

COGNITA

Assessment, Recording and Reporting Policy

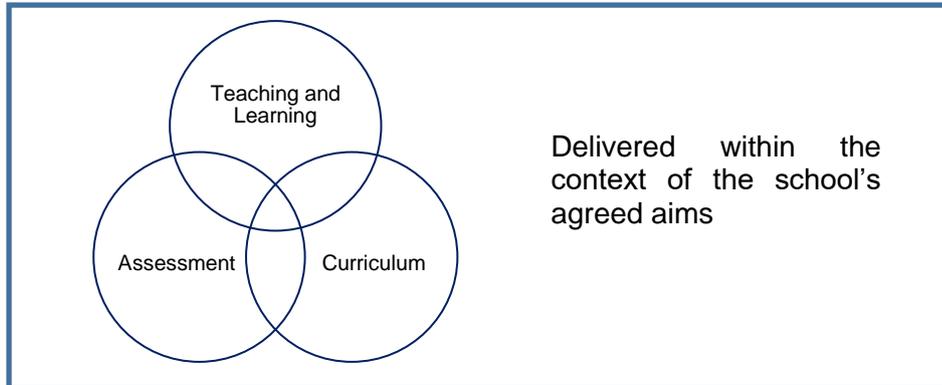


HYDESVILLE
TOWER SCHOOL

September 2020

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. <i>This includes: quick recap questions, scrutiny of pupils' work, providing feedback and pupils' responding, observational assessment, quizzes and self-assessment.</i> <i>For Early Years, assessments are carried out through observations.</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. <i>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).</i> <i>In Reception, some of the above in-school assessments are also used.</i></p>	<p>Externally set, marked and standardised. Also validated by an external body. <i>This includes: GL Assessments (PTiE, PTiM), CAT4 tests, YELLIS, MidYIS, GCSE.</i> <i>In Reception, an Early Year's external moderation is carried out by Walsall local authority.</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 to another.
Metacognition – knowing why and not to recall knowledge and skills in order to utilise.
Connection – making connections between subjects and aspects of learning.
Approach – evidence of leading own learning; teaching others; ability to explain own learning and the skills being utilised and flexibility in use of learning.
Innovation – using learning in a different and innovate 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?
R	Wellcomm	Autumn 1	Assessment to establish stage of development of pupils on entry. Implementation of next steps for each child. Ongoing Speech and Language assessment throughout the year used as a toolkit for screening and intervention. Interventions implemented where necessary.
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 2	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 2	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 (Internally marked)	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.

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. Teachers in Years 2 and 6 attend moderation meetings organised by Walsall Council to ensure our school is always up to date with the national process. Moderation in the senior school takes place within subject departments and across Cognita schools. GSCE subject teachers are given the opportunity to attend training and meetings hosted by examination boards to ensure consistency of marking in the Senior School.

10 Use of Formative Assessment

- 10.1 Formative assessment takes place on a daily basis and is used to inform the pupil and the 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 and MAT Co-ordinator when assessing pupils with specific learning needs.

In Early Years, continual formative assessment is carried out in the form of observational assessments of the pupils' interactions in and around the setting. These assessments link to the EYFS Ages and Stages to assess each pupil's progress and development. These assessments are made on the basis of observations and knowledge of the whole child. In Reception, pupils are assessed against the Early Learning Goals and results are reported to the local authority. Each pupil has a learning journey which measures their development throughout the year. The school takes part in all reasonable moderation activities specified by the local authority and provides information relating to the EYFS Profile and assessment as requested. Parents play an important role in observations and assessment and are given opportunities to discuss the development of their child at regular parent consultation meetings as well as at the beginning or the end of the day. Furthermore, the pupils' own assessment of their learning is tracked through pupil voice. Each pupil is acutely aware of their learning journey and is able to look at it whenever it pleases them, passing comments, asking questions and requesting things be added. At Hydesville we believe that the pupils should lead their own learning in ways which inspire them and ignite their curiosity.

The school promotes challenge for all pupils by differentiation to individual pupil needs in a way that is understandable for pupils so both the teacher and pupils are able to measure or assess the extent of their learning throughout lessons. More able and talented and SEND pupils work is carefully planned to ensure they are stretched and challenged appropriately. Subject content is broken into sequential steps with clearly specified objectives pursued until they are achieved. Learners must demonstrate a high level of success before progressing onto the next unit of content, with time given to re-enforcing concepts and ensuring mastery alongside new content being introduced. Those who do not reach the required level are

provided with additional intervention, peer support, small group discussions, or homework, so that they can reach the expected standard.

Plenaries are used appropriately at the end of lessons and mini-plenaries used during lessons to assess learning and also to promote pupils' ability to reflect on how they have learned as well as what they have learned.

Pupils are given opportunities for self-assessment and peer assessment to improve their understanding of the content being taught. Oral and written feedback given by the teacher enables them to improve their learning. Teachers are reflective of their own practice and adapt teaching and learning methodologies based on assessment of pupils' learning.

In the Senior School the language of mastery and GCSE grade descriptors are used to help pupils to understand what they are aiming for. Exemplar pieces of work is shared with pupils to model expectations and high standards.

To meet the expectation of the new curriculum, the school has adopted the following vocabulary which is used in reports to parents in Years 1 to 6:

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

In the Senior School, a 9 – 1 grading system is used throughout Key Stages 3 and 4, so that understanding of the standard of work being produced is understood in relation to GCSE outcomes.

11 Use of in-school Summative Assessment

11.1 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 to encourage home school learning. 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.

In Years 4 to 8, CAT 4 Tests are used to inform pupils, parents and teachers of the individuals' strengths and weaknesses in subject areas and identify pupils for intervention and support.

In the Senior School, performance Indicators are issued to all KS3 pupils and parents at the start of the academic year which details all of the subject knowledge and skills which will be assessed and reported on throughout the year. Progress is measured through in-school summative assessments in the short term in each subject through appropriate retrieval of content and skills-based tasks. These take the form of spelling tests in English, MFL, Humanities and Sciences, use of MyMaths in Mathematics and end of unit tests. Records are kept of all test results and pupils and parents are informed of these. Short-term and medium-term summative assessments are used to make judgements about progress during the year at each half term, both in terms of the content covered and the pupils' grasp of subject and inter-subject skills.

Summative information given to parents is based on a variety of evidence, used to inform teaching and learning by indicating where misconceptions have occurred and where support and/or challenge may be needed to ensure pupils' mastery of essential concepts in the performance indicators.

MidYIS and Yellis tests are used to determine the minimum capability of pupils and establish individual target grades to ensure positive value added scores.

For Years 1 to 8, progress is measured year on year using GL Assessments (PTiE and PTiM) as well as teacher assessment judgements tracked on the school's system. Strengths and weaknesses are shared in pupil's written reports and verbally at parents evening. At the end of Key Stage 4 pupils take GCSE which are externally validated. Results are shared collectively with staff at the start of the new academic year and any areas of improvement is used to inform teaching and learning.

12 Inclusion

- 12.1 Our school has high expectations of every pupil, including those with SEN and/or disability. Pupils with SEND are assessed appropriately according to their need. Adaptations will be made where this enables a more valid and robust assessment outcome. Pupils with SEND are expected to make the same rate of progress as other pupils.
- 12.2 The identification of more able and talented pupils is a process which the whole teaching and support staff participate in, as well as parents, carers and the pupils themselves. Assessment data also forms part of this process. We expect our MAT pupils to make at least the same progress as their peers.

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 each half term using SIMS for Years 1 to 11. The Academic Development Co-ordinators publish a calendar of assessment, recording and reporting which is shared with staff, as agreed with Heads of School. Termly progress reports are discussed at senior leadership meetings and relevant sections shared with staff accordingly.

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 and teachers, Heads of Schools or Headmaster. Throughout the academic year we report to our parents in the following ways:

Full school reports are issued once a year for all pupils in the school. Pupils in Years 1 to 6 also receive an interim report during the spring term. In addition, pupils in Years 7 to 11 receive a progress data report most half terms.

- 14.3 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, one meeting with all academic staff is planned in the school year and a second occasion allows pastoral concerns to be shared with the tutor.

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 11 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, parentcomms, letters and the school calendar.

Appropriate guidance to staff on the criteria and how to complete reports can be provided by the Academic Development Co-ordinators.

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 Director of Education for challenge.

16 Responsibility

16.1 The person with responsibility for the overview and yearly evaluation of this policy is Warren Honey (Headmaster). 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 and MAT 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 DE, 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 and talented, EAL) to ensure that none fall behind and underachieve.

Ownership and consultation	
Document sponsor (role)	Director of Education
Document author (name)	Simon Camby

Assessment, Recording and Reporting Policy

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, DE.
Updated – April 2018	James Carroll, DE

Audience	
Audience	All school staff

Document application and publication	
England	Yes
Wales	Yes
Spain	Yes

Version control	
Implementation date	September 2020
Review date	Review and update for implementation in September 2022

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