judgements from a range of assessments, including from learning walks and pupil work.
- 9.2 A key strategy for ensuring that assessment judgements are valid and reliable is the use of in-school moderation. Moderation is used to ensure that the judgement of all relevant staff about the quality of a piece of work or an assessment piece is the same.
- 9.3 Where possible, our school will look for opportunities to moderate our assessment judgements with colleagues from different schools.

10 Use of Formative Assessment

- 10.1 Formative and summative assessment provides the opportunity for the school to access its performance at all levels in order to ensure continuous improvement in standards and achievement. Specific roles and responsibilities with regard to assessment for learning are detailed in job descriptions of staff with teaching and learning responsibilities.

Aims & Objectives

- To ensure that formative assessment is an integral part of the teaching and learning process
- To ensure that the outcomes of formative assessment are used by teachers and students to improve learning
- To ensure that assessment data provided by staff on students as part of the data cycle is based on appropriate and frequent assessment of students' learning
- To provide a broad picture of a pupil's academic progress;
- To enable teachers to plan more effectively and differentiate accordingly;
- To inform parents of targets and progress
- To provide teachers with pupil attainment data at the start of each year and each key stage
- To ensure all staff implement the marking and assessment policy
- To provide staff with any necessary INSET

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- To achieve a consistency in the use of assessment for learning strategies among teachers
- To engage and involve students and teachers in the setting of individual student targets
- To engage and involve students in an understanding of their own learning so that they are able to take greater responsibility for it
- To allow for accurate and regular assessment

11 Use of in-school Summative Assessment

- 11.1 Assessments of students will take place every half term and will reflect the terms focus in English and Maths. These assessments will further help to fulfil the wider assessment for learning and assist teachers in making valid and accurate judgements on student's current working levels and grades.

12 Inclusion

- 12.1 Our school has high expectations of every pupil, including those with SEN and/or disability. Pupils with SEN are assessed appropriately according to their need. Adaptations will be made where this enables a more valid and robust assessment outcome. Pupils with SEN are expected to make the same rate of progress as other pupils.

13 Recording Assessment

- 13.1 It is essential that we have a coherent and understood system for recording assessment outcomes. Within our school we record data using SIMS. The Assessment Leader publishes a calendar of assessment, recording and reporting which is shared with staff.

14 Reporting to Parents

- 14.1 We value our partnership with parents and reports are one way of ensuring that parents have clear information about both pastoral and academic matters in relation to their child.

- 14.2 Reports to parents do not replace our regular dialogue with them. Any parent with a query or concern is always invited to contact the school. The relevant member of staff will endeavour to respond to the enquiry within 24 hours of a normal working week during school terms.

- 14.3 Throughout the academic year we report to our parents in the following ways:

- Reports are summative and informative; they provide information on children's progress and achievements throughout the school year. The reports are written during February and July.
- Reading diaries provide a two-way communication about each child's progress in reading. These records are exchanged daily; with teachers hearing children read on a regular basis and also act as a liaison book.
- Parents' Evenings are held during the autumn term. Parents have the opportunity to discuss their child's progress with the teachers. School records are used to inform these meetings.
- In addition, we hold 'Meet the Teacher' events at significant times, such as a child moving up a Key Stage and at the beginning of a new academic year.
- Personal Interviews with parents can be arranged before or after school in addition to parent Evenings /Open Days. This varies from child to child and teacher to teacher.
- Termly Summaries are published on our website so parents know what topics their child will be covering each term.
- Further telephone dialogue often takes place between parents and teachers, which also serves to enhance further the home-school partnership.

15 Evaluation

- 15.1 This policy complies with the Independent School Standards Regulations. As is expected of us, we publish particulars of the school's academic performance during the preceding school year, including the results of any public examinations.
- 15.2 The school reviews the attainment and achievement of pupils through the Achievement Narrative. This document is reviewed regularly and ensures oversight of achievement trends within the school between agreed start and end points. Notable groups are monitored and tracked within this document. Schools share their Achievement Narrative with their Assistant Director of Education for challenge.

16 Responsibility

- 16.1 The people with responsibility for the overview and yearly evaluation of this policy are Sarah Leyshon, Headteacher and Amanda Hall, Assessment Leader. However, all staff are responsible for ensuring this policy is implemented and acted on.
- 16.2 When evaluating the use and impact of this policy, our school leaders will evaluate the extent to which:
 - Assessment information is gathered and used to inform teaching and learning, including ensuring that pupils falling behind or those with SEN and/or disabilities are supported in their learning; and
 - Assessment information is shared with parents to help them support their children.
- 16.3 When evaluating the accuracy and impact of assessment, our school leaders will evaluate the extent to which:
 - Teachers use assessment for establishing pupils' starting points;
 - Teachers use assessment to modify teaching so that pupils can achieve their potential by the end of year or key stage;
 - Assessment draws on a range of evidence of what pupils know, understand and can do across the school's curriculum;
 - Teachers make consistent judgements about pupils' progress and attainment, for example within a subject, across a year group and between year groups; and
 - The use of assessment is leading to the improved progress of all pupils.
- 16.4 When evaluating the effectiveness of leadership and management, Cognita, through our ADE, will consider:
 - The effectiveness of the actions our school leaders take to secure and sustain improvements to teaching, learning, attainment and progress; and
 - How effectively our school leaders monitor the progress of groups of pupils (e.g. gender, SEN, more able, EAL) to ensure that none fall behind and underachieve.

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Ownership and consultation	
Document sponsor (role)	Director of Education
Document author (name)	Simon Camby
Consultation – April 2017	Consultation with the following schools: North Bridge House Canonbury School, Breaside Prep School, Hastings School Madrid, Hendon Prep School, Salcombe Prep School, Huddersfield Grammar School, Downsend Epsom Pre-Prep School and El Limonar Villamartin. Education Team representative: Danuta Tomasz, ADE.
Updated – April 2018	James Carroll, ADE

Audience	
Audience	All school staff

Document application and publication	
England	Yes
Wales	Yes
Spain	Yes

Version control	
Implementation date	September 2018
Review date	Review and update for implementation in September 2019

Related documentation	
Related documentation	Curriculum Policy Teaching and Learning Policy SEND Policy Early Years Policy, where relevant Independent School Standards / BSO Standards (where applicable)