



LONG CLOSE SCHOOL

# **Assessment, Recording and Reporting Policy: Prep School**

## **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 basis and to tailor teaching accordingly. <i>This includes: quick recap 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, YELLIS, MidYIS, and GCSE.</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:

<b>Independence</b>	• Apply the skill or knowledge without recall to the teacher
<b>Fluency</b>	• Apply the skill and knowledge with a high level of confidence and show good resilience when the task seems demanding.
<b>Application</b>	• Apply the skill and knowledge to a range of different contexts, including other areas of the curriculum.
<b>Consistency</b>	• Consistently use their skills, knowledge and understanding.
<b>Synthesise</b>	• Organise ideas to make connections with other areas of learning and new areas.
<b>Re-visit</b>	• Return to this aspect of learning after a break and still feel confident that they can work on the skill and knowledge without difficulty.
<b>Explain it</b>	• Able to explain others their understanding and perhaps be a learning buddy to others

## 1.6 In-school and standardised summative assessment

Our key summative assessment points over the year, whether in-school or standardised, are identified so that all staff and pupils can see and prepare for them.

### Diagnostic tests:

- At the beginning of each academic year all pupils in Years 1-6 are given standardised tests in reading: comprehension (NGRT) and decoding (Salford); spelling (Vernon) and number skills (NFER or CATs and teacher assessments).
- In addition pupils in Years 4-6 are assessed with CATs, which test their Mathematics (Quantitative), Verbal Reasoning and Non-Verbal Reasoning ability.
- Year 3 take NFER tests in Maths, Verbal Reasoning and Non-Verbal Reasoning later on in the year.
- Formal summative assessment takes place at the end of Key Stage 1 (Year 2) and Key Stage 2 (Year 6) through Standardised Assessment tasks (SATS). These tests form part of the whole assessment procedure of children at this age and are used internally, together with teacher assessment, to ascertain whether each pupil has achieved national standards or are above or below them in English, Mathematics and Science. Year 6 pupils are given practise SATs tests in February.

### Examinations:

Summative assessment takes place from Year 3 upwards in the form of written examinations at the end of the Autumn and Summer terms. These examinations are taken using optional SATs (*which is currently under review*) in English and Mathematics, end of unit assessments in Science; and from the summer term of Year 5 teachers set examinations in humanities subjects. The results for English, Mathematics and Science not only record whether each pupil has achieved national standards or are above or below them; but also the depth of achievement: emerging, expected, mastered or exceeding the standard.

*The assessment planner for each year group can be found on the '[\*\*Prep School Assessment and reporting overview\*\*](#)'.*

### **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.

If appropriate, include detail of how the school works with other schools to moderate.

### **1.8 Use of formative assessment**

Formative assessment takes place on a daily basis and informs both the teacher and pupil of 'how the pupil is doing'. This kind of assessment may take the form of observation, listening to pupils read, discussing their work with them, marking work, as well as tests such as weekly spelling, times tables tests, end of unit assessments. Discussion with pupils is given to inform them of their progress; what achievements they have made and what the next steps are in their learning. Teachers will also enlist the assistance and guidance of the Learning Support Manager when assessing pupils with specific learning needs.

Formative assessment further informs the individual learning programme for each pupil as well as helping to monitor their progress in all areas of the curriculum including any groups or sets they are in.

### **1.9 Use of in-school summative assessment**

This is explained in 1.6 above

### **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*, a software solution that enables us to store and analyse assessment outcomes. We also hold additional records for each individual pupil and year group on our school Intranet in the 'Diagnostic Testing and Tracking' folder.

The key stage leaders publish calendars of assessment, recording and reporting which is shared with staff.

Teachers also maintain their own individual records which includes any additional summative assessment as well as formative assessment data, such as the results of spelling tests and tables tests and reading records.

### **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 a time can be arranged to meet with the subject teacher, form tutor, key stage leader or headmaster if appropriate.

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

#### **Parent Meetings**

Formal Parents' Meetings take place in the Autumn and Spring Terms for parents to discuss their child's progress with their Class Teacher/ Form Tutor. In Years 5 & 6 the child's English and Mathematics teachers are also available. As a school we operate an open door policy and if parents wish to talk to their child's teachers, or the Head of Preparatory School, at any time then they may contact the relevant member of staff in order to arrange a suitable time.

#### **Reports**

##### **KS1:**

An end of term report is sent home at the end of the Autumn Term and a full report giving detailed comments about children's work in each subject is sent home at the end of the Summer Term.

##### **KS2:**

##### Autumn & Spring terms:

Pupils are given two short Progress Reports in the Autumn and Spring terms:

1. The first, just before half term, gives effort grades for all academic subjects.
  - Effort grades range from 1 (excellent effort) to 5 (poor effort).
  - Attainment grades A to D are given to show whether each pupil is working at expected standards (C), have mastered the standard (B) or exceeded the standard (A). Pupils who are working toward the standard (emerging) will obtain D.
  - Attainment grades are given for English, mathematics and science for pupils in Years 3 to 6; in addition Years 5 and 6 are given attainment grades for the humanities subjects.
  - The report supports the discussion which took place at the Autumn Parents' Meeting.
2. The second, at the end of term, gives effort and attainment grades (*as above*); and targets and a short comment by the Form Tutor which highlights successful areas of learning and gives targets to assist their learning further for the term ahead.
3. An end of term exam report for Years 3 to 5 gives attainment results in English, Mathematics and Science. Year 5 and Year 4 in the summer term also take exams in the humanities subjects.

##### Summer term:

- A full end of year report in July gives detailed comments about the pupils' work in each subject. The pupils are also given effort and attainment grades (*as described above*).
- At the end of the full report there is an opportunity for parents to comment on their child's report. All feedback is gratefully received.
- *With the reports, parents receive a '**Progress report guidance**' sheet for their child's year group (Years 3-6), which explains the grading system.*

All meetings and reports aim to give constructive and helpful comments so that parents understand their child's achievements and also what they need to do in order to either improve their work further or to move on to the next step. If parents wish further clarification or information about the reports they can arrange an appointment with their child's teacher, or the Head of Preparatory School, at any time.

#### **Guidelines for staff**

Reporting follows the principles of assessment for learning with the aim of enhancing the learning of each individual child. Comments must be constructive and include the pupils' success in the subjects as well as what the next steps for learning are and any guidance which will help them achieve this. Staff may not write down the child's class position in the end of term report. Position in the class must only be used where it will be seen as a positive reinforcement e.g. "1<sup>st</sup> place in the examination", is acceptable.

Staff can compare children with their own past performances and with the learning outcomes that have been planned. They must be clear that they are commenting on outcomes (e.g. test results) or process (e.g. work in the class)

Reports, whilst being truthful, must also be courteous, respecting the innate value of the pupil and the natural anxiety of parents.

While reports are judgmental, their central role is advisory. Setting the pupils targets and a course to achieve these, will be the key to future learning.

## **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 people with responsibility for the overview and yearly evaluation of this policy are Sarah Field, Head of Prep School, and David McCarthy, Head of Senior School and Deputy Headmaster. 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.

**S. Field, Head of Preparatory School**