LONG CLOSE SCHOOL

Assessment, Recording and Reporting Policy: Senior 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 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.*	Externally set, marked and standardised. Also validated by an external body. *This includes: GL assessments, NFER assessments,YELLIS, MidYIS, and GCSE.*

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 predicted 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.

The removal of national curriculum levels is an acknowledgement that they were not a dependable way of defining achievement. Levels were used in a different ways by different people and organisations depending on the audience.

Because of the way that schools are evaluated by Ofsted, levels also led to children being moved on at undue pace rather than developing depth of understanding. Depending on how they were used, levels could also be used to label children and become a disincentive for learning.
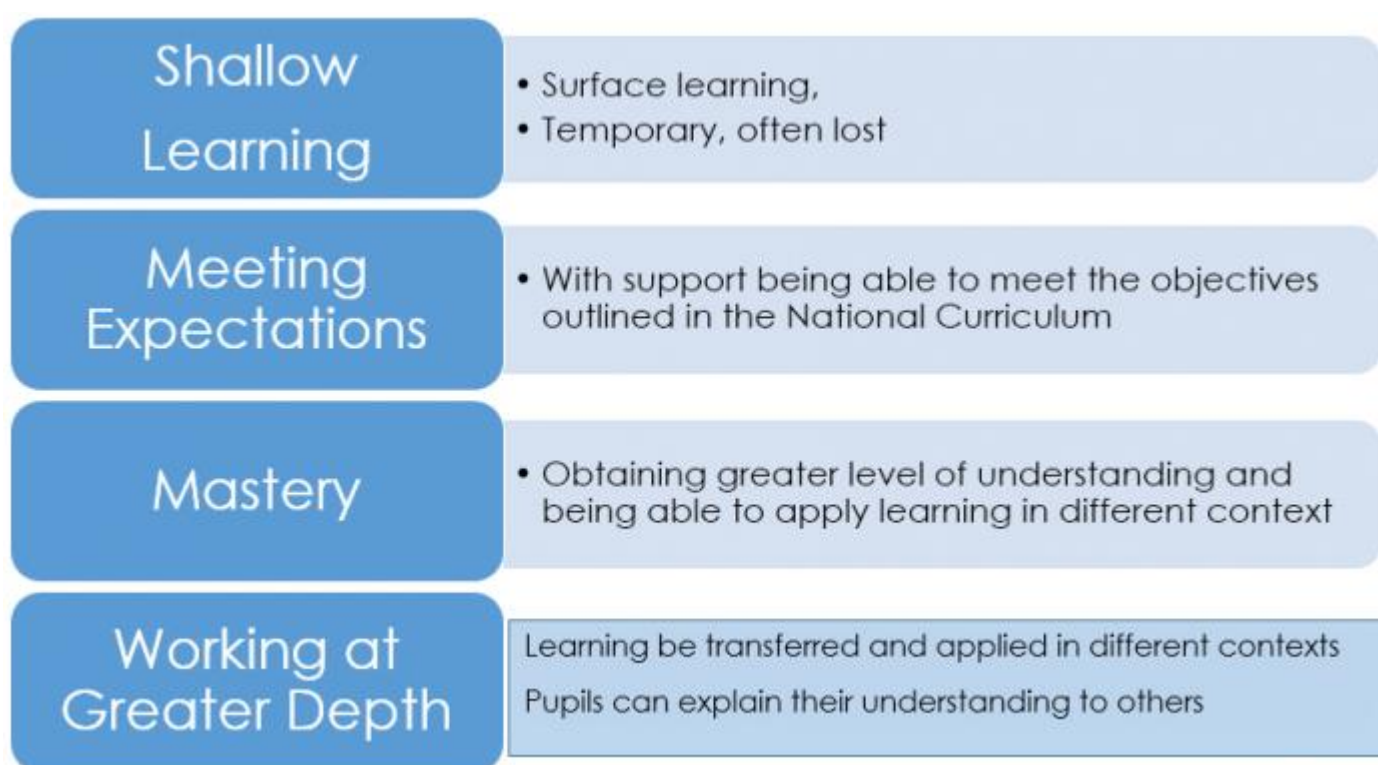
The new world of 'assessment without levels' is intended to encourage a more professional, intelligent assessment. There is a recognition that learning is neither neat nor linear. The simple attachment of a level could undermine learning as there could be gaps in specific areas of learning for a child. Progression is more focused on understanding and developing greater depth in the national curriculum than on mere progression to the next set of content.

At Long Close Senior School the 'mastery' pedagogy works on the principle that all learners, with effort, will meet expectations. It works on the premise that great teaching, based on formative

assessment, particularly great questioning, is key. Precise assessment, teaching that closes any gaps, thinking about ability differently are all part of the mastery pedagogy.

The notion behind a 'mastery level' came about from the performance descriptors that were published, in draft, some months ago. This so called 'mastery level' has now been replaced in the teacher assessment information that has now been published with the phrase 'even greater depth.' All children should have a deep learning of key ideas/constructs and opportunities for even deeper learning (growth mindset). For some learners they will be able to access, within a construct, even greater challenge to deepen their thinking further. Mastery learning is deep learning that sticks, can be recalled over time etc. It is necessary to have deep learning in order to meet the key objectives. In essence, in order to meet the objectives securely children need to have mastered them.

This diagram helps to clarify the concept of mastery and greater depth in the national curriculum:

Shallow Learning	• Surface learning, • Temporary, often lost
Meeting Expectations	• With support being able to meet the objectives outlined in the National Curriculum
Mastery	• Obtaining greater level of understanding and being able to apply learning in different context
Working at Greater Depth	Learning be transferred and applied in different contexts Pupils can explain their understanding to others

What we do know for certain is that mastery is not:

• Mastery and greater depth – not working on content from the next year group.
• Mastery and greater depth in mathematics – not practising the same concept with bigger numbers.
• Mastery and greater depth in reading – not necessarily reading a more challenging text.

The Characteristics of mastery and greater depth at Long Close Senior School could therefore be summarised as:

Independence	• Apply the skill or knowledge without recall to the teacher
Fluency	• Apply the skill and knowledge with a high level of confidence and show good resilience when the task seems demanding.
Application	• Apply the skill and knowledge to a range of different contexts, including other areas of the curriculum.
Consistency	• Consistently use their skills, knowledge and understanding.
Synthesise	• Organise ideas to make connections with other areas of learning and new areas.
Re-visit	• Return to this aspect of learning after a break and still feel confident that they can work on the skill and knowledge without difficulty.
Explain it	• 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 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?
Yr7	Midis	SEPT	Data is used to establish the baseline for each student. Their benchmark predicted GCSE grades gives us a mark to work on. The teachers also use this data to inform their planning and differentiation within the classroom. It also helps them create appropriate targets and ensure appropriate and timely interventions are carried out if needed. Ultimately, it also gives us our Value Added Score.
	PTE	JUNE	Data is used to establish the baseline for each student in English in specific areas. The teachers also use this data to inform their planning and differentiation within the classroom. It highlights the strengths and weaknesses of each student. It also highlights the strengths and weaknesses within the class. It also helps to create appropriate targets for each student and to ensure appropriate and timely interventions are carried out if needed.
	PTM	JUNE	Data is used to establish the baseline for each student in Maths in specific areas. The teachers also use this data to inform their planning and differentiation within the classroom. It highlights the strengths and weaknesses of

			each student. It also highlights the strengths and weaknesses within the class. It also helps to create appropriate targets for each student and to ensure appropriate and timely interventions are carried out if needed.
Yr8	PTE	JUNE	Data is used to establish the baseline for each student in English in specific areas. The teachers also use this data to inform their planning and differentiation within the classroom. It highlights the strengths and weaknesses of each student. It also highlights the strengths and weaknesses within the class. It also helps to create appropriate targets for each student and to ensure appropriate and timely interventions are carried out if needed
	PTM	JUNE	Data is used to establish the baseline for each student in Maths in specific areas. The teachers also use this data to inform their planning and differentiation within the classroom. It highlights the strengths and weaknesses of each student. It also highlights the strengths and weaknesses within the class. It also helps to create appropriate targets for each student and to ensure appropriate and timely interventions are carried out if needed
YR10	YELIIS	JUNE	Data is used to establish the baseline for each student. Their benchmark predicted GCSE grades gives us a mark to work on. The teachers also use this data to inform their planning and differentiation within the classroom. Ultimately it also gives us our Value Added Score. It also helps to create appropriate targets for each student and to ensure appropriate and timely interventions are carried out if needed

On top of this students are examined in all academic subjects twice per year. In Year 11 they will take their mock GCSEs in the spring term and take their actual GCSEs in the summer term.

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

All teachers assess children in their class on a regular basis so that they can plan the next stage in each child's learning. It helps teachers monitor progress, provides motivation for the children and helps inform planning. These types of assessments take place on a regular basis with:
- Individual assessments
- Group assessments
- Class assessments

Through:
- Observation
- Discussion
- Written or verbal evidence

DIAGNOSTIC ASSESSMENT

Diagnostic assessments are also carried out by teachers to help identify strengths and weaknesses of individual children. This is done through:
- Individual programmes of work
- Checklists
- Specific activities/tasks

These can be linked with support agencies through the Learning Support Department.

SUMMATIVE ASSESSMENT

Summative assessments are also used to help us decide what a child can do at
a particular time. This is done through:
- Assessments for specific tasks – at the end of a topic or after teaching a specific skill or concept
- Regular assessments for curricular records
- At the end of the bi-annual formal exam period

All of this is driven through by our AFL policy, which underpins everything we do and clearly shows how a student can progress to the best of his abilities.

How does the school involve pupils in assessment?

All the students are given clear target sheets at various points of the year. These targets are mutually agreed upon by the student and teacher. The students are also a vital part of assessing; again this is driven through by our AFL.

Marking and feedback during lessons is part of a high quality 'dialogue' between teacher and pupil, therefore when comments are made by the teacher time must be set aside for the pupil to engage and respond to these.

Pupils might:

i.   Re-draft a section (or all) of an answer
ii.   Provide corrections to factual information
iii.   iii. Provide additional factual information

iv.   iv. Make corrections to answers

v.   v. Answer further questions that have been set to deal with a misconception

Pupils might be asked to respond to the feedback as part of an exercise in class, possibly a starter activity or they might be set a homework activity that addresses the feedback given. In order for the marking to be formative, the information must be used and acted on by the pupils. When work has been 'quality marked', time should be given during the following lesson for pupils to read and then make one focused improvement based on the improvement suggestion

Finally, it is important to provide constructive feedback to pupils, focusing on success and improvement needs against learning intentions. This encourages pupils to become reflective learners and helps them to close the gap between what they can currently do and what we would like them to be able to do. Assessment is the means by which we identify and monitor the standards reached by our pupils. Assessment for Learning (AfL) is the process of seeking and interpreting evidence by teachers and pupils in order to decide where the child is in their learning – what is the next step for them AND how to get there. Strategic Assessment (SA) uses the data generated to inform the overall picture of the schools performance in Teaching & Learning (T&L). It also informs the strategic priorities and progress of the school – indicating strengths and weaknesses, T&L, resource and training needs. This then feeds to the overal School Improvement Plan (SIP). Assessment is a KEY function and responsibility of the school and is delegated to a variety of levels for a variety of purposes.

For students with learning difficulties Individual Action Plans are created by the Learning Support teacher and the teachers involved. Individual targets are created for each child that is bespoke to them. Notes whether the student needs extra time when performing tasks, whether the student needs coloured overlays and whether the student needs prompting is shared between the Learning Support Teacher, the teachers involved and the actual student involved. The student is carefully monitored and within the lesson the work is differentiated. However, we expect all our students to rise to the challenge and perform above and beyond their expected grade based on diagnostic testing.

1.9 Use of in-school summative assessment

At Long Close School the key purpose of assessment is to move children forward in their learning. Continued monitoring of each child's progress gives a clear picture of what each child is doing. It is important that the teacher knows what has been remembered, what skills have been acquired and what concepts have been understood. This enables teachers to reflect on what children are doing and informs their future planning. The outcomes of our assessments will help children become involved in raising their own expectations, celebrating their own achievement and increasing their self-motivation.

Baseline results, external prediction data and teacher assessment are all used to set aspirational targets for all pupils in all subjects. The overall data is used to inform parents of pupils' development and progress; foster an effective home-school link; and promote home learning.

Long Close School uses the AfL system for recording and monitoring progress. Teacher assessment is part of everyday teaching and learning in the classroom. Teachers discuss with pupils, guide their work, ask and answer questions, observe, help, encourage and challenge. In addition, they mark and review written and other kinds of work. Through these activities they are continually finding out about their pupils' capabilities and achievements. This knowledge then informs plans for future work. It is this continuous process that makes up teacher assessment. Assessment should be valid,

reliable and feasible, allowing pupils to demonstrate their skills, knowledge and understanding. Staff should try to vary the methods used and skills assessed so that they can report effectively in reports and at parents' evenings.

A formal assessment in each subject is carried out twice a year for all subjects (January and June).

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.

The key stage leaders publish calendars 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 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:

Formal:

Reports: The parents/students receive several reports throughout the year:

Each half term they receive an Attainment and Progress Report. This gives an overall grade for each subject in the progress their child is making (based on their Midyis/Yellis score/predicted GCXE grade, their attainment against national average, the effort they are putting into their classwork and homework and their behaviour in the classroom. For each subject each student is given a target.

At the end of the autumn an spring term they receive a very similar report to the one above; the only difference being that the parents/students will receive a general comment on how well the student is progressing from the form teacher.

At the end of the summer term a detailed report is sent out for each academic subject, as well as a report from the Head and the student's form teacher.

Parents' Evenings: There are two Parents' Evening per calendar year. These tend to be around October/November and February. During the meeting staff discuss progress and targets for each individual student.

Year 11 pupils receive post-mock analysis sheets at the end of their GCSE mocks, which will then in turn inform focused revision over the spring break. Full reports for Year 11 are issued at the end of the spring term.

Informal:

From time to time teachers may communicate with parents (normally through an e-mail) if a student is doing particularly well or, as is more common, when they are lagging behind. If it is a persistent problem the teacher will have a meeting with the parents to discuss the issue and ways forward.

Parents have a considerable contribution to make to pupils' success in school. They are strongly encouraged to review their children's school books, support pupils in responding to their teachers' feedback and create the right environment and routines at home to enable homework to be completed.

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.