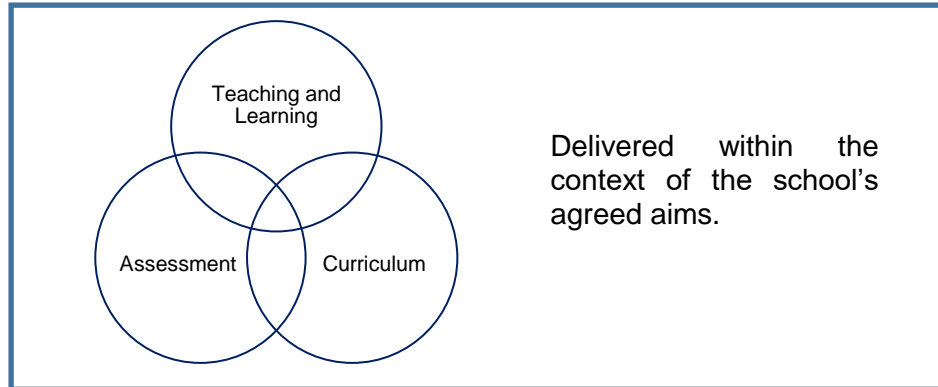# Assessment, Recording and Reporting Policy

September 2023

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 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:

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:* This includes: quick recap questions, *hinge and diagnostic questions, quizzes,* 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.	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: weekly spelling tests, Abacus Maths Assessments, Writing challenges, Reading Assessments.*	Externally set, marked and standardised. Also validated by an external body. *This includes: GL assessments, CAT4 tests.*

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   Curriculum Expectations

7.1   Our school 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.

7.2   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.

7.3   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 in order 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.

7.4   Our pupils are broadly expected to work at a curriculum level of the year group ahead of them in English and Maths. In addition to this, to provide stretch and challenge, teachers also consider how increasing the breadth of learning and understanding can be achieved.

8   In-school and Standardised Summative Assessment

8.1   Our key summative assessment points over the year, whether in-school or standardised, are identified in the assessment planner attached in appendix 1 so that all staff and pupils can see and prepare for them.

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 We believe formative assessment or Assessment for learning or responsive teaching, are opportunities which are a natural part of teaching and learning; are constantly taking place in the classroom through discussion, observation and analysis of work. It is essential that teachers know how well a child has progressed and that pupils understand how well they are doing and what they must learn to help them improve.

10.2 To achieve this at Charterhouse we:

• Ensure pupils understand their learning and can evaluate their own progress
• Evaluate pupils learning to identify those pupils with particular needs (including those who are more able) so that any issues can be addressed in subsequent lessons;
• Adjust plans to meet the needs of the pupil such as differentiating objectives, activities and outcomes where appropriate;
• Mark work against the objectives of the lesson, so that it is constructive and informative in accordance with the marking policy;
• Set individual, challenging targets in Mathematics and English on a termly basis
• Regularly share these targets with parents to include them in supporting their child's learning;
• Encourage pupils to evaluate their own work;
• Incorporate both formative and summative assessment opportunities in medium and short term planning;
• Assess key subjects regularly using a common format and make relevant comments about pupils progress, especially those working below or above the national average;
• Pass on assessment data to the next class teacher in teacher transition meetings, so that children's attainment and progress can be monitored and tracked as they move through the school.

10.3 Termly pupil progress meetings are completed to enable staff to engage in professional dialogue about pupil progress and discuss their judgments. From these meetings we expect:

• professional dialogue around data analysis
• An opportunity to celebrate what has worked well and contributed to good progress
• Identification of successes and barriers to learning and common themes across school
• Effective evaluation of existing interventions
• Identify trends of progress in vulnerable groups
• Actions for the class, or individuals as necessary

10.4 Assessment for learning strategies examples include:

• The use of a range of questioning techniques
• Targeted questioning
• Constructive marking which gives next steps learning where appropriate
• The setting of challenging, but achievable targets
• Self and peer evaluation
• Discussion, talk and teacher modelling

11   Use of in-school Summative Assessment

11. 1 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 needs of every pupil can be met and that the school develops a clear understanding of how to raise standards.

  The Assessment cycle at Charterhouse will include data from:
- 11+ results where appropriate
- Standardised On-line GL progress test in English and Maths (year 1 paper, years 2-6 digital)
- CAT4 tests;
- Termly writing and reading assessments;
- End of unit assessments in Maths (Abacus)
- On-going Teacher Assessment based upon Charterhouse Square Curriculum documents

Data from summative assessments is used to plan for the children's learning. The reviewing and analysis of this data gives teachers the opportunity to revise and refine targets for the class. This discipline of regularly analysing pupils' attainment ensures that every pupil has challenging and realistic targets set for them and that the path of reaching those targets is determined through effective classroom organisation and support.

To achieve this at Charterhouse we will:
- Analyse the data and review targets for individuals and use the information to identify interventions required, including those pupils who are gifted and talented and those with special educational needs;
- Work with colleagues to moderate and level writing every term;
- Pass cohort information and analysis to the next teacher via teacher transition meetings;
- Conduct termly pupil progress meetings with the Deputy Head of Head of Early Years to enable staff to engage in professional dialogue about pupil progress and discuss their judgments.
- Share data with both pupils and parent

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 class tracking spreadsheets.

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 and discuss the matter with their child's teacher or a member of the Senior Leadership Team.

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

Term	Activity
Autumn	- Targets sent home - Curriculum Evening (class talk to meet the teachers) - School Report (Settling in report)

	• Star Room Parents' Day (individual appointment with teacher)
Spring	• Targets sent home • Parents' Day
Summer	• Targets sent home • Parents' Day (not Star Room) • School Report (including assessment results and individual comments on every subject taught)

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 General Manager and European 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 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.
Updated – May 2022	Nicola Lambros DE

Audience	
Audience	All school staff

Document application and publication	
England	Yes
Wales	Yes
Spain	Yes

Version control	
Implementation date	September 2023
Review date	September 2025

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

Appendix 1: Assessment Schedule :

Green Room

Baseline	Baseline assessment: Letter/Sound recognition Number Recognition Counting Assessment Shape and Colour Assessment Name-Tracing Assessment: pencil grip/hand-preference) Complete Individual Progress Tracker for each child
Autumn Term	**Mid-Term**: Targets **End**: Name-writing assessment: pencil grip/hand-preference Autumn 2 pack assessment: phonics and maths assessment Autumn Reports Complete Individual Progress Tracker for each child
Autumn Tracking Documents Completed	Autumn Assessment Grid (collated results)
Spring Term	**Beginning**: Cutting Assessment Blending/segmenting assessment ALL *[Speech baseline for children with observed difficulties]* **Mid-Term**: CVC word writing assessment (selected children) Quick sound and number recognition assessment for parent meetings Parent/Teacher meetings **End**: Spring 2 pack assessment: phonics and maths assessment Name Formation Assessment ALL Complete Individual Progress Tracker for each child
Spring Tracking Documents Completed	Spring Assessment Grid (collated results)
Summer Term	**Beginning**: Number Formation Assessment for all **Mid-Term**: Targets **End**: Summer 2 pack assessment: phonics and maths assessment

	Writing Challenge (whole class) Complete Individual Progress Tracker for each child
Summer Tracking Documents Completed	Writing Challenge tracker Summer Assessment Grid (collated results)

Red Room

Baseline **(within first 6 weeks)**	Baseline assessment pack (Letter/sound recognition, number formation, number Recognition, 2D shape assessment Complete Individual Progress Tracker for all children
Autumn Term	<u>**Mid-Term**</u>: Targets <u>**End**</u>: Phonics Assessment Maths Assessment (termly) Writing Challenge (differentiated) Autumn Reports
Autumn Tracking Documents Completed	Phonics tracker Writing Challenge tracker Maths tracker Complete Individual Progress Tracker for all children
Spring Term	<u>**Mid-Term**</u>: Parent/Teacher meetings <u>**End**</u>: Phonics Assessment Maths Assessment (termly) Writing Challenge (differentiated)
Spring Tracking Documents Completed	Phonics tracker Writing Challenge tracker Maths tracker Complete Individual Progress Tracker for all children
Summer Term	<u>**Beginning**</u>: Spelling Tests on a Friday <u>**Mid-Term**</u>: Targets <u>**End**</u>: Phonics Assessment Maths Assessment (termly) Writing Challenge (differentiated) Summer Reports Parent/Teacher meetings

Summer Tracking Documents Completed	Writing Challenge tracker Maths tracker Phonics tracker Complete Individual Progress Tracker for all children

Assessment Schedule
Upper and Lower House

Autumn Term	Beginning of Term Literacy & numeracy targets set Pre – exam past papers for Star Room exam candidates
	End of Term CAT4 Testing (Balloon, Kite and Star) ISEB Testing (Star) Phonics Assessment (Yellow Room) Reading Assessment Writing Challenge assessed and moderated Maths Test Science and Humanities Tests (Upper House) Autumn reports Parents' Day (Star Room only)
Spring Term	Beginning of Term Literacy & numeracy targets set
	Mid Term Parents' Day Grading (Science, History Geography, PE)
	End of Term Reading Assessment Writing Challenge assessed and moderated Maths Test Science and Humanities Tests (Upper House) Phonics Assessment (Yellow Room)
Summer Term	Beginning of Term Literacy & numeracy targets set
	Mid Term Progress Tests in Maths Progress Tests in English
	End of Term Reading Assessment Writing Challenge assessed and moderated Maths Test Science and Humanities Tests (Upper House) Phonics Assessment (Yellow Room) Parents' Day (all except Star Room)
Ongoing	Weekly spelling tests Numeracy tests –Times tables tests (Blue and Rainbows only) Work marked using cloud and arrow system Regular formative assessment