Assessment, Recording and Reporting Policy

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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 pupils 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:

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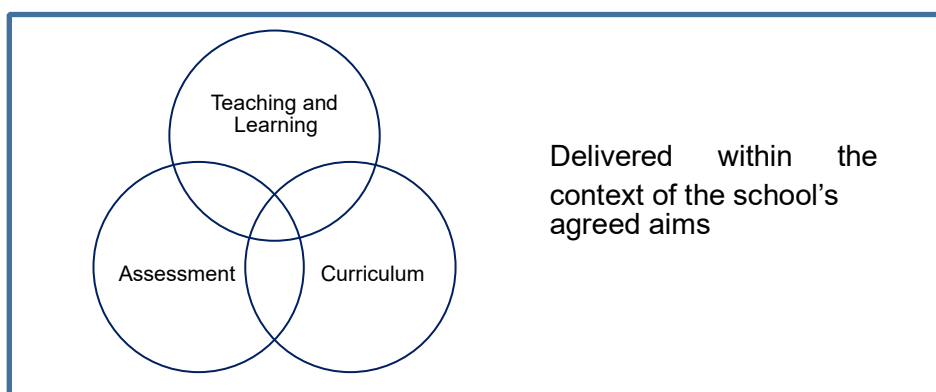
2 Purpose

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. *This includes: quick recap questions, hinge and diagnostic questions, scrutiny of pupils' work, providing feedback and pupils' responding, observational assessment, quizzes.*	A set of questions created and 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, data entry for each term, reviews for pupils with SEN and/or disabilities.*	Externally set, marked and standardised. Also validated by an external body. *This includes: GL assessments*

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 pupils 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.

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 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 standardised summative assessment points over the year,
identified in the following assessment planner so that all staff and pupils can see and prepare
for them.

Assessment	Year Group	When	How is the data used?
NGRT	2, 3, 4, 5, 6	Autumn	To reflect on the teaching of reading. We identify gaps and adjust teaching.
CAT4	3, 5, 6	Autumn	To reflect on the teaching of VR and Non-VR. We identify gaps and adjust teaching.
PTE/PTM	1-6	Summer term	To inform the reading, writing and mathematics objectives for the upcoming year. Modify and adapt the lessons sequences for English, if required. 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 reports
GLD (Good Level of Development)	Reception	Summer term	To assess whether children have achieved a good level of development across key areas of learning - Personal, Social and Emotional Development, Physical Development, and Communication and Language, as well as the specific areas of Literacy and Mathematics. Children are considered to have reached a GLD if they meet or exceed the expected level in these areas by the end of the Reception year, typically around the age of five.

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

At Oakfields, we assess all pupils, including those on the SEN register, in accordance with the National Curriculum. However, our bespoke curriculum is heightened from Reception to Year 6 to ensure that every child is challenged and supported. We believe all pupils can make progress, regardless of their starting point.

Teachers use the following **formative assessment strategies** to monitor understanding and inform their teaching:

- **Questioning in class**: Targeted questions to gauge pupils' understanding and clarify misconceptions.
- **Use of rough books/whiteboards**: Quick, informal assessments to check for understanding during lessons.
- **Targeted feedback**: Providing specific, actionable feedback that helps pupils understand how to improve their work.
- **Mini plenaries**: Pausing during lessons to review what pupils have learned so far, ensuring the learning objective is being met.
- **Peer and self-assessment**: Encouraging pupils to assess their own work or that of their peers, fostering reflection and independent learning.
- **Daily marking**: Teachers review work daily to determine if pupils have achieved or not achieved the learning objective.
- **Conversations with TAs**: Regular discussions with teaching assistants to gather feedback on pupils' progress and areas of need.
- **Interventions**: Targeted support provided when pupils need additional help to close learning gaps or reinforce skills.

This approach ensures that teaching is continually adapted to meet the needs of all learners, fostering an inclusive and supportive learning environment.

Pupils 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. Pupils 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:
- NGRT – years 2, 3, 4, 5, and 6 reading tests
- CAT4 tests; years 3, 5 and 6
- Standardised On-line GL progress test in English and Maths (year 1 paper, years 2-6 digital)

- Statutory/external tests – Foundation Stage Profile, Year 1 Phonics Check and 11+ examination results;
- Whole school assessment weeks
- Ongoing Teacher Assessment for Reading, Writing and Mathematics based upon the bespoke Oakfields Curriculum and termly data entry
- Reception GL data entry
- Data Review and termly Pupil Progress Meetings

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:
- Set targets for individual pupils at the start of the academic year;
- Ongoing Teacher Assessment for Reading, Writing and Mathematics based upon the bespoke Oakfields Curriculum and termly data entry
- Record Reception GLD milestones
- Work with colleagues to moderate and level writing every term before termly data entry;
- Encourage pupils to engage in self-assessment and reflection, helping them take ownership of their learning.
- Conduct termly pupil progress meetings to enable staff to engage in professional dialogue about pupil progress and discuss their judgments. Teachers meet with senior leadership for **pupil progress meetings** to review the assessment data, identify pupils of all abilities who may need interventions or differentiated learning, and set specific, measurable targets for the next half term.
- Analyse the data to identify percentages of pupils working at the appropriate levels within a cohort;
- Share data with both pupils and parents
- Pass cohort data and analysis to the next teacher via teacher transition meetings;

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 Teacher Conferences in Term 1 based on target setting
Report cards in December
Parent Teacher Conferences in Term 2 based on next steps in learning
Report cards in April

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 the Assistant Head for Academic and the Head of Core. 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 pupils.

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.

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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Audience	All school staff

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