

COGNITA
TEACHING EXCELLENCE



DOWNSEND
SCHOOL
PRE-PREP LEATHERHEAD

Assessment, Recording and Reporting Policy

(including marking and feedback)

Assessment, Recording and Reporting Policy

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.

Part 1: Assessment

Part 2: Recording assessment information

Part 3: Reporting to parents

Part 4: Evaluation

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. <i>This includes: quick recap questions, scrutiny of pupils' work, providing feedback and pupils' responding, observational assessment.</i>	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: ILD, Observations, end of unit assessments, mid or end of year exams, reviews for pupils with SEN and/or disabilities.</i>	Externally set, marked and standardised. Also validated by an external body. <i>This includes: GL assessments, Early learning goals, Two year old progress check.</i>

All summative assessment should be used formatively. Teachers should 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 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.

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:

- Long term memory
- Application of learning
- Knowing why and recall knowledge

- Make connections between different areas of learning.
- Evidence of leading their own learning
- Teaching others
- Ability to explain their own learning
- Use learning in an innovative context

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.

Year Group	Assessment	When	How is the data used?
FS,RR,R	On entry ILD	September	<ul style="list-style-type: none"> • Assess current knowledge, skills and understanding • Inform planning
FS,RR,R	ILD observations	Ongoing	Observations are used to track progress and development in the EYFS
FS,RR,R	ILD tracking	End of each term	Data is analysed for: <ul style="list-style-type: none"> • Monitoring individual progress • Informing planning • Areas of EYFS within a class/year group which need more focus • Group analyse provision – gender,EAL,SEN • Moderation across classes, year groups • Reporting to parents
FS	Two year old check	Reported to parents after the term the child is two.	<ul style="list-style-type: none"> • Review a child’s development in the three main areas of the EYFS • Ensure that parents have a clear picture of their child’s development
RR,R	School Baseline	First two weeks of the Autumn term.	<ul style="list-style-type: none"> • Assess current knowledge, skills and understanding • Inform planning
R	GL Baseline	September	<ul style="list-style-type: none"> • Data and information analysed for individuals – informs planning and provision of EYFS • Reporting to parents
R	GL Assessment	June	<ul style="list-style-type: none"> • Data and information analysed for individuals informs Year 1 curriculum planning • Reporting to parents
R	Early Learning Goals	June	<ul style="list-style-type: none"> • Data sent to Surrey Early Years for analysis and moderation
Y1	On entry Rising stars – maths	September	<ul style="list-style-type: none"> • Assess current knowledge • Inform planning

	Independent writing task Phonics and reading test		
Y1	<ul style="list-style-type: none"> Abacus maths Writing assessment 	Half termly	Data is analysed for: <ul style="list-style-type: none"> Monitoring individual progress Inform planning Reporting to parents
Y1	<ul style="list-style-type: none"> Reading Phonics 	Ongoing	As above
Y1	PTE/PTM	April / May	<ul style="list-style-type: none"> Data and information analysed for individuals Informs Y2 Comparison with GL End of year Reception results – monitors individual progress Reporting to parents
Y1	Writing assessment Spelling assessment	June	<ul style="list-style-type: none"> Data and information for individuals Informs Y2 planning Comparison with on entry assessments Reporting to parents

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
- assigning time to support the training of staff in what constitute 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.

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

Good teachers constantly assess their pupils' learning. They recognise the need to understand what and how learners are thinking, and use this to enhance future learning. We understand that for formative assessment to be effective, teachers need to focus on how children are learning. Pupils need to know what they are supposed to learn and how to identify success. Individual learning plans are formed through formative assessment and these plans allow our children to work at their own pace, in their preferred learning style and cater for individuality.

Teaching and learning at Pre-Prep Leatherhead is an interactive and collaborative process, where teachers can talk to pupils and raise open ended questions in order to construct and share their understandings.

Formative assessment is based on scaffolding children's learning and this gives the teacher an opportunity to extend children's understanding as it develops, inspiring young minds. Using this approach the children are supported to think for themselves, become more resourceful, reflective and effective learners.

Lesson learning intentions are shared and the development of the success criteria is critical to the success of pupil assessment. These criteria enable our children to be objective about their own and others' efforts.

During each lesson the learning is continually being assessed and observations made in the form of notes, photographs or videos. These observations are stored using the ILD program. The program enables us to carefully track each area of a child's learning and development making sure that an EAL child or children with learning difficulties or disabilities are accurately assessed. This assessment informs the teachers planning which incorporates individual needs.

1.9 Use of in-school summative assessment

Summative assessment data is used on different levels: for tracking individuals, for learning development targets, for grouping children, and for whole – school accountability and reporting.

- Data from early or mid-year assessments is used for evaluating progress, as there is time following the assessments to respond to identified needs. This assessment data is referred to regularly throughout the year, to guide evaluations of progress and compare achievement across subjects.
- GL Assessment data and Early Learning goals help our school development by highlighting patterns of achievement, targeting individual needs for teaching and learning and shows the extent of value added over a period of time.
- ILD tracking results enable us to target our analysis of attainment data by background factors (such as gender, ethnicity, previous attainment or pupil mobility) to find out things that are relevant to our school and can therefore, inform future practice/development.

- GL Assessment and internal summative assessments are moderated and compared across the Downsend Pre-Preps as well as schools in the Cognita group. This enables us to standardise and validate the different summative assessments.

Parents are informed

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

It is essential that we have a coherent and understood system for recording assessment outcomes. Within our school we record data using Pupil Asset.

The Deputy Head publishes a calendar of assessment, recording and reporting which is shared with staff.

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 and speak to the class teacher in the first instance, if not resolved a member of the SLT or Headteacher.

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

- Twice yearly parents are offered the opportunity to meet their child's teacher. At first meeting of the year, targets are set which have been identified for their child. At the second parents meeting the child's progress is reviewed according to the targets and new targets discussed. There is a written report to go home.
- At the end of the summer term a full written report covering all areas of the curriculum is written.
- Parents of pupils in First Steps, Rising Reception and Reception are given the opportunity to discuss their child's Learning Profile with the teacher. Parents are encouraged to contribute to their child's Learning Profiles.
- At the start of the year parents meet the staff who outline the curriculum for the year and give out a curriculum pack. The teacher also guides the parents as to how they can help their child's learning journey throughout the year.
- Each child has a Learning Journey which contains all their levelled work. This is shared with parents at Parents' evenings.
- Parents are given "WOW" moment slips to inform us of achievements seen at home. These are shared with the class and stored in the child's Learning Journey.

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 Gill Brooks, Headteacher. 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.