ASSESSMENT, RECORDING & REPORTING POLICY

Contents

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.

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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.	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, mid or end of year exams, reviews for pupils with SEN and/or disabilities.	Tests are externally set, marked and standardised. Also validated by an external body. This includes: CAT4 Tests and GL Progress Tests in Maths, English and Science.

We believe all summative assessment should be used formatively. Teachers 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.

1.3 Principles of Formative Assessment
Formative assessment:
- gives 'of the moment' information about pupils' knowledge and understanding of a topic, skill or concept;
- is interactive and leads to dialogue;
- helps pupils to understand what they have done well and what they need to do to improve;
- is inclusive of all abilities;
- supports immediate planning to improve progress and attainment; and
- supports 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 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.

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.

In relation to mastery in learning, we look for the following characteristics: the long term retention of learning, the independent application of learning, the ability to make connections between subjects and different aspects of learning, the ability to explain one's own learning and the skills being utilised and the ability to know which knowledge and skills to recall and utilise to solve a problem.

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 following assessment planner so that all staff and pupils can see and prepare for them.

Lower School

	Autumn	Spring	Summer
2	• Assessed writing task • Rising Stars English • Assessed writing task • Abacus Maths – Number & Problem Solving • Switched on Science tests	• GL Progress Tests in Maths • GL Progress Tests in English • Rising Stars English • Assessed writing task • Abacus Maths – Number & Problem Solving • Switched on Science tests	• Rising Stars English • Assessed writing task • Abacus Maths – Number & Problem Solving • Switched on Science tests
3	• GL CAT4 Tests Pre A • Rising Stars English • Assessed writing task • Abacus Maths – Number & Problem Solving • Switched on Science tests	• GL Progress Tests in Maths • GL Progress Tests in English • GL Progress Tests in Science • Rising Stars English • Assessed writing task • Abacus Maths – Number & Problem Solving • Switched on Science tests	• Rising Stars English • Assessed writing task • Abacus Maths – Number & Problem Solving • Switched on Science tests
4	• GL CAT4 Tests A • Rising Stars English • Assessed writing task • Abacus Maths – Number & Problem Solving • Switched on Science tests	• GL Progress Tests in Maths • GL Progress Tests in English • GL Progress Tests in Science • Rising Stars English • Assessed writing task • Abacus Maths – Number & Problem Solving • Switched on Science tests	• Rising Stars English • Assessed writing task • Abacus Maths – Number & Problem Solving • Switched on Science tests
5	• GL CAT4 Tests B • Rising Stars English • Assessed writing task • Internal Maths assessments • Internal Science assessments • Internal Reasoning assessments	• GL Progress Tests in Maths • GL Progress Tests in English • GL Progress Tests in Science • Rising Stars English • Assessed writing task • Internal Maths assessments • Internal Science assessments	• Rising Stars English • Assessed writing task • Internal Maths assessments • Internal Science assessments

Upper School

	Autumn	Spring	Summer
6	• GL CAT4 Tests C • Exams – Maths, English & Reasoning (Mock Pre-Test)	• GL Progress Tests in Maths • GL Progress Tests in English • GL Progress Tests in Science	• Internal Exams (CE subjects)
7	• GL CAT4 Tests D • Internal Assessments (7CE) • Internal Assessments (7S)	• GL Progress Tests in Maths • GL Progress Tests in English	• Internal Exams (CE subjects)
8	• GL CAT4 Tests E • Internal Assessments (8CE) • Mock Scholarship Exams (8S)	• GL Progress Tests in Maths • GL Progress Tests in English • Mock CE Exams (8CE)	

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
- support the training of staff in what constitutes robust assessment;
- assigning time for the moderation of assessment judgement;
- triangulating judgements from a range of assessments, including:

    o Work scrutiny

    o Formative assessments

    o Internal assessments / exams

    o Standardised Cognitive Assessments

    o Standardised Progress Tests

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, or Assessment for Learning, are opportunities that our staff use as part of our day to day teaching and learning.

Our Formative Assessment provides teachers with an understanding of how the child has progressed as well as their grasp and application of the knowledge and skills covered. Through verbal or written feedback, the children are provided with a clear understanding of how well they are doing and what they must do to improve.

Strategies used for Formative Assessment:

- Evaluating pupils learning to identify those pupils with particular needs (including the more able) so that any issues can be addressed in subsequent lessons;

- Adjust medium and short term planning to meet the needs of the pupils, differentiating objectives, activities and outcomes where appropriate;

- Ensuring pupils are aware of the learning objective and encouraging them to evaluate their own progress, using given success criteria so that they understand the next steps they need to make;

- Setting individual, challenging targets in Mathematics and English on a regular basis and discuss these, and their progress against them, with the pupils so that they are involved in the process;

- Regularly sharing these targets with parents, enabling them to support their child's learning;

- Encouraging pupils to evaluate their own work against success criteria based upon specific, learning objectives;

- Marking work against given criteria, so that it is constructive and informative in accordance with our marking policy;

- Incorporating both formative and summative assessment opportunities in medium and short term planning;

- Assessing key subjects regularly using a common format and making relevant comments about pupils progress, especially those working below or above the national average and the Downsend average;

- Sharing assessment data with their next teacher, so that children's attainment and progress can be monitored and tracked as they move through the school.

Assessment for Learning strategies:

- The use of a range of questioning techniques
- Targeted questioning
- Constructive marking which gives next steps learning where appropriate
- The setting of challenging, but achievable targets;
- The sharing of learning objectives and success criteria;
- Self and peer evaluation;
- Discussion, talk and teacher modelling.

1.9 Use of In-school Summative Assessment

Summative assessment is a systematic part of our school's work, used to track, not only individuals, but each cohort in the school. Through ongoing tracking, the needs of every pupil can be met and the school continues to develop a clear understanding of how to raise standards.

The Assessment cycle at Downsend will include data from:

- GL Progress Test assessments and CAT tests;
- Termly writing assessments;
- End of unit assessments in Maths (Abacus Maths) and Science (Switched on Science)
- On-going Teacher Assessment based on the Cognita 'Minimum Expectations' document
- Internal assessments and mock exams based on Common Entrance / Common Academic Scholarship papers and criteria.

Data from Summative Assessments is used formatively. Following a review and analysis of the data by the Curriculum Manager and the Head of Year, along with subject teachers; targets are revised and refined for both the teaching groups and individual children.

In recognising the individual abilities of pupils, the school makes finely, tuned adjustments for target setting for individuals and each cohort. This discipline of regularly analysing pupils' attainment ensures that every pupil has challenging and realistic targets set for them and that the path of reaching those targets is determined through effective classroom organisation; setting, learning groups and careful planning.

Review and Analysis of Data:

- Analysis of data and review of targets for individuals
- Identification of intervention groups, including those pupils who are gifted and talented and those with special educational needs;
- Identification of percentages of children working at the appropriate levels within a cohort;
- Setting of cohort targets for Maths and English and sharing information with the Headmaster, Curriculum Manager, Heads of School, SENCO and Heads of Department
- Working within departments to moderate and level writing on a termly basis;
- Passing cohort data and analysis to the next teacher;
- Sharing data with both pupils and parents

1.10 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. Students with SEN are expected to make the same rate of progress as other students.

Part 2: Recording Assessment

We have a coherent and understood system for recording assessment outcomes.

Within our school we record data from summative internal and summative standardised assessments using SIMS Assessment Manager for Maths, English and Science. In addition, summative data for all Common Entrance subjects is recorded following termly assessments / exams in the Upper School.

Data in relation to the GL Progress Tests and CAT4 tests are also sent electronically to Cognita Head Office for review.

The Curriculum Manager publishes a calendar of assessment, recording and reporting which is shared with staff on a termly basis.

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 as follows:

Lower School: Class Teacher, then Head of Year, then Head of Lower School
Upper School (pastoral): Form Teacher, then Head of Year, then Head of Upper School
Upper School (academic): Subject Teacher, then Head of Dept, then Head of Upper School

Throughout the academic year we report to our parents in the following ways:

	Autumn	Spring	Summer
2	Parent Teacher Evening End of term report (core)	Parent Teacher Evening Target setting report (core)	End of term report (full)
3	Parent Teacher Evening End of term report (core)	Parent Teacher Evening Target setting report (core)	End of term report (full)
4	Parent Teacher Evening End of term report (core)	Parent Teacher Evening Target setting report (core)	End of term report (full)
5	Parent Teacher Evening End of term report (core)	Parent Teacher Evening Target setting report (core)	End of term report (full)
6	Interim Report Grades Parent Teacher Evening	Interim Report Grades End of term report (full)	Interim Report Grades End of term report (full)
7	Interim Report Grades End of term report (full)	Interim Report Grades Parent Teacher Evening	Interim Report Grades End of term report (full)
8	Interim Report Grades Parent Teacher Evening 8S End of term report (full)	Interim Report Grades Parent Teacher Evening 8CE End of term report (full)	Interim Report Grades

Parent Teacher Interviews

In the Lower School (Years 2-5), there are two Parents' Evenings for parents to meet their child's Form Tutor and core subject teachers in the Autumn and Spring Terms.

In Years 2 and 3, parents meet the Form Teacher for a ten minute session in which the child's attainment and progress are discussed. The child's books will also be available in their form room for parents to look at prior to seeing the Form Teacher.

In Year 4 and 5, parents will meet the Form Tutor for a five minute slot to discuss non-core subject progress and general issues, and will also meet the teachers of English and Maths to discuss their child's progress.

In the Upper School in Year 6, there are Parents' Evenings in the Autumn Term, where parents have the opportunity to meet the relevant teachers of English, Mathematics and Science in order to discuss their child's progress.

There is a Parents' Evening for the parents of Year 8 Scholarship students in the Autumn Term. There is also a Parents' Evening for both Year 7 and 8 parents in the Spring Term, the teachers of all the Common Entrance subjects are allocated a five minute slot with the parents to discuss work and progress, issues relevant to CE / Scholarship work and to set appropriate targets to help parents to understand how to assist their child to progress.

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 any public examinations.

4.1 Responsibility

The person with responsibility for the overview and yearly evaluation of this policy is the Curriculum Manager. 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 SEN and/or disabilities are supported in their learning; and
- assessment information is shared with parents to help them support their children.

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, SEN, more able, EAL) to ensure that none fall behind and underachieve.