



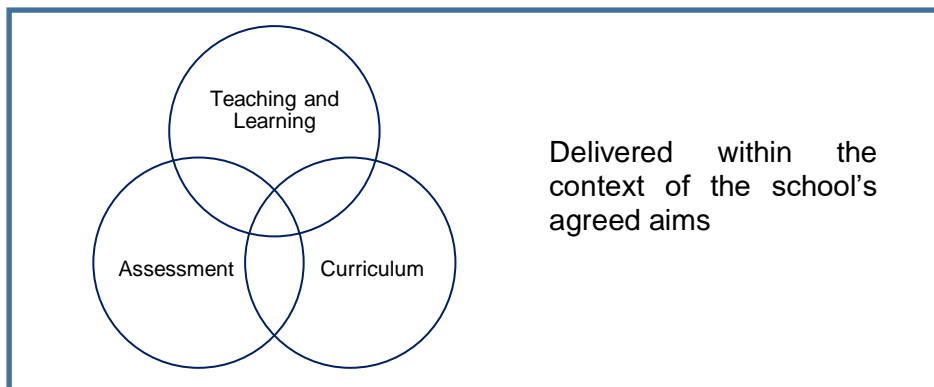
COGNITA

Assessment, Recording and Reporting Policy

September 2022

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. <i>This includes: quick recap questions, hinge and diagnostic questions, scrutiny of pupils' work, providing feedback and pupils' responding, observational assessment, quizzes.</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: 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, NFER assessments, CAT4 tests, ISA tests, GCSE, AS and A level.</i>

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	Assessment	When	How is the data used?
1 and 2	PTE/PTM	Summer term	To inform the reading, writing and math objectives for the upcoming year. Modify and adapt the lessons sequences for English, if required. Data is used on the child's end of year reports
3 and 5	CAT4 PTE/PTM	Autumn Summer	To reflect on the teaching of VR and Non-VR. We identify gaps and adjust teaching. Once PTE/PTM assessments are completed we then run a combined report. This informs the next teacher so that interventions can be put in place, if required. Data is used on the child's end of year report.
4 and 6	NGRT PTE/PTM	Autumn Summer	To reflect on the teaching of reading. We identify gaps and adjust teaching. Once PTE/PTM assessments are completed we then run a combined report. This informs the next teacher so that interventions can be put in place, if required. Data is used on the child's end of year report.

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 at Oakfields
- We assess all children (including those on the SEN register) in accordance with the National Curriculum. However, our bespoke curriculum is heightened from Year 2 to Year 6.
- At Oakfields we believe that all children are able to make progress whatever their starting point may be.
 - Teachers use the following to inform them:

- Questioning in class
 - Rough books/whiteboards to assess understanding and misconceptions
 - Daily marking informs teachers – achieved/not achieved the learning objective
 - Conversations with Tas who supported the children
 - Interventions
- Children know and understand our marking policy which informs them if they have achieved the learning objective. Our teachers write a response in their books if they have not achieved explaining why. Children know why they have received an intervention.

11 Use of in-school Summative Assessment

Summative assessment is a systematic part of our school's work which will be used to track, not only individuals, but each cohort in the school. It is through an effective tracking system that the school develops a clear understanding of how to raise standards.

The Assessment cycle at Oakfields will include data from:

- Statutory/external tests – Foundation Stage Profile, and 11+ examination results;
- Standardised On-line GL progress test in English and Maths (year 1 paper, years 2-6 digital)
- CAT4 tests; years 3 and 5
- NGRT – years 4 and 6 reading tests
- End of genre writing assessments – year 1 - 6
- On-going Teacher Assessment based upon the bespoke Oakfields Curriculum

Data from summative assessments is used formatively. The reviewing and analysis of this data gives teachers the opportunity to revise and refine objectives for the class.

At Oakfields we will:

- Analyse the data and review objectives for the class and use the information to identify intervention groups for children of all abilities;
- Use information to identify percentages of children working at the appropriate levels within a cohort;
- Work with colleagues to moderate and level writing every term;
- Pass cohort data and analysis to the next teacher via teacher transition meetings;
- Conduct termly pupil progress meetings to enable staff to engage in professional dialogue about pupil progress and discuss their judgments.
- Share data with both pupils and parents

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 our own format.

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. In the first instance, the class teacher/specialist teacher should be contacted by the parent. If the parent feels that they need further assistance they will be supported by either our SENDCo, Pastoral lead and/or our academic lead.
- 14.3 Throughout the academic year we report to our parents in the following ways:
Parent's evening in October
Mid Term Report in December
Parent's evening in March
End of Year report in July

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, General Manager and European Director of Education for challenge.

16 Responsibility

- 16.1 The people with responsibility for the overview and yearly evaluation of this policy will be our Teaching and Learning Lead and Academic Lead. 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, General Managers, and European 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.

Assessment, Recording and Reporting Policy

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