COGNITA

Assessment,
Recording and Reporting
Policy

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Introduction

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:

Teaching and Learning

Assessment   Curriculum

Delivered within the context of the school's agreed aims
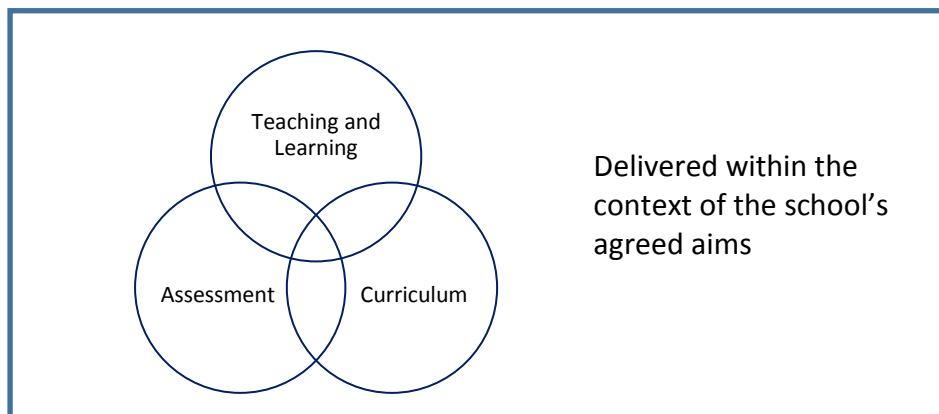
Purpose

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:

1.0   Assessment
2.0   Recording assessment information
3.0   Reporting to parents
4.0   Evaluation

1.0   Assessment

1.1   Types of assessment

1.1.1   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. *This includes: quick recap questions, scrutiny of pupils' work, providing feedback and pupils' responding, Assessment for Learning, 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: baseline assessments, end of unit assessments, termly 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: CAT4 (Y4+), GL Assessments; Progress in English, Progress in Maths, Progress in Science (Y6+), NFER assessments, MidYIS (Y7), YELLIS (Y10), and GCSE.*

1.1.2   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
1.5.1   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.

1.5.2   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.

1.5.3   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.

1.5.4   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.

1.5.5   In relation to mastery in learning, we look for the following characteristics:

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

Students must demonstrate a high level of success on tests, typically at about the 80% level, before progressing to new content. Those who do not reach the required level are provided with additional tuition, peer support, small group discussions, or homework so that they can reach the expected level.

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.

Baseline 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 (NGST) and number skills (NFER and teacher assessments based on Read Write Inc, Inspire Maths and Science Bug) in order to determine individual baseline starting points.
- Pupils in the Senior School (Y6 – Y11) undertake subject specific baseline assessments at the start of the year.
- In addition pupils in Years 4 / 6 / 8 / 10 are assessed with CAT4s, which test their Mathematics (Quantitative), Verbal Reasoning and Non-Verbal Reasoning ability.
- Students in Y7 and Y10 take part in MidYIS and YELLIS assessments at the start of the academic year

- CAT4 / MidYIS and YELLIS Assessments are use to set ambitious targets with regards to GCSE predictors in order to able the rigorous tracking of Value Add.
- Formal summative assessment takes place at the end of Key Stage 1 (Year 2) and Key Stage 2 (Year 6) and in Years 7 – Year 10 through GL Assessments; Progress in English and Progress in Maths. In May 2018, we will introduce Progress in Science from Year 6 – Year 10.
- Students in the Senior School take part in annual end of year formal examinations, with the ISEB Common Entrance syllabus being the preferred examination of choice for the majority of Y7 – Y8 subjects, and GCSE style papers used in Y9+ . From September 2018, all subjects in Y6 – Y8 will use ISEB as the basis for examinations.
- These tests form part of the whole assessment procedure of students across the school and are used internally, together with teacher assessment, to ascertain whether each pupil has achieved national standards and Independent School standards or are above or below them in English, Mathematics and Science. Year 10 and Year 11 pupils are given GCSE mock exams throughout the year.

Year Group	Assessment	When	How is the data used?
Junior School			
1	Start of Year Baseline Assessments	Sept	Benchmarking + Target Setting
1	End of Term assessment / exhibitions	Dec / April / June	Attainment + Progress Tracking
1	GL Progress Tests	June	Attainment against EoY Objectives
2	Start of Year Baseline Assessments	Sept	Benchmarking + Target Setting
2	End of term assessments	Dec / April	Attainment + Progress Tracking
2	GP Progress Tests	May	Attainment against EoY Objectives
2	End of Year Exhibitions	June	Attainment + Progress Tracking
3	Start of Year Baseline Assessments	Sept	Benchmarking + Target Setting
3	End of term assessments / exhibitions	Dec / April	Attainment + Progress Tracking
3	GP Progress Tests	May	Attainment against EoY Objectives
3	End of Year Assessments / Exhibitions	June	Attainment + Progress Tracking
4	CAT4	Sept	Cognitive Ability + Target Setting
4	Start of Year Baseline Assessments	Sept	Benchmarking + Target Setting
4	End of term assessments / exhibitions	Dec / April	Attainment + Progress Tracking
4	GP Progress Tests	May	Attainment against EoY Objectives
5	Start of Year Baseline Assessments	Sept	Benchmarking + Target Setting
5	End of term assessments / exhibitions	Dec / April	Attainment + Progress Tracking
5	GP Progress Tests	May	Attainment against EoY Objectives
5	End of Year examinations	June	Attainment + Progress Tracking
Senior School			
6	CAT4 including Senior School Admissions pupils (Sept – Dec)	Sept	Cognitive Ability + Target Setting
6	End of Term Topic Assessments	Dec / April	Attainment + Progress Tracking

6	GL Progress Tests	May	Attainment against EoY Objectives
6	End of Year Exams	June	Attainment + Progress Tracking
7	MidYIS Assessments	Sept	Potential for Learning + Target Setting VA
7	End of Term Topic Assessments	Dec / April	Attainment + Progress Tracking
7	GL Progress Tests	May	Attainment against EoY Objectives
7	ISEB Common Entrance Mocks Exams	June	Attainment + Progress Tracking
8	CAT4	Sept	Cognitive Ability + Target Setting
8	End of Term ISEB CE Mock Exams	Dec	Attainment + Progress Tracking
8	GL Progress Tests	May	Attainment against EoY Objectives
8	ISEB Common Entrance Exam	June	Attainment + Progress Tracking
9	End of Term Exams	Dec	Attainment + Progress Tracking
9	GL Progress Tests	May	Attainment against EoY Objectives
9	GCSE Topic Focused Exam	June	Attainment + Progress Tracking
10	YELLIS	Sept	Potential for Learning + Target Setting VA
10	GCSE Topic Focused Exam	Dec	Attainment + Progress Tracking
10	CAT4	January	Cognitive Ability + Target Setting
10	GL Progress Tests	May	Attainment against EoY Objectives
10	GCSE Mock Exam	June	Attainment + Progress Tracking
11	GCSE Mock Exams	Nov / Dec	Attainment + Progress Tracking
11	GCSE Exams	May / June	Attainment + Progress Tracking

1.7 Integrity of assessment information

1.7.1 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 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.

1.7.2 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 of an assessment piece is the same. Moderation takes place across the phases of the school and across faculties to include

1.7.3 Where possible our school will look for opportunities to moderate our assessment judgements with colleagues from different schools. We take opportunities throughout the year to take part in year group and subject moderations with our wider Cognita School network, including EYFS.

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 and feedback 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 Head of Learning Support 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

Throughout the academic year, all students take part in in-school summative assessments based on the requirements of individual subjects and the wider curriculum resources used throughout the school which enable us to deliver a broad, balanced and enhanced National Curriculum. These summative assessment frameworks include: Read Write Inc, Numicon and Inspire Maths, Science Bug, Chris Quigley, ISEB Common Entrance Syllabus and GCSE.

The school uses both Standardised Summative Assessments which explore the Cognitive Ability of pupils and their ability to learn across each subject, together with formative teacher based judgements to set aspirational targets in line with pupil prediction markers for potential at end of key stage and GSCE examinations. This focus on Value-Add ensures that all students at Long Close School achieve their potential.   This work is wider supported by end of year assessments using the GL Progress Test suites to measure pupil attainment within National Curriculum Expectations from Y1 – Y10.

Value Add measurements are discussed both internally at the school and on a wider Cognita scale across all of our family of schools delivering the English National Curriculum in order to ensure the best outcomes of learning and enable collaborative discussions across our vast pool of educationalists.   In using the GL Suite of CAT4 and GL Progress Test assessments, we are able to provide a rigorous platform for Standardised Assessments in order to ensure that the progress of our pupils and attainment is measured over time in comparison with how wider students around the world are performing within the objectives of the National Curriculum. This empowers us to use assessment in order to:

- inform parents of pupils' development and progress;
- foster an effective home-school link; and
- promote home learning.

Standardised Summative Assessment results using CAT4 and GL Progress Tests are shared with parents and discussed with parents throughout the year during parent conferences. Wider reports on pupil progress from teachers are provided by the school in order to inform parents both on attainment and progress towards targets and discussed during termly pupil progress meetings with staff in order to inform best practice in teaching and learning.   This way we ensure that the summative information at any given point in time is based on a variety of evidence in order to inform a full picture regarding student learning outcomes as we recognise that both assessment objectives and summative assessment outcomes share with parents help them to support their children's learning as a critical part of our Working Together partnership.

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.

2.0 Recording assessment

It is essential that we have a coherent and understood system for recording assessment outcomes. Within our school we record data using Tapestry from EYFS – Year 5 and Pupil Asset from Year 6 through to Year 11. Specialist subjects including PE, Art, Music, Computer Science also use Pupil Asset to monitor the progress and attainment of pupils throughout the school. The Head's of School and Assistant Head of Achievement (Junior / Senior) publishes a calendar of assessment, recording and reporting which is shared with staff.

We also hold additional records for each individual pupil and year group on our school Intranet in the 'Diagnostic Testing and Tracking' folder. 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, reading records, unit or topic tests etc.

3.0 Reporting to parents

3.1   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.

3.2   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 and a time can be arranged to meet with class or subject teachers in the first instance, form tutor, Key Stage Coordinator, Assistant Head, Head of School or Headteacher. We believe in the empowerment of all our staff and expect that parental concerns or queries can be dealt with in the majority of instances by teachers or our middle leaders prior to escalation to members of the Senior Leadership Team as part of the expectations of our Working Together Partnership.

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

Parent Conferences

Parents' Conferences take place in the Autumn and Spring Terms for parents to discuss their child's progress with their Class Teacher/ Subject Teacher. As a school we operate an open door policy and if parents wish to talk to their child's teachers, the Academic Leadership Team for their section of the School, at any time then they may contact the relevant member of staff in order to arrange a suitable time.

Parents are also given the opportunity to meet with their child to discuss learning and targets at scheduled three way conferences which provide pupils with the chance to take the lead in discussions on their learning and development, showcase work throughout the term and agree learning targets with parents and teachers.

Reports

Junior School
EYFS – Year 2
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.

Year 3 – Year 5
Autumn & Spring terms:
Pupils are given an end of term report. This gives effort and attainment grades 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. Parents of Year 4 pupils are also provided with a summary report of the CAT4 Assessments in the Autumn Term.

Summer term:
- A full end of year report in July gives detailed comments about the pupils' work, attainment and progress in each subject. The pupils are also given effort grades which are based on a combination of behaviour in lessons, completion of work and attitude to learning.
- Parents will also be provided with a summary report from GL Progress Tests in English and Maths at the end of the academic year.
- 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.*

Senior School
Autumn & Spring terms:
Students are provided with an end of term progress reports in the Autumn and Spring Term, which provide parents with an overview of attainment and effort across all subjects. This includes both a Key Stage Coordinator Comment on Academics and Form Tutor on Pastoral matters.

Summer term:
- A full end of year report in July gives detailed comments about the students' work, attainment and progress in each subject. The students are also given effort grades which are based on a combination of behaviour in lessons, completion of work and attitude to learning.
- Parents will also be provided with a summary report from GL Progress Tests in English and Maths and Science at the end of the examination period in June.
- 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, which explains the grading system across the Senior School.*

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.

4.0   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

4.1.1   The person with responsibility for the overview and yearly evaluation of this policy is Head of Junior Schools: Sarah Harris, Head of Senior School: David McCarthy and Headteacher: Melissa McBride. However, all staff are responsible for ensuring this policy is implemented and acted on.

4.1.2   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.

4.1.3   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.

4.1.4   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.

Ownership and consultation	
Document sponsor (role)	Director of Education

Document author (name)	Simon Camby
Consultation – May 2017	The following schools were consulted: 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.

Audience	
Audience	All school staff

Document application and publication	
England	Yes
Wales	Yes
Spain	Yes

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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)