

COGNITA

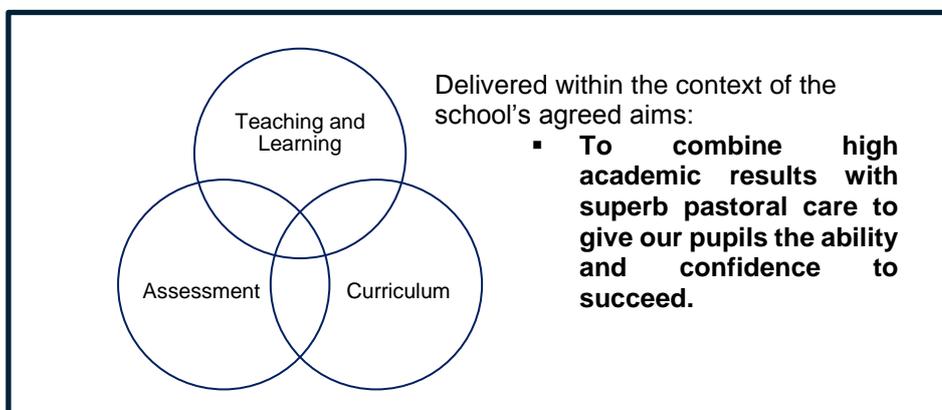


Assessment, Recording and Reporting Policy

September 2018

ASSESSMENT, RECORDING AND REPORTING POLICY

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:



1. RATIONALE AND PURPOSE

1.1 Assessment is an integral part of our curriculum planning and is inseparable from the teaching and learning process. It has a major role to play in increasing levels of attainment within the school by creating a dialogue with the learner through which feedback can be exchanged and questions can be asked; the learner is actively involved in the process.

The purpose of this policy is to draw together the many aspects of good practice from both within and from outside of school in a coherent and practical framework and to support the implementation of high quality and informative assessment arrangements. This will enable all assessment activities to have a direct impact on our foci of tracking progress, planning for improvement, and raising attainment. The purpose of this policy is also 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

1.2 This policy applies to all pupils, including those in the Early Years.

1.3 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 (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.

2. TYPES OF ASSESSMENT

Formative assessment	In-school summative assessment	Standardised summative assessment
<p>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.</p> <p><i>This includes: quick recap questions, observations of children during teaching and while they are working; holding discussions with children; peer and self-evaluation, analysing work and reporting to children; conducting tests and giving quick verbal feedback and engaging children in the assessment process.</i></p>	<p>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.</p> <p><i>This includes: weekly spelling tests and Abacus Maths Assessments, Writing challenges.</i></p>	<p>Externally set, marked and standardised. Also validated by an external body.</p> <p><i>This includes: GL assessments, CAT4 tests.</i></p>

All summative assessment should be used to inform the next stages of teaching and identify next steps for subjects and specific pupils.

3. AIMS AND OBJECTIVES

Our aims and objectives are to:

- Support learning by identifying children's strengths and weaknesses and encouraging them to evaluate their progress and reach their highest possible levels of attainment;
- Enable our children to demonstrate what they know, understand and can do in their work;
- Help our children understand what they need to do next to improve their work;
- Enable teachers to identify the needs of each child including additional support if required;
- Allow teachers to plan work that accurately reflects the needs of each child;
- Provide a method of monitoring and developing the curriculum;
- Help staff evaluate their delivery of the curriculum and make any necessary adjustments to it in terms of planning and teaching;
- Evaluate the success of the teaching;

- Provide parents with information about their child's achievements and progress, on a regular basis;
- Provide the Headmistress with information that allows her to make judgements about the effectiveness of the school; and
- 'Close the gap' between a pupil's potential and actual performance.

4. **PRINCIPLES OF ASSESSMENT**

In order to satisfy the above aims, the school's policy is based on:

- Formal assessment that is planned and conducted on a frequent and consistent basis as a reflective process after completion of a task;
- A shared understanding between children and teachers of the criteria that will be used in the assessment of learning;
- Children being involved in this process as part of taking responsibility for their own learning, e.g. in developing their ability to be properly self-critical or in setting realistic targets for their subsequent work;
- Teachers using the results of their assessment(s) to set work which challenges and stretches their children;
- Effective planning for teaching and learning which recognises the full range of achievements of all children by focusing on how children learn;
- Recognising assessment as central to classroom practice;
- Assessment being regarded as a key professional skill for teachers;
- Sensitive and constructive practices because any assessment has an emotional impact;
- Taking account of the importance of learner motivation;
- Promoting commitment to learning goals and a shared understanding of the criteria by which children will be assessed;
- Providing constructive guidance for children about how to improve; and
- Developing the children's capacity for self-assessment and recognising their next steps and how to take them.

5. **PLANNING FOR ASSESSMENT**

Assessment is considered at all planning stages.

- Assessment opportunities are planned on termly, lesson and group bases;
- Lessons should all have clear learning objectives and success criteria (where appropriate) which should be shared with pupils;
- Assessment is differentiated where necessary; and
- Assessments are recorded by the teachers.

6. **ASSESSMENT PROCEDURE**

See Appendix 1 – Assessment Schedule.

7. **TARGET SETTING**

We regularly review the progress of each child and set revised targets.

KS1 and KS2

Literacy and numeracy targets are set by teachers and shared with parents (and older children) at the start of each term.

At the start of each term the children also choose targets for themselves.

Early Years

Targets are set in the autumn and summer terms and shared with parents. These are written using traffic light colours (**Purple** – something to work on; **Amber** – something to continue to work on; **Green** – something they can do). Additionally, targets are set as part of the 'settling in' and 'summer' reports.

8. **RECORDING**

The purpose of our recording is to provide information on each child's achievements, skills, abilities and progress throughout the curriculum. It should:

- Regularly update information to reflect current achievements;
- Show the strengths and achievements of each child;
- Show the targets for each child; and
- Enable us to analyse strengths and development points for the school.

It is essential that we have a coherent and understood system for recording assessment outcomes. Within our school we record data using SIMS. The assessment schedule is organised by the Deputy Head and is shared with staff.

9. **RESPONSIBILITIES**

The person with responsibility for the overview and yearly evaluation of this policy is the Deputy Head. However, all staff are responsible for ensuring this policy is implemented and acted on.

Teaching Staff

- To adhere to the requirements of this policy in planning the learning for the groups of children for whom they are responsible;
- To involve and inform teaching assistants, and others working with pupils, of the role they need to have in the assessment of children's learning;
- To keep records as to inform and contribute to the agreed plans, records and reporting formats;
- To ensure learning outcomes and success criteria are carefully planned for and shared in lessons;
- To be aware of the expectations regarding specific assessment activities;
- To contribute to the ongoing discussions regarding children's progress;
- To consider the next steps for children's learning and be proactive in discussing with teaching staff how they may best support the children with whom they work; and
- To contribute to the assessment of the children with whom they work.

Subject Coordinators

- To know current levels of pupils' attainment in their subject; and
- To plan strategies for subject improvement and development.

Headmistress

- To be aware of the assessment and reporting activities taking place within the school;
- To receive reports regarding pupils' progress; and
- To confirm agreed targets for the school.

Parents

- To participate in the opportunities offered by the school to be involved in discussions regarding their child's progress; and
- To raise any concerns they may have about their child with the school, at the earliest opportunity.

10. **REPORTING TO PARENTS**

We have a range of strategies that keep parents fully informed of their child's progress in school. We encourage parents to contact the school if they have concerns about any aspect of their child's work. There are also predetermined times when they receive detailed information about their child's progress:

Term	Activity
Autumn	<ul style="list-style-type: none">• Targets sent home• Curriculum Evening (class talk to meet the teachers)• School Report (Settling in report)
Spring	<ul style="list-style-type: none">• Targets sent home• Parents' Day (individual appointment with teacher)
Summer	<ul style="list-style-type: none">• Targets sent home• Parents Day• School Report (including assessment results and individual comments on every subject taught)

11. **ASSESSMENT FOR LEARNING**

Assessment for Learning is recognised as a vital factor in moving on learning and to help pupils achieve. This is included in all lessons and includes methods such as:

- Talk partners;
- Questioning techniques;
- Self and peer assessment;
- Feedback/response marking; and/or
- Differentiated success criteria.

12. **FEEDBACK TO CHILDREN**

We believe that feedback to children is very important as it tells them how well they have done and what they need to do next in order to improve their work.

Marking children's work is a vital part of teacher, peer and self-assessment. Our aim is to ensure that children's work is marked in a way which will improve their learning, develop their confidence and allow them to take ownership of their work. Marking and feedback may be oral or in writing.

We give children verbal feedback on their work whenever possible. This may be done during a lesson or in the next lesson. All work the children complete is acknowledged and the level and type of feedback will be decided by the teacher based on the lesson that has been taught.

Verbal Feedback

All children will receive verbal feedback regularly. It should be immediate, constructive and informative. This feedback can be direct or indirect.

Self/Peer Assessment

All children will take part in self and peer assessment activities to varying degrees. Children should be taught how to do this in a positive and constructive manner. This may include:

- Talk partner discussions;
- Written feedback forms;
- 2 stars and a wish; and/or
- Marking grids.

It is expected that self and peer assessment are used regularly in all classes.

Written Feedback

Effective marking is a key tool in providing feedback to pupils in order that they are clear in what they can do well and what they need to do to improve. To be effective feedback must be specific, timely and focus on how the child has achieved the outcomes for the lesson. We believe that marking should be positive, constructive and motivating for the child.

When we give written feedback to a child, we relate this to the learning objective for the lesson where appropriate. Marking is given in the form of cloud and arrow pictures, with the cloud denoting to something good and the arrow denoting to something that they can work on, or a next step for their learning. Depending on the age of the children this may be read over, initialled by the children, responded to, or looked at with a teacher. We ensure that when detailed feedback is written, time is given for the children to process this so that it has the biggest impact in moving on their learning.

Marking should be manageable for teachers and involve thinking on the part of the pupil. As professionals, teachers should mark in the way that they believe will have the most impact on the children in their class but all marking should follow these basic requirements:

- Provide detailed feedback for children on all extended writing (KS1/2)
- Provide detailed feedback for children on numeracy approximately once a week at least (KS1/2)
- Identify whether work has been supported or completed with guidance (EY/where appropriate)

To aid teachers in their effective marking, appendix two includes a suggested marking code and appendix three includes examples of some helpful ways to move on learning.

Marking is to be reviewed by the Senior Leadership Team (the "SLT").

13. **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.

14. **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 constitutes robust assessment;
- Assigning time for the moderation of assessment judgement, moderating within the local area where possible; and
- Triangulating judgements from a range of assessments, including from lesson observations and pupil work.

15. **EVALUATION**

This policy complies with the Independent School Standards. 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. Schools share their Achievement Narrative with their Assistant Director of Education for challenge.

16. **RESPONSIBILITY**

16.1 The person with responsibility for the overview and yearly evaluation of this policy is the Deputy Head. 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 children.

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 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. SEN, more able, EAL) to ensure that none fall behind and underachieve.

APPENDIX 1 – ASSESSMENT SCHEDULE

Table A1.1: Assessment Schedule

KS1 and 2 ASSESSMENT PROCEDURES

AUTUMN TERM	<p><u>Beginning of term:</u> Literacy & numeracy targets set Pre – exam past papers for Star Room exam candidates Self-assessment – completed by children (for pupil profile) (Blue and up)</p> <p><u>End of Term:</u> CAT Testing (Year 3 and 5) Yellow Room Phase 5 Phonics Assessment Holborn Reading Scale Writing Challenge assessed and moderated Abacus Maths Test (Half termly for Kite/Balloon/Star Rooms and termly for Yellow/Blue/Rainbow Rooms) Autumn reports Samples of work (numeracy and literacy)*</p>
SPRING TERM	<p><u>Beginning of Term:</u> Literacy & numeracy targets set Self-assessment – completed by children (for pupil profile) (Blue and up)</p> <p><u>Mid Term:</u> Parents' Day</p> <p><u>End of Term:</u> Abacus Maths Test (Half termly for Kite/Balloon/Star Rooms and termly for Yellow/Blue/Rainbow Rooms) Writing Challenge assessed and moderated Samples of work (numeracy and literacy)*</p>
SUMMER TERM	<p><u>Beginning of Term:</u> Literacy & numeracy targets set Self-Assessment (Blue and up)</p> <p><u>Mid Term :</u> Progress Test in Maths (PTiM) Progress Test in English (PTiE)</p> <p><u>End of Term:</u> Abacus Maths Test (half termly for Kite/Balloon/Star Rooms and termly for Yellow/Blue/Rainbow Rooms) Writing Challenge assessed and moderated Holborn Reading Scale Summer reports Parents' Day Samples of work (numeracy and literacy)*</p>
ONGOING	<p>Weekly spelling tests Weekly numeracy tests – (mental and applied for Upper House) Times tables tests (Blue and Rainbows only) Work marked using cloud and arrow system <i>Regular formative assessment</i></p>

* Samples of work from children performing at above average, average and below average ranges for the class

RED AND GREEN ROOM ASSESSMENT PROCEDURES

<p>Baseline</p>	<p>Letter/sound recognition Number recognition Name tracing assessment: pencil grip/hand-preference Counting assessment Shape and colour assessment Highlight profile (orange)</p>
<p>Autumn Term</p>	<p>Mid-Term: Targets</p> <p>End: Name-writing assessment: pencil grip/hand-preference Counting assessment Number recognition Shape and colour assessment Autumn reports Samples of work (numeracy and literacy)* Highlight profile (pink)</p>
<p>Spring Term</p>	<p>Beginning: Letter/sound recognition (including letter names) Cutting assessment Letter formation: Selected children Speech baseline for children with observed difficulties</p> <p>Mid-Term: Parent/Teacher meetings</p> <p>End: Blending assessment Name formation assessment Counting assessment Samples of work (numeracy and literacy)* Highlight profile (green)</p>
<p>Summer Term</p>	<p>Beginning: Letter formation assessment for ALL Number formation assessment for ALL Targets</p> <p>End: Letter/sound/high frequency recognition assessment Number recognition assessment Counting assessment Writing challenge assessed and moderated: Also note pencil grip to inform Red Room Final profile highlighting (yellow) Samples of work (numeracy and literacy)*</p>

* Samples of work photocopied from children performing at above average, average and below average ranges for the class

Autumn Term	<p><u>Baseline:</u> 2D shape assessment Number formation Number recognition Letter formation Letter/sound recognition</p> <p><u>Mid-Term:</u> Targets</p> <p><u>End:</u> Phase 3 Phonics assessment Letter formation Number formation Writing Challenge assessed and moderated Abacus maths test Autumn reports Samples of work (numeracy and literacy)* Highlight profile (blue)</p>
Spring Term	<p><u>Mid-Term:</u> Parent/Teacher meetings Phase 4 assessment</p> <p><u>End:</u> Samples of work (numeracy and literacy)* Writing Challenge assessed and moderated Abacus maths test Highlight Profile (pink)</p>
Summer Term	<p><u>Beginning:</u> Weekly spelling tests</p> <p><u>Mid-Term:</u> Targets</p> <p><u>End:</u> Writing Challenge assessed and moderated Abacus maths test Samples of work (numeracy and literacy)* Final profile highlighting (green) Phase 5 Phonics letter/sound/high frequency word check Emerging/Expected/Exceeding Sheet: SUBMISSION to LA Summer reports with Emerging/Expected/Exceeding Parent/teacher meetings</p>

* Samples of work from children performing at above average, average and below average ranges for the class

APPENDIX 2 – SUGGESTED LITERACY MARKING CODE

Table A2.1 Literacy Marking Code (adapted from Pie Corbett)

Code	Description
X in the margin	Full stop missing on this line – add it in
^	Uplevel this word/phrase
Squiggly line under a word	Spelling to correct
A in the margin	Full stop missing on this line – add it in
R in the margin	Repetition – find the repeated word and change it

APPENDIX 3 – EXAMPLES OF FEEDBACK PROMPTS

Table A3.1: Literacy Prompts

Read your work – can you add... (3 full stops, an adverbial which says where, a question mark etc.)
Try to find the sentence which needs to be changed/doesn't make sense and improve it
How could you check this?
Now try these... (if the activity is writing about prompts/pictures/grammar)
Is there another way you could write this information? (Highlight sentence)
Can you find a way you could write this as a shorter sentence?
Complete this sentence....
Fill in the blanks....
Highlight the sentence where you have used... (connectives, speech marks, persuasive language etc.)
Tell me.... that have...? e.g. Tell me 2 sentences that have adverbials?
Tell me 1/2/3 reasons why I should give you a presentation point for this work?
What ... would you use to ...? e.g. What word would you use to show me how the character is feeling?
Please write another... connective/sentence that shows me how the caterpillar moved.
What would happen if...?
What new words have you used today? What do they mean?

Table A3.2: Numeracy Prompts

Look back at your work – can you add... (your method, a number line..)
Can you find where you went wrong and fix it?
How could you check this?
Now try these... (extension question/consolidation question)
If ... was the answer, what could the question be?
Is there another way you could do this?
Can you find a quicker way of doing this?
Finish this sentence...(explaining work)
Fill in the blanks... e.g. $_{2} + _{6} = 6_{}$

Highlight where you have used (column method, grid method, a strategy to check your answer etc.)
Tell me 1/2/3 reasons why I should give you a presentation point for this work?
Tell methat have....? e.g. Tell me 2 numbers that have a difference of 12
What ... would you use to ...? e.g. What unit would you use to measure the width of the table?
What are the... of....? e.g. What are the factors of 42?
What is another method that may have worked?
Show me how you think this will work with... other numbers/3 digit numbers?
What new words have you used today? What do they mean?
What would happen if? e.g. What would happen if you started with 52?
Would this work with different numbers?

Table A3.3: Useful Comments for all work

A reminder prompt... e.g. What else could you say here?
A scaffolded prompt... e.g. What was the dog's tail doing? The dog was angry so he... "describe the expression on the dog's face"
An example prompt... Choose one of these or your own :

Adapted from: John Hattie and Helen Timperley The Power of Feedback (2007)

Ownership and consultation	
Charterhouse Square School	

Audience	
Audience	All school staff

Version control	
Implementation date	September 2018
Review date	Review and update for implementation in January 2020
Jan 2018	<ul style="list-style-type: none"> 1 – Added introduction section 2 – Updated names of testing and renamed to ‘Types of Assessment’ 8 – Reference to SIMS 9 – Updated responsibilities section 10 – Removed reference to levelling 12 - Added sentence about marking being positive, rewrote marking guidance to reflect EY codes better 13 – Added inclusion section 14 – Integrity of assessment Appendix 1 – Updated Assessment schedules
September 2018	<ul style="list-style-type: none"> 1-Moved ‘Purpose’ section and added ISS compliance information 14 – Added moderation information 15- Added ‘Evaluation’ section 16- Added ‘Responsibility’ section

Related documentation	<ul style="list-style-type: none"> Curriculum Policy Communication Policy Behaviour Policy Able Gifted and Talented Policy SEND Policy Prevent Duty Teaching and Learning Policy Early Years Policy, where relevant Independent School Standards
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