



Hendon
Prep 1873

ASSESSMENT POLICY

Assessment, Recording and Reporting Policy

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: Peer assessment, self-assessment, thumbs up/down, use of starters and plenaries, quality questioning, pupils responding to marking, use of learning objectives and success criteria, providing feedback: verbal and written, scrutiny of pupils' work, observational assessment, weekly tests for spellings and mental maths	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: ISEB tests - English, Maths and Science.	Externally set, marked and standardised. Also validated by an external body. This includes: PTE – progress tests in English, PTM – progress tests in Maths, progress test in Science, NGRT – New Group Reading test, CAT4 – Cognitive Abilities test, Baseline tests and End of Year in Reception, EYFS ELG – Early Learning Goals

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: The ability to solve problems of varying difficulty; application of the knowledge in different settings; and cross-curricular application of skills.

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?
Reception	GL Baseline	September	
	Baseline Progress	June	Progress over the year since autumn baseline
Year 1	NGRT reading and spelling test	September	Standardised score for reading and spelling age, year on year comparison
	End of term assessments	Dec, June	Measure of progress
	GL Progress in Maths (PTM) and English (PTE)	June	Measure of progress and next step indicators
Year 2	NGRT reading and spelling test	September	Standardised score for reading and spelling age, year on year comparison
	End of term assessments	Dec, June	Measure of progress
	GL Progress in Maths (PTM) and English (PTE)	June	Measure of Year on Year progress and next step indicators
Year 3	NGRT reading and spelling test	September	Standardised score for reading and spelling age, year on year comparison
	End of term assessments	Dec, June	Measure of progress

	GL Progress in Maths (PTM) and English (PTE)	June	Measure of Year on Year progress and next step indicators
Year 4	NGRT reading and spelling test	September	Standardised score for reading and spelling age, year on year comparison
	CAT4	September	Ability test
	ISEB termly Assessments	Oct, Feb, June	Measure of progress against ISEB curriculum
	GL Progress in Maths (PTM) and English (PTE)	June	Measure of Year on Year progress and next step indicators
Year 5	NGRT reading and spelling test	September	Standardised score for reading and spelling age, year on year comparison
	CAT4	September	Ability test
	ISEB termly Assessments	Oct, Feb, June	Measure of progress against ISEB curriculum
	GL Progress in Maths (PTM) and English (PTE)	June	Measure of Year on Year progress and next step indicators
Year 6	NGRT reading and spelling test	September	Standardised score for reading and spelling age, year on year comparison
	CAT4	September	Ability test
	ISEB termly Assessments	Oct, Feb, June	Measure of progress against ISEB curriculum
	GL Progress in Maths (PTM) and English (PTE)	June	Measure of Year on Year progress and next step indicators
Year 7	NGRT reading and spelling test	September	Standardised score for reading and spelling age, year on year comparison
	CAT4	September	Ability test
	ISEB termly Assessments	Oct, Feb, June	Measure of progress against ISEB curriculum
	GL Progress in Maths (PTM) and English (PTE)	June	Measure of Year on Year progress and next step indicators

Year 8	NGRT reading and spelling test	September	Standardised score for reading and spelling age, year on year comparison
	CAT4	September	Ability test
	ISEB termly Assessments	Oct, Feb	Measure of progress against ISEB curriculum
	GL Progress in Maths (PTM) and English (PTE)	June	Measure of Year on Year progress and next step indicators
	CE 13+	May/June	To inform Senior Schools of attainment

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 allows teaching and planning to focus on individual progress and needs of every pupil. Formative assessment allows continuous measures of achievement and progress to be obtained, which in turn enables teachers to adapt planning to support pupil progress.

Formative assessment allows teachers to quickly and effectively correct misconceptions during the course of the lesson and ensure each pupil achieves success within every lesson. A clear focus on the learning objective supported by the success criteria allows pupils to know what they are learning in a lesson and how they can achieve that. Focused marking and the use of targets build on the process of formative assessment, as well as regular dialogue between teacher and pupil, in both written and verbal format.

We have 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.

1.9 Use of in-school summative assessment

Summative assessment is carried out at regular intervals. Assessment objectives and assessment outcomes can be shared with parents to help them support their children's learning.

This form is generally a more structured activity than formative assessment and is usually carried out at the end of a block of study. It is used to provide an indication of the pupil's achievements. Parents are informed of development and progress through two parent teacher conferences in the Autumn and Spring term respectively; and through termly reports. Reports in the Autumn and Spring term include formative information and next steps targets for the children to work on. This fosters an effective home-school link and promotes home learning.

Progress will be measured in the short term but also the extent of value added over a period of time on individual progress charts and within Pupil Asset software. All summative tests have been validated, aligned with the school's assessment principles and are administered in line with the test protocols. The use of the information provided by the test is well-grounded, ethical and supports teaching and learning. Staff met regularly to look at analysis of the data to ensure that children are identified for interventions; to inform future planning and to adapt curriculum.

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.

The Deputy Head publishes a calendar 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 in the first instance contact the relevant teacher, or Deputy Head.

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

Individual pupil reports issued twice yearly;

Parents' evenings are held twice a year;

Teachers will initiate progress discussions should the need arise;

Parents are welcome to make appointments to discuss pupils during the course of the term;

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 person with responsibility for the overview and yearly evaluation of this policy is Darren May. 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.