

# COGNITA



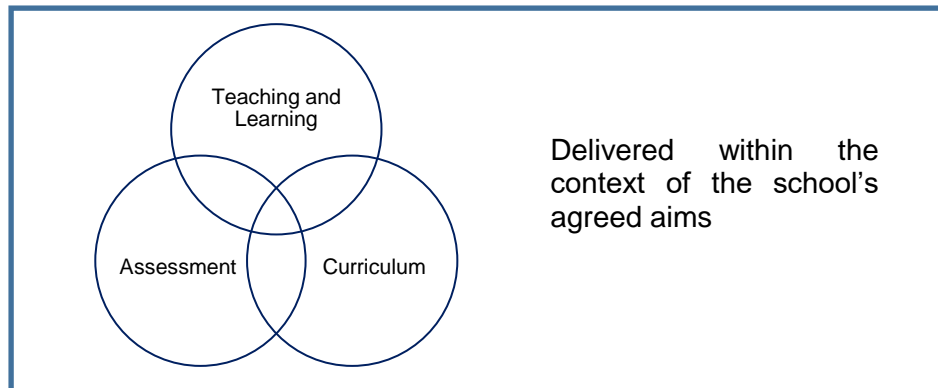
Prince's Gardens  
PREPARATORY SCHOOL

## **Assessment, Recording and Reporting Policy**

**September 2021**

### 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
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.	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, informal assessments and end of term assessments.	Externally set, marked and standardised. Also validated by an external body. This includes: GL assessments, PTM, PTE, Y1-6 inclusive), NGRT (years 1-5), annual CAT4 tests Y4-6 CAT Young Learners Y2 and Y3

- 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, 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 a thorough understanding of the topic and the ability to apply that learning in a variety of learning situations.
- 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	Assessment	When	How is the data used?
Nursery	Assessment of Prime areas of learning	End of Spring term	Identify areas of strength and for development, to inform individual child planning
	Assessment of 17 areas of learning	End of Summer term	Used to inform Pre-Reception teachers at handover.

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Pre- Reception	Baseline assessment completed by first week of October.  Assessments of the 17 strands of learning made and populated to O track.	Autumn 1  Each half term	Identify areas of strength and for development, to inform individual child planning  Identify areas of strength and for development, to inform individual child planning  Used to inform Reception teachers at handover
Reception	Baseline assessment completed by first week of October.  PM Benchmarking  Assessment of the 17 strands of learning made and populated to O track.	Autumn 1  Ongoing throughout the year  Each half term	Identify areas of strength and for development, to inform individual child planning  Identify reading level/book band, assess oral comprehension skills.  Identify areas of strength and for development, to inform individual child planning and inform transition into Year 1
	End of Reception assessment of each child against the Early Learning Goals	Summer 2	Sent to LEA, used as part of transition into Year 1 and to communicate with parents
1 and 2	Maths and English assessments	Half termly	Identify progress made in phonics, independent writing, reading comprehension and mathematics to identify progress made and areas of specific need for individuals which is used to inform intervention and future teaching plans
3	Maths and English assessments	Half termly	Topic based mathematics assessments and ISEB style English papers to identify progress made and areas of specific need for individuals which is used to inform intervention and future teaching plans

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4 and 5	Maths and English assessments	Half termly	Topic based mathematics assessments and ISEB style English papers to identify progress made and areas of specific need for individuals which is used to inform intervention and future teaching plans; Provides preparation for 11+ exams in January of Y6 and guides 11+ and appropriate Senior School advice and choices for staff and parents
6	Common Entrance 11+ / ISEB based formal exams in maths and English	Autumn 1 & 2 (Weekly)	Provide preparation for 11+ exams in January of Y6, identify progress made, identify areas of specific need for individuals and class which is used to inform intervention and weekly lesson plans; Guides 11+ and Senior School advice and choices for staff and parents
6	GL Progress Tests in Maths and English	Summer 2	Assesses knowledge, understanding and application of the core curriculum subjects, helping you to understand current levels of attainment and identify any gaps in learning .
1-5	GL Progress Tests in Maths and English and NGRT	Autumn 1 Spring 1 (NGRT) Summer2 (Maths and English)	Assesses knowledge, understanding and application of the core curriculum subjects, helping you to understand current levels of attainment and identify any gaps in learning.
2 and 3	CATs Young Learners	Autumn 1	Provide valuable insight and standardised measure of cognitive reasoning ability, across four batteries: verbal, nonverbal, mathematical and spatial, as compared to the national average
4-6	CATs Test	Autumn 1	Allows teachers to address patterns and adapt teaching methods to suit individuals or groups, and needs, ensuring feedback is appropriate and targets are appropriate
3-6	Creative writing assessment	Autumn 1 Spring 1 Summer 1	Provide valuable insight into creative writing skills, vocabulary spelling, punctuation and grammar and compare progress and achievement across year groups

### 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

Formative assessment is integral to our school. The key objectives for each subject area form the basis of all our assessment procedures and staff continuously evaluate pupils' performance against these. This section of the policy explains the school's position on formative assessment in relation to the school's ethos.

Pupil progress is assessed and recorded termly. Through discussions at pupil progress meetings we ensure that all children are evaluated on their current performance; accelerated or diminished progress is acknowledged and steps put in place to support learners with achieving their potential.

Formative assessment procedures include:

- clear learning objectives are set for each lesson and, where appropriate, clearly defined success criteria against which the children will be assessed
- higher order questioning enabling teaching staff to accurately gauge pupils' understanding
- opportunities for children to self and peer assess against targets and success criteria
- marking of all children's work and adapting planning appropriately
- giving children time to respond
- informing children of where they are, where they are going and what they need to do to get there

Where appropriate and in discussion with the SENCO, children with additional needs will be assessed in line with their peers. However, where this is not appropriate and individual assessment plan will be devised by the SENCO and class teacher, with parents also being informed of the plan; a different reporting format may also be used for these children.

### 11 Use of in-school Summative Assessment

We recognise that summative assessments only provide a snapshot of a child's abilities and therefore need to be used alongside ongoing formative assessments to give a full picture of a child's true abilities.

Summative assessments are used to inform teachers of pupils' development and, most importantly, progress. They can provide a guide for areas to be focussed on both within school and at home.

Throughout Years 1 to 6, children are assessed in maths and English using White Rose/Power Maths assessment papers, In Years 4- 6, pupils complete assessments in maths, English and Science in November and June. These are incorporated into the school's 'assessment and exam week/s'. PTE and PTM are completed by years 1-6 in Summer 1.

Additionally, in the Autumn Term of Year 6, pupils complete weekly practice 11+ exam papers in maths or English. Results from exams and assessments are used alongside teacher judgements from work throughout the term to inform as to whether children are performing below, within (emerging, expected) or above (exceeding) expectations for their age. CAT4 and PTE, PTM results for Year 5 pupils are shared with parents.

For Year 5 CAT4 results are also shared with parents. Advice is given to parents on how to support learners at home based on these results. All other external summative, standardised results in the other year groups (PTE, PTM) are used internally to inform teacher judgements of children's abilities against national standards.

Pupil Progress Review (PPR) meetings are used on a termly basis to moderate levels and discuss any points necessary to raise with parents. Pupils achievements are shared with parents at parents' evenings in order for them to direct support at home to areas of need.

### 12 Inclusion

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

It is essential that we have a coherent and understood system for recording assessment outcomes. Within our school we record data using OTrack. The Head of Teaching and Learning 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 and schedule a meeting with the form teacher at first instance or the relevant specialist teacher. Should the parent still wish to discuss an issue there are welcome to contact the Deputy Head or the Headmistress.
- 14.3 Throughout the academic year we report to our parents in the following ways:  
There are parent meetings either face to face or on TEAMS in the Autumn and Spring terms, written summary progress reports every half term and a full report at the end of the Summer Term.

### 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 Deputy Head. 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 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.

## Assessment, Recording and Reporting Policy

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<b>Ownership and consultation</b>	
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 2019	Nicola Lambros DE

<b>Audience</b>	
Audience	All school staff

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Wales	Yes
Spain	Yes

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