COGNITA
TEACHING EXCELLENCE

Assessment, Recording & Reporting Policy	Hydesville Tower School, Walsall
	May 2017

Purpose
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.

Part 1: Assessment
Part 2: Recording assessment information
Part 3: Reporting to parents
Part 4:   Evaluation

Part 1: Assessment
1.1 Types of assessment
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
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. *This includes: quick recap questions, scrutiny of pupils' work, providing feedback and pupils' responding, observational assessment, quizzes and self-assessment.*	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. *This includes: end of unit assessments, spelling tests, mental maths test, mid or end of year exams, reviews for pupils with SEND (Special Educational Needs and/or Disabilities).*	Externally set, marked and standardised. Also validated by an external body. *This includes: Reception Baseline, GL Assessments (PTiE, PTiM), CAT4 tests, YELLIS, MidYIS, GCSE.*

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

1.2. Principles of assessment
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. The guiding principles below are used to help ensure that we maximise the impact of our assessment. Pupil progress across the school is monitored and tracked six times per year and recorded on the school's tracking system. In Early Years, Learning Journeys are used to record evidence relating to the 7 areas of learning as highlighted in the EYFS guidelines. In the Prep School data is recorded for Reading, Writing and Mathematics. In the Senior School data is recorded for all subjects taught. The curriculum taught across each year is looked at as a whole and the language used relates to the End of Year (EOY) expectations.

Pupils can now be:

Emerging - good basic level of attainment reached towards EOY expectations

Expected – secure and consistent attainment against EOY expectations

Mastery – deep learning – can apply in mastery context

Exceeding – exceptional attainment – working on content beyond EOY expectations

1.3 Principles of formative assessment
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.

1.4 Principles of in-school and standardised summative assessment
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.

1.5 Mastery and depth
The current version of the National Curriculum is predicated on a different assumption than
that in previous versions where there was an expectation of 'acceleration', i.e. moving pupils 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.

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.

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.

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.

1.6 In-school and standardised summative assessment
Our key summative assessment points over the year, whether in-school or standardised, are identified in the table below.

Year Group	Assessment	When	How is the data used?
R	Baseline Baseline Progress	Autumn 1 Summer 1	The tests provide an efficient, child friendly and reliable way of assessing literacy, language, mathematics and language and communication skills. Data is used to establish a baseline for each pupil and to assist with planning and differentiation in class. The tests are also used to assess progress over the year.
Y7	MidYIS	Autumn 1	The test measures pupils' developed ability and identifies strengths and weaknesses. Data is used to establish a baseline for each pupil and to assist with planning and differentiation in class. The data is also used for target setting, making GCSE predictions and calculating overall value added performance for the school.
Y10	Yellis	Autumn 1	The test measures pupils' developed ability and identifies strengths and weaknesses. Teachers use this data to inform their planning and differentiation within the classroom. Data is used for target setting, making final GCSE predictions and calculating overall value added performance for the school.
Y4 - Y8	CAT4	Autumn 1	The tests measure pupils' developed ability and identifies strengths and weaknesses. Teachers use this data to inform their planning and differentiation within the classroom. Data is used for 11 Plus and GCSE predictions and target setting.
Y1 - Y8	Progress Tests in English (PTiE)	Summer 1	The tests are linked to the new National Curriculum and measure technical English skills in spelling, grammar, punctuation and reading comprehension. The data is used to assist with target setting and identify intervention. The data is also used in conjunction with ongoing formative and summative assessments to assist in final end of year judgements.

Y1 - Y8	Progress Tests in Maths (PTiM)	Summer 1	The tests are linked to the new National Curriculum and assess mathematical knowledge and applications through reasoning and problem solving. The data is used to assist with target setting and identify intervention. The data is used in conjunction with ongoing formative and summative assessments to assist in final end of year judgements.
Y6	National Curriculum Tests	Summer 1	Pupils are assessed in English (reading and grammar) and mathematics (arithmetic and reasoning). The results are used to support teacher judgement at the end of Key Stage 2.

In Year 11 pupils take their mock GCSEs in the autumn and spring terms and their GCSEs in the summer term.

1.7 Integrity of assessment information

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.

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 of an assessment piece is the same.

Where possible our school will look for opportunities to moderate our assessment judgements with colleagues from different schools.

1.8 Use of formative assessment

Formative assessment takes place on a daily basis and is used to inform the pupil and teacher on pupil progress. This can take place through teacher and pupil dialogue, marking, listening to pupils read, observations, discussing work, questions and answers and self-assessment. Teachers will inform pupils regularly of the next steps in their learning. Teachers will also enlist the support and guidance of the school SENDCo when assessing pupils with specific learning needs.

1.9 Use of in-school summative assessment

On-going summative tests inform the teacher how pupils are performing after a short period of time. These tests include weekly spellings, mental maths, end of unit tests, unaided writing tasks and controlled assessments (senior school only).

These tests form a picture of pupil progress and the results are used together with formative assessment to form a judgement on pupil progress which is shared with pupils and parents. Pupils are regularly tracked on the school's tracking system and the school will adopt appropriate intervention strategies to capture underperformance. Teachers will provide intervention and set individual targets to promote pupil progress.

1.10 Inclusion

Our school has high expectations of every pupil, including those with SEND and MAT (More Able and Talented). Pupils with SEND are assessed appropriately according to their need. Adaptations will be made where this enables a more valid and robust assessment outcome. Students with SEND and who are MAT are expected to make the same rate of progress as other students.

Part 2: Recording assessment

It is essential that we have a coherent and understood system for recording assessment outcomes. Within our school we record data on the school's tracking system.

The Assessment Leader, Mrs Manjit Chand publishes a calendar of assessment, recording and reporting which is shared with staff each term.

Part 3: Reporting to parents

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.

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, teachers, Heads of Schools or Headmaster.

Full school reports are issued once a year for all pupils in the school.

Parents' evening is an opportunity for teaching staff to report to parents on their child's progress. In the Nursery and Prep School, parents' evenings take place every term. In the Senior School, for years 7 to 9 one meeting is planned in the academic year. For Years 10 and 11, two parents' evenings take place throughout the year.

In addition, Year 7 pupils also have an induction meeting scheduled for the autumn term. Year 9 pupils have an 'Options Evening' which is supplemented by a parents' evening. The purpose is to provide guidance on pupils' suitability on their choice of subjects. A Target Setting meeting also takes place in the Senior School for Years 7 to 10 which gives teachers the opportunity to discuss pupil progress and target setting.

Arrangements for the reporting schedule and parents evening are communicated to staff and communication is made with parents via the website, letters and the school calendar.

Appropriate guidance to staff on the criteria and how to complete reports is provided by the Assessment Leader.

Part 4: Evaluation

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 GCSE examinations.

4.1 Responsibility

The person with responsibility for the overview and yearly evaluation of this policy is Mrs Manjit Chand, Assessment Leader. However, all staff are responsible for ensuring this policy is implemented and acted on.

When evaluating the use and impact of this assessment 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 SEND are supported in their learning; and
- assessment information is shared with parents to help them support their pupils.

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.

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, SEND, MAT, EAL (English as an additional language), Looked After Children) to ensure that none fall behind and underachieve.

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