COGNITA

Prince's Gardens
PREPARATORY SCHOOL

Assessment, Recording and Reporting Policy

September 2020

5 & 7 Diamond Court, Opal Drive, Eastlake Park, Fox Milne, Milton Keynes MK15 0DU, T: 01908 396250, F: 01908 396251, www.cognita.com

Registered in England Cognita Limited No 5280910 Registered Office: Seebeck House, One Seebeck Place, Knowlhill, Milton Keynes MK5 8FR

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:

Teaching and Learning / Assessment / Curriculum

Delivered within the context of the school's agreed aims
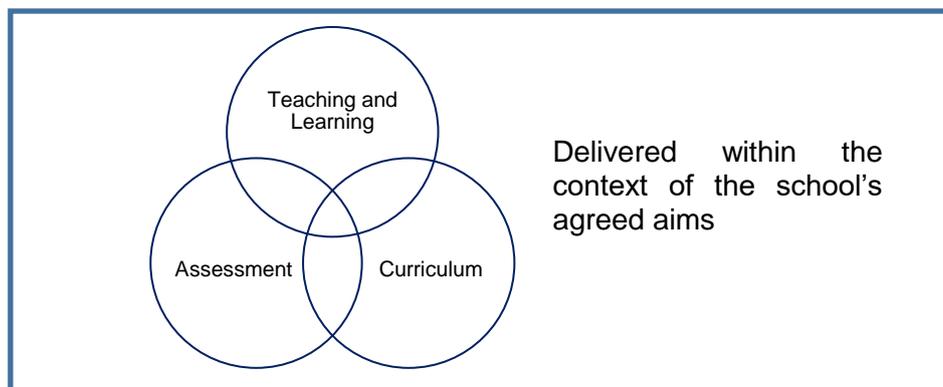
2 Purpose

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 (Base assessment for Reception in October and May each year), PTM, PTE, NGST NGRT Y1-6 inclusive), 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, 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   In-school and Standardised Summative Assessment

7.1   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 all 17 strands of learning using 'Tapestry'	Each half term	Identify areas of strength and for development, to inform individual child planning
Pre-Reception	GL Baseline	Autumn 1	Identify areas of strength and for development, to inform individual child planning
	Assessment of all 17 strands of learning using 'Tapestry'	Each half term	Identify areas of strength and for development, to inform individual child planning
Reception	PM Benchmarking	Ongoing throughout the year	Identify reading level/book band, assess oral comprehension skills
	Assessment of the 17 strands of learning, recorded on 'Tapestry'	Each half term	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	Autumn 2 Spring 2 Summer 2	Identify progress made, identify areas of specific need for individuals and class which is used to inform intervention and weekly lesson plans
3	Maths and English assessments	Autumn 2 Spring 2 Summer 2	Identify progress made, identify areas of specific need for individuals and class which is used to inform intervention and weekly lesson plans
4 and 5	Maths and English assessments	Autumn 2 Spring 2 Summer 2	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

Guide 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 | 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

Guide 11+ and Senior School advice and choices for staff and parents. |
| 1-6 | GL Progress Tests in Maths and English and NGRT &NGST | Summer 2 | Attainment and progress from previous year. Used to identify areas of need for individuals and classes which in turn informs weekly and intervention planning. |
| 2 and 3

4-6 | CATs Young Learners

CATs Test | Autumn 1

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.

Allow teachers to address patterns and adapt teaching methods to suit individuals or groups, and needs, ensuring feedback is appropriate and targets are appropriate. |
| R-6 | Creative writing assessment | Autumn 1 Spring 1 | Provide valuable insight into creative writing skills, vocabulary spelling, punctuation and grammar and compare progress and achievement across year groups. |

8 Integrity of Assessment Information

8.1 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.

8.2 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.

8.3 Where possible, our school will look for opportunities to moderate our assessment judgements with colleagues from different schools. For example, by sharing and discussing exemplars of pupil's work on training days with Heads of maths and English at other Cognita schools who follow the ISEB syllabus.

9   Use of Formative Assessment

9.1 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.

10   Use of in-school Summative Assessment

10.1   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, NGRT and NGST. 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 PTiM 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, PTiM results for Year 5 and 6 pupils are shared with parents.

For Year 4 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, PTiM, NGRT, NGST) 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.

11 Inclusion

11.1 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.

12 Recording Assessment

12.1 It is essential that we have a coherent and understood system for recording assessment outcomes. Within our school we record data on a centrally held tracker system and on Otrack. The Deputy Head, Head of Teaching and Learning, Head of Early Years and Headmistress together publish a calendar of assessment, recording and reporting which is shared with staff.

13 Reporting to Parents

13.1 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.

13.2 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 via e-mail or face to face. The form teacher is the first port of call. The SENCO, Middle Leadership Team – including Head of Upper School, Head of Lower School, Head of Early Years, Head of Games/EVC, Head of Maths, Head of English, Head of Science and members of the SLT including the Head of Teaching and Learning, Deputy Head and Headmistress, may become involved in the dialogue if it is felt necessary.

13.3 Throughout the academic year we report to our parents in the following ways:
Summary reports are sent to parents each half term and a full written report is sent at the end of the summer term including comments from all teaching members of staff. Reports include indications of whether the child is performing below, within or above the national standards expected of their age, as well as comments on areas of success and those for development. Each form teacher sends a weekly letter to parents to inform them of learning that week, what pupils will be learning the week ahead and other important news. Parent Consultation Meetings are held regularly throughout the year. We also hold "Curriculum evenings" for each year group at the beginning of the autumn term to inform parents of what to expect for the year ahead.

An overview of this calendar of the school's annual assessment schedule can be found in Appendix 1 at the end of this policy. An overview of the reporting schedule can be found in Appendix 2.

14 Evaluation

14.1 This policy complies with the Independent Schools Standards Regulations which apply to England and Wales. As is expected of us, we publish particulars of the school's academic performance during the preceding school year, which gives the results of our Year 6 pupil's 11+ results and information on their successful entry to Senior Schools in London and beyond.

14.2 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. The school shares its Achievement Narrative with its Director of Education.

15 Responsibility

15.1 The person with responsibility for the overview and yearly evaluation of this policy is the Headmistress. However, all staff are responsible for ensuring this policy is implemented and acted on.

15.2 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.

15.3 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.

15.4 When evaluating the effectiveness of leadership and management, Cognita, through our Director of Education, 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.

Appendix 1: Annual Assessment Schedule

Annual Assessment Schedule -Prince's Gardens 2020-2021

		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	Purpose	Shared with parents
Nursery	EYFS 17 strands							Areas of strength and devt	yes
Pre-Reception	GL Baseline							Areas of strength and devt	internal
	EYFS 17 strands							Areas of strength and devt	yes
Reception	GL Baseline							Areas of strength and devt	internal
	EYFS 17 strands							Areas of strength and devt	yes/LEA
	PM Benchmarking							Reading/ comprehension	internal
Year 1	Power Maths: end of topic tests							progress and areas for development	internal
	Power Maths: end of term tests							progress and areas for development	yes
	Maths: GL Progress PTM							progress and areas for development	internal
	PM Benchmarking							Reading/ comprehension	internal
	Phonics screening							assessment and grouping	internal
	English: GL Progress PTE							progress and areas for development	internal
	NGRT							reading level	yes
	English: end of term tests							Reading/ comprehension	yes
Year 2	CAT Young Learners							Cognitive ability	internal
	Power Maths end of topic tests							progress and areas for development	internal
	Power Maths: end of term tests							progress and areas for development	yes
	Maths: GL Progress PTM							progress and areas for development	internal
	PM Benchmarking							Reading/ comprehension	internal
	Phonics screening							assessment and grouping	internal
	English: GL Progress PTE							progress and areas for development	internal
	NGRT							reading level	yes
	English: end of term tests							Reading/ comprehension	yes
Year 3	CAT Young Learners							Cognitive ability	internal
	Power Maths end of topic tests							progress and areas for development	internal
	Power Maths: end of term tests							progress and areas for development	yes
	Maths: GL Progress PTM							progress and areas for development	internal
	PM Benchmarking							Reading/ comprehension	internal
	English: NGRT & NGST							Reading/ comprehension	yes
	English: end of term tests							Reading/ comprehension	yes
	English: GL Progress PTE							progress and areas for development	internal
Year 4 & 5	CAT Young Learners							Cognitive ability	yes
	Power Maths end of topic tests							progress and areas for development	internal
	Power Maths: end of term tests							progress and areas for development	yes
	Maths: GL Progress PTM							progress and areas for development	internal
	English: NGRT & NGST							Reading/ comprehension	internal
	English: end of term tests							Reading/ comprehension	yes
	English: GL Progress PTE							progress and areas for development	internal
Year 6	CAT Young Learners							Cognitive ability	yes
	ISEB/ formal exams Maths							progress and areas for development	internal
	SATS Maths							progress and areas for development	internal
	ISEB/ formal exams English							progress and areas for development	internal
	SATS English							progress and areas for development	internal
	English: NGRT & NGST							progress and areas for development	internal
	Maths: GL Progress PTM							progress and areas for development	internal
	English: GL Progress PTE							progress and areas for development	internal
	Power Maths: end of term tests							progress and areas for development	yes
	English: end of term tests							Reading/ comprehension	yes

Appendix 2

Overview of reporting to parents Procedures - Prince's Gardens Prep

Year		Autumn	Spring	Summer
Pre - reception	Autumn 1	Parent Curriculum Evenings (early September) Class teachers and subject specialists		
	Autumn 2	Parent/Teacher meetings with class teacher Written reports on core strands: CLL, Physical development and PSED	Parent/teacher meetings (Early March) Class teachers and subject specialists Written reports on core strands: CLL, Physical development and PSED	Written reports in all strands of learning, characteristics of effective learning and social summary (end of term)
Reception	Autumn 1	Parent Curriculum Evenings (early September) Class teachers and subject specialists		
	Autumn 2	Parent/Teacher meetings with class teacher Written reports on core strands: CLL, Physical development and PSED plus maths and literacy.	Parent/teacher meetings (Early March) Class teachers and subject specialists Written reports on core strands: CLL, Physical development and PSED plus maths and literacy	Written reports in all strands of learning, characteristics of effective learning and social summary (end of term) Pupil Profile Report
1	Autumn 1	Parent Curriculum Evenings (early September) Class teachers and subject specialists		
	Autumn 2	Parent/Teacher meetings with class teacher (end November after exams) Written reports with grades A-D for achievement and numbers 1-4 for effort	Parent/teacher meetings (Early March) Class teachers and subject specialists Written reports with grades A-D for achievement and numbers 1-4 for effort	Written reports in all subjects and social summary (end of term)
2	Autumn 1	Parent Curriculum Evenings (early September) Class teachers and subject specialists		
	Autumn 2	Parent/Teacher meetings Class teachers (end November after exams) Written reports with grades A-D for achievement and numbers 1-4 for effort	Parent/teacher meetings (Early March) Class teachers and subject specialists Written reports with grades A-D for achievement and numbers 1-4 for effort	Written reports in all subjects and social summary (end of term)
3	Autumn 1	Parent Curriculum Evenings (early September) Class teachers and subject specialists		
	Autumn 2	Parent/Teacher meetings Class teachers (end November after exams) Written reports with grades A-D for achievement and numbers 1-4 for effort	Parent/teacher meetings (Early March) Class teachers and subject specialists Written reports with grades A-D for achievement and numbers 1-4 for effort	Written reports in all subjects and social summary (end of term)
4	Autumn 1	Parent Curriculum Evenings (early September) Class teachers and subject specialists		
	Autumn 2	Parent/Teacher meetings in English, maths and science (end November after exams)	Parent/teacher meetings (Early March) Class teachers and subject specialists	

		Written reports with grades A-D for achievement and numbers 1-4 for effort	Written reports with grades A-D for achievement and numbers 1-4 for effort	Written reports in all subjects and social summary (end of term)
5	Autumn 1	Parent Curriculum Evenings (early September) Class teachers and subject specialists	1st Senior School Transfer Meeting with Mrs Melrose by appointment (late January)	
	Autumn 2	Parent/Teacher meetings in English, maths and science (end November after exams) Written reports with grades A-D for achievement and numbers 1-4 for effort	Parent/teacher meetings (Early March) Class teachers and subject specialists Written reports with grades A-D for achievement and numbers 1-4 for effort	2nd Senior School Transfer Meeting with Mrs Melrose by appointment (mid- June) Written reports in all subjects and social summary (end of term)
6	Autumn 1	Parent Curriculum Evenings (early September) Class teachers and subject specialists Final Senior School Transfer Meeting with Mrs Melrose by appointment (mid- September)		
	Autumn 2	Parent/Teacher meetings in English, maths and science (end November after exams) Written reports with grades A-D for achievement and numbers 1-4 for effort	Parent/teacher meetings (Early March) Class teachers and subject specialists Written reports with grades A-D for achievement and numbers 1-4 for effort	Written reports in all subjects and social summary (end of term)