



Cumnor House School For Girls
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
<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, scrutiny of pupils’ work, providing feedback and pupils’ responding, observational assessment, pupil self-evaluations quizzes, Assessment staff workshops, baseline assessments in Autumn term, rising stars topic assessments in Mathematics, termly independent writing</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: end of unit assessments, rising stars mathematics, topic tests, end of year exams, reviews for pupils with SEN and/or disabilities, RWI (KS1), work scrutiny, termly independent writing</i></p>	<p>Externally set, marked and standardised. Also validated by an external body.</p> <p><i>This includes: Reception GL baseline assessments, NGRT assessments, CAT4 tests (year 3-6) NVR VR (Year 1&2) PTM Progress tests in Reading now, Mathematics, PTE Progress tests in English, PTS Progress tests in science, SWST Single words spelling test.</i></p>

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 evidence that the pupil is able to:

- **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 them.
- **CONNECTION:** Making connections between subjects and aspects of learning
- **APPROACH TO LEARNING:** 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

Each subject handbook provides more guidance on what mastery looks like in that subject. A whole school scrapbook aims to gather evidence and examples of what mastery looks like across the school.

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.

(See Appendix A – Cumnor Girls' Assessment Timetable)

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 including the boys school.

1.8 Use of formative and summative assessment

The school has responded to the new expectations of the new curriculum by supporting teachers in developing a clear understanding of the new curriculum through staff meeting focus and scheduled workshop style staff meetings where staff members can share and discuss the new curriculum. Subject leaders have also been made aware of the new

curriculum and are monitoring the implementation of this across the school. The new curriculum represents the minimum expectation of the school.

The school expects staff to use summative and formative assessments to ensure that all pupils are taught effectively thus giving all pupils the opportunity to succeed. Formative and Summative information is used by staff to assess knowledge, skills and understanding on a daily and lesson by lesson basis. It enables staff to recognise gaps and misconceptions pupils may have and also those pupils who are ready to develop mastery. Staff are then expected to use this information to support all pupil learning. This is monitored through 1:1 discussions with SLT, subject leads and class teachers, work scrutiny and lesson observations.

Please refer to appendix A: Cumnor Girls Assessment timetable which highlights the key assessments that take place in the school during the year. The timetable clearly identifies how the assessment is used to inform parents, teachers and managers.

Implementation

We recognize two main forms of assessment: assessment for learning (formative) and assessment of learning (summative). Both forms of assessment are used to inform our planning and teaching. We do this by:-

- Adopting and implementing agreed and manageable policies for assessment, recording and reporting and strategies for their implementation
- Introducing clearly defined and well understood roles and responsibilities for our staff
- Ensuring that all staff have knowledge of what is happening in our school in relation to all the aspects of assessment, recording and reporting covered in this policy and are aware that everyone has significant responsibility for it
- Ensuring that curriculum coordinators and the SLT school monitor the planning and the delivery of their subjects through scrutiny of planning and pupils' work, lesson observations
- Providing support, guidance and appropriate training for teachers in assessment.
- Fostering an environment where pupils believe that they can improve and develop their skills
- Measuring pupils' progress against their own previous attainment instead of against other pupils
- Encouraging and building up self-esteem amongst all pupils
- Introducing systems which enable us to act upon what we find out about the strengths and weaknesses of our assessment processes

Assessment for Learning

At Cumnor House School for Girls, we are aware of the importance of on-going assessment and implement the following strategies:

- Actively try to find out what pupils know, understand and can do in all areas of their learning
- Ensure pupils know what they are supposed to be learning, what they have achieved and what they need to do to improve
- Encourage pupils to take responsibility for their learning by providing them with opportunities to think and talk about their own learning and progress, and to develop

their self-evaluation skills at a level appropriate to their age and ability

- Individual departments select a self-evaluation skill which is relevant to their subject and / or year group eg traffic lights / grades of smiley faces / thumbs to indicate level of understanding
- Ensure that work and individual targets are differentiated to the needs of the individual pupil, including those who have learning difficulties and those who require extension work
- Decide which assessment technique to use and when – eg observing pupils, asking questions, listening, looking at a piece of work, testing etc
- Use assessment in our short-term planning to help us decide what to do next with individuals, groups of pupils, or the class
- Ensure that teachers work together to moderate standards for assessment in the school
- Ensure that the standards which have been agreed within our school are consistently applied in the classroom
- Recognise that not all learning needs to be assessed

1.9 Target Setting

As part of assessment for learning, Cumnor House School for Girls sets targets for the pupils to achieve. Some are curricular targets which are set as Learning Objectives within lessons; others are individual targets which are given at the end of pieces of work. Both involve the following:-

- Pupils are fully involved in the process
- Pupils are not overwhelmed by too many targets
- Pupils understand their targets
- Curriculum targets are linked to Learning Objectives and success criteria
- Learning Objectives are recorded at the beginning of pieces of work or lessons
- Work is marked against Learning Objectives and success criteria - they act as a benchmark for assessing how a pupil is progressing in a subject
- Individual targets may be recorded at the end of pieces of work – they are SMART – specific / measurable / achievable / realistic / timed
- Departments have different ways of recording the meeting of these individual targets eg ticked and dated when met on a record sheet at the back of an exercise book
- Feedback, both oral and written, provides clear indication to show pupils when they are reaching their targets and ways forward
- Pupils' achievement are celebrated by incorporating a reward system based on the giving of house points : up to 3 for achievement and / or progress at the teacher's discretion
- Pupils are encouraged to respond to teacher comments and re edit or improve work either verbally or by responding to teacher marking.

Wall displays show examples of pupils' work relating to target setting which encourages and enables pupils to make improvements to their own work

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 information

It is essential that we have a coherent and understood system for recording assessment outcomes. Within our school we record data and upload it onto the school girls shared area which can be accessed by all staff.

Teachers keep records of their formative assessments and are able to share these with Subject Leaders and SLT when required. Our books also offer evidence of on going assessments and dialogue between pupils and teachers.

The Curriculum Deputy Head publishes a calendar of assessment for each term , recording and reporting which is shared with staff and discussed at staff meetings at the start of the term.

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 is encouraged to firstly discuss matters with the form teacher or relevant subject leader. If parents feel that their concerns have not been addressed there next port of call is the Curriculum Deputy Head or Pastoral Deputy Head. If the parent still feels that they have a concern the parent may enter final discussions with the Head. The steps of who to contact are shared with parents and staff in the parent handbook, staff handbook and in the termly calendar which is sent to parents.

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

Autumn Term	Spring Term	Summer Term
<p>Parent pop Once a month where pupils can share their work with parents</p> <p>Parents evening KS1: With class teacher KS2: With Form teacher, Maths teacher, Science teacher and English teacher.</p> <p>Effort/attainment grades and targets. KS1: Effort grades, targets in Maths and English and a summative comment from class teacher. KS2: Effort and attainment grades, targets in Maths and English and a summative comment from class teacher.</p>	<p>Parent pop Once a month where pupils can share their work with parents</p> <p>Parents evening KS1: With class teacher KS2: With Form teacher and all subject teachers.</p> <p>Effort/attainment grades and targets. KS1: Effort grades, targets in Maths and English and a summative comment from class teacher. KS2: Effort and attainment grades, targets in Maths and English and a summative comment from class teacher.</p>	<p>Parent pop Once a month where pupils can share their work with parents</p> <p>Full school report: Comments relating to pupil attainment, progress and future targets across all subject areas. Where appropriate End of year exam results shared.</p> <p>Handed out before the end of the term so parents have the opportunity to discuss further if required.</p>

4.1 Responsibility

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

Date of Review: September 2017



Appendix A

Cumnor Girls Assessment Timetable

Assessment	Assessment type	Year Group	When	Where is data/ info found	How is the data used
Baseline GL Assessment	Standardised Summative (completed on ipads 1:1)	Reception	Within the first 2 weeks of term End of the Academic year.	-Shared area -In individual foundation stage profiles	Parents: May be referred to in 1:1 parental meetings regarding current pupil attainment, target setting and progress.
					Teacher: To build a picture of new pupil's strengths areas for development and progress over time. To flag up SEN/ able and talented.
					Management: To create an overview of the cohort's raw ability. To show progress over time. To help plan future pupil educational needs. To provide clear summative data for Cognita and inspectors.
RWI Assessments (Literacy)	Formative/ in school summative assessment	Reception Year 1 Year 2	At the start of the year Ongoing every half term	RWI manager RWI teachers mark books	Parents: referred to in 1:1 parental meetings regarding current pupil attainment, target setting and progress. Used to explain pupil groupings where necessary
					Teachers: To help formulate appropriate read write Inc groups.

					To support staff in delivering appropriate lessons to meet pupils needs. To monitor pupil attainment and progress. To flag up SEN/ able and talented.
					Management: NA
Work scrutiny (across the curriculum)	Formative/ in school summative assessment	Reception- Year 6	Throughout the school year	Work scrutiny forms in CPD folders	Parents: NA
					Teachers: To gain feedback/ praise guidance as to the content being taught, range of assessments and next steps and targets. To demonstrate and reflect on the different types of formative assessment that is taking place and observing how this is then used to support or extended.
					Management: To monitor teaching, assessment differentiation across the school and support teacher CPD needs
Reading Now (Reading)	Standardised summative (paper booklet)	Year 1	Within first 2 weeks of Autumn term.	Shared area	Parents: referred to in 1:1 parental meetings regarding current pupil attainment, target setting and progress. Used to explain pupil reading level book.
					Teacher: To ensure pupils are on the correct

					reading level book
					Management: Overview of Year 1 cohort.
NGRT (Reading)	Standardised Summative (completed on laptops)	Year 2 Year 3 Year 4 Year 5 Year 6	Within first 2 weeks of Autumn term.	Shared area	Parents: In 1:1 parents evening information from assessments will be shared about pupils reading and comprehension.
					Teacher: Use information as baseline tool and ensure relevant reading books and course through reading scheme has been prepared. Also used to ascertain what pupils can do and areas where support is needed. Used to flag up pupils of concern and those who need challenge and extension.
					Management: To gain an overview of cohort and trends in reading and comprehension across the school. Data on Year 2 and 6 maybe required for Cognita.
NVR Non verbal Reasoning	Standardised summative (paper booklet)	Year 1 Year 2	Within first 2 weeks of Autumn term.	Shared area	Parent: Overview of scores and what the score means in 1:1 parents meeting.
					Teacher: To help baseline assessments and

					building picture of new pupils and learning styles. To highlight those who require support or extension . To consider best teaching approach for certain pupils.
					Management: Overview of cohort and trends within the school
VR Verbal reasoning	Standardised summative (paper booklet)	Year 1 Year 2	Within first 2 weeks of Autumn term.	Shared area	Parent: Overview of scores and what the score means in 1:1 parents meeting.
					Teacher: To help baseline assessments and building picture of new pupils and learning styles. To highlight those who require support or extension . To consider best teaching approach for certain pupils.
					Management: Overview of cohort and trends within the school
CATS (cognitive ability, spatial, VR NVR)	Standardised Summative (Year 3 paper) (other years complet on laptops	Year 3 – Young learners Year 4 Year 5 Year 6	Within first 2 weeks of Autumn term.	Shared area	Parent: Overview of scores and what the score means in 1:1 parents meeting. (graph page of report for parents)To support parents in

					<p>making realistic 11+ choices for daughters.</p> <p>Teacher: To help baseline assessments and building picture of new pupils and learning styles. To highlight those who require support or extension . To consider best teaching approach for certain pupils.To support parents in making realistic 11+ choices</p> <p>Management: Overview of cohort and trends within the school. To support parents and staff in making realistic 11+ choices. Look at predicted grades etc. Year 6 data may be shared with Cognita</p>
SWST (single word spelling test)	Standardised summative (paper booklet)	Year 1 Year 2 Year 3 Year 4 Year 5 Year 6	Within first 2 weeks of Autumn term.	Shared area	<p>Parent: Overview of scores and what the score means in 1:1 parents meeting.</p> <p>Teacher: To look at pupils spelling needs and to inform number of spellings and types of weekly spellings needed. To highlight areas of concern and strength. Use info to inform planning and teaching.</p>

					Management: Overview of cohort and trends within the school
PTE Progress test English	Standardised Summative (completed on Laptops)	Year 2 Year 3 Year 4 Year 5 Year 6	Summer Term	Shared area	Parent: in End of year report feedback relating to progress and attainment.
					Teacher: To monitor pupil progress and attainment across the year. To help teachers with final judgments relating to end of year statements.
					Management: Use to monitor progress and attainment across the school. Year 2 and 6 data may be required for Cognita. To consider cohort needs for the current year and forthcoming year.
Independent writing	Formative/summative	Year 1 Year 2 Year 3 Year 4 Year 5 Year 6	Once per term	English Books	Parent: in 1:1 parents meetings examples of work may be shown. Discussions on what the pupil has done well and future targets will be discussed
					Teacher: To assess and monitor what the pupil has done well and future targets. An opportunity to assess if current teaching styles and tasks are meeting the needs of pupils. To

					inform end of year judgments.
					Management:NA
PTM Progress test Maths	Standardised Summative (completed on Laptops)	Year 2 Year 3 Year 4 Year 5 Year 6	Summer Term	Shared area	Parent:in End of year report feedback relating to progress and attainment.
					Teacher: To monitor pupil progress and attainment across the year. To help teachers with final judgments relating to end of year statements.
					Management: Use to monitor progress and attainment across the school. Year 2 and 6 data may be required for Cognita. To consider cohort needs for the current year and forthcoming year.
PTS Progress test science	Standardised Summative (paper booklet)	Year 3 Year 4 Year 5 Year 6	Summer Term	Shared area	Parent: Parent: in End of year report feedback relating to progress and attainment.
					Teacher: To monitor pupil progress and attainment across the year. To help teachers with final judgments relating to end of year statements.
					Management: Use to monitor progress and attainment across the school. Year 2 and 6 data may be

					required for Cognita. To consider cohort needs for the current year and forthcoming year.
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