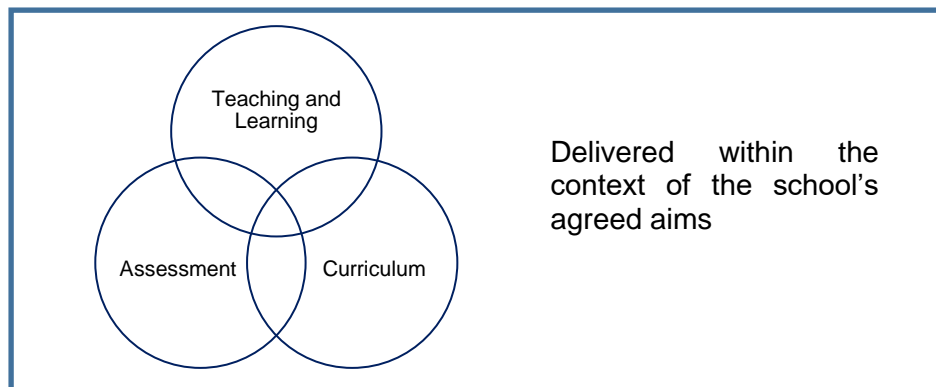# Assessment, Recording and Reporting Policy

September 2023

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:

  (a) enables pupils to acquire new knowledge and make good progress according to their ability so that they increase their understanding and develop their skills in the subjects taught;

  (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
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. Staff assess pupil outcomes informally every day; they also evaluate and reflect on their own practice to identify positives and areas for development. Staff use quality marking to identify positives and areas for development within the pupils work and quality questioning to assess the depth of pupils' learning and understanding. KS2 pupils are encouraged to assess their own learning in a variety of ways including self-evaluation, peer assessment, target setting and the use of success criteria grids which encourage the pupils to work towards specific targets. Pupils assess their own learning using strategies such as thumbs up, traffic lights, success criteria marking ladders, etc…	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.

Pupils' progress is tracked half termly using National Curriculum expectations. In termly assessment meetings staff report on the progress of pupils. Pupils complete half termly Abacus assessments and weekly spelling tests from Year 1-Year 6. Nursery assessments are on-going using Early Years Foundation Stage Early Learning Goals which identify where pupils are and what their next steps are. Teachers are responsible for identifying specific pupils or groups of pupils who may need specific support or challenge; they discuss these pupils' needs with the MAT co-ordinator, the ALNCo, SLT and the head teacher. | Externally set, marked and standardised. Also validated by an external body.

In line with Cognita schools, we will be completing the same assessments (PtE, PtM, CAT's) to benchmark ourselves against other schools. There is an assessment schedule that staff follow each year. |

3.2   All summative assessment should be used formatively. Teachers and middle leaders should routinely analyse summative assessment and identify the next steps for subjects and specific pupils. Senior leaders should routinely analyse summative assessments and identify action points to inform School Improvement Plans.

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, valid, reliable and free from bias. Assessment should be used to move learning forward and facilitate responsive teaching. 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 why and how 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. 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 and consider how increasing the breadth of learning and understanding can be achieved.

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	When	Assessment
Reception	Autumn	EYFS Profile
	Summer	EYFS Profile – Early Learning Goals End of year writing standards PTE PTM Non Verbal Reasoning
Year 1	Autumn	PASS Abacus assessment (October, December)
	Spring	Abacus assessment (February, April)
	Summer	PTE PTM Abacus (May, July) End of Year Writing Standards Non Verbal Reasoning
Year 2	Autumn	CATs PASS NGST, NGRT (October) Abacus assessment (October, December)
	Spring	NGST, NGRT (February) Abacus assessment (February, April)
	Summer	PTE PTM NGST, NGRT (June) Abacus assessment (May, July) End of Key Stage writing standards
Year 3	Autumn	CATs PASS NGST, NGRT (October) Abacus assessment (October, December)
	Spring	NGST, NGRT (February) Abacus assessment (February, April)
	Summer	PTE PTM

		PTS NGST, NGRT (June) Abacus assessment (May, July) End of year writing standards
Year 4	Autumn	CATs PASS NGST, NGRT (October) Abacus assessment (October, December)
	Spring	NGST, NGRT (February) Abacus assessment (February, April)
	Summer	PTE PTM PTS NGST, NGRT (June) Abacus assessment (May, July) End of year writing standards
Year 5	Autumn	CATs PASS NGST, NGRT (October) Abacus assessment (October, December)
	Spring	NGST, NGRT (February) Abacus assessment (February, April)
	Summer	PTE PTM PTS NGST, NGRT (June) Abacus assessment (May, July) End of year writing standards
Year 6	Autumn	CATs PASS NGST, NGRT (October) Abacus assessment (October, December)
	Spring	NGST, NGRT (February) Abacus assessment (February, April)
	Summer	PTE PTM PTS NGST, NGRT (June) Abacus assessment (May, July) End of Key Stage writing standards
Rec - Year 6	Autumn Spring Summer	Pupils' writing is assessed half termly against National Curriculum age expectations.
Year 1 – Year 6	Summer	Pass – any children who received intervention based on Autumn Pass results should be reassessed in June
How is the data used? – The data is used to track individual progress and track trends or dips in performance.		
EYFS profile - Day-to-day informal checking of what children have learnt will inform teaching and learning on an ongoing basis throughout the final year of the EYFS. Early Learning Goals are assessed at the end of Reception Year.		

CATs – Cognitive Ability Test (GL assessment) – an assessment used to help identify pupils' strengths, weaknesses and learning preferences measuring verbal reasoning, non-verbal reasoning and quantitative reasoning (Year 2 – Year 6)

PTE (GL Assessment) - Progress Test in English is a standardised assessment of pupils' technical English skills (spelling, grammar and punctuation) and reading comprehension (Reception – Year 6)

PTM (GL Assessment) – Progress Test in Mathematics is a standardised assessment of pupils' mathematical skills and knowledge including number, shape, data handling and algebra (Reception – Year 6)

Non-verbal Reasoning (GL Assessment) – identifies the potential in all pupils as the assessment is word-free and involves no reading or aural comprehension (Reception, Year 1)

NGRT (New Group Reading Test) - NGRT is used with groups to assess and monitor pupils' reading and comprehension skills - and if necessary, phonemic awareness. This can help identify, for instance, competent readers with weak comprehension skills. NGRT reveals exactly where support is required. Assessment is termly.

NGST (New Group Spelling Test) - *NGST* is used with groups to assess and monitor pupils' spelling skills. This can help identify areas for improvement and aid target setting. Assessment is termly.

PASS – Pupil Attitudes to Self and School (GL Assessment)
As part of our wellbeing programme, pupils in Year 1 – Year 6 complete the Pupil Attitudes to Self and School assessment (PASS). This online tool allows staff to build a complete picture of a pupil's motivation, attitude and engagement in learning. It can be used to identify pupils who have underlying hidden concerns which may be affecting their potential to achieve and to detect possible barriers to learning, including issues around confidence, resilience, motivation, concentration and alienation. Results from this assessment are monitored by the class teachers and appropriate intervention strategies applied.

Standardised Scores - We colour code the pupils standardised scored to enable us to easily identify and track progress.

	127+	Well above average
	111 -126	Above average
	90 - 110	Average
	80 - 89	Below average
	Below 80	Well below average

SLT meet with class teachers in the autumn and summer term to discuss pupil data and progress.

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 assessment is a powerful way of raising pupils' achievement. It is based on the principle that pupils will improve most if they understand the aim of their learning, where they are in relation to this aim and how they can achieve the aim.
Formative assessments are used to:

- identify pupil's strengths and gaps in their skills, knowledge and understanding
- identify individual pupils needs and support or challenge specific needs through intervention
- involve pupils in evaluating, identifying next steps for learning and setting and reviewing targets
- inform future planning
- enable appropriate strategies to be employed
- facilitate the setting of appropriate targets for the class, group, and individual
- track the pupil's rate of progress
- facilitate an evaluation of the effectiveness of teaching and learning
- inform future teaching and learning strategies
- Teachers and pupils supported by ALNco to implement strategies for all ALN pupils to assess and track their progress, attainment and wider outcomes.

11   Use of in-school Summative Assessment

11.1   To help parents support their children's learning, staff write target reports for pupils and parents in the Autumn term identifying learning objectives and write full reports in the Summer term identifying learning outcomes. The summer reports (Year 1 -6) include standardised summative assessment explaining to parents how their children are working compared to national results. There are termly parent meetings to discuss pupils' targets. Pupils are included in the target setting process and are aware of their targets.

Assessment is on-going and parents receive regular informal feedback regarding their child's progress (use of diaries, homework books, weekly spelling tests, times tables tests). For pupils in Year 1 to Year 6, end of year results are used alongside teacher assessment and CATs scores are also used to measure pupil progress against predicted attainment. Parents receive termly reports (written or verbal) and are given a breakdown of their child's external assessments (PTE & PTM Years 1-6) at the end of each academic year.

The assessment co-ordinator and head teacher oversee the assessment in each class and discuss results with class teachers regarding short term and long term progress. Teachers analys assessment data and compare with ongoing teacher assessment. The assessment

co-ordinator and head teacher work together to track pupil progress throughout school and monitor the extent of value added over time. This information is always shared with staff. Staff have an annual transition meeting with the next class teacher to share and discuss assessment data for that year.

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. Staff record and analyse their data each term.

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 meet with the class teacher and member of SLT to discuss any concerns, so a plan of action can be agreed.

14.3   Throughout the academic year we report to our parents in the following ways:
Autumn Term – Target report and parental meeting
Spring Term – Parental meeting
Summer Term – End of year report

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 School Improvement Partner for challenge.

16   Responsibility

16.1   The person with responsibility for the overview and yearly evaluation of this policy is assessment co-ordinator Tamara Payne. 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 School Improvement Partners and 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, EAL) to ensure that none fall behind and underachieve.

Ownership and consultation	
Document sponsor (role)	Group 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 – May 2022	Nicola Lambros DE

Audience	
Audience	All school staff

Document application and publication	
England	Yes
Wales	Yes
Spain	Yes

Version control	
Implementation date	September 2022
Review date	Review and update for implementation in September 2023

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