Cumnor House School for Boys
and
Treetops Nursery

Assessment, Recording and Reporting Policy
2016

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: quick recap questions, scrutiny of pupils' work, providing feedback and pupils' responding, observational assessment, quizzes.*	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, mid or end of year exams, reviews for pupils with SEN and/or disabilities.*	Externally set, marked and standardised. Also validated by an external body. *This includes: GL assessments for English, Maths and Reading and Spelling and CAT4 tests in VR, NVR and Numeracy.*

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.

At Cumnor House, we have adopted the principles and key characteristics of assessment as advised by the Assessment Reform Group. We recognise two forms of assessment: formative assessment and summative assessment. 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
- implementing systems to monitor what is happening and judge whether it is good enough
- ensuring that curriculum co-ordinators in the Pre-Prep department and Heads of Department in the prep school monitor the planning and the delivery of their subjects through scrutiny of planning and pupils' work
- implementing structures which enable the Director of Studies to monitor the planning and marking of work across the whole curriculum
- 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

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:

Confidence
Motivation
Independence
Application
Resilience
Transferable knowledge
Metacognition
Retention
Innovation

Flexibility

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?
1	Reasoning Reading Progress in English Progress in Maths	Autumn Autumn Summer Summer	Reception pupils are assessed using the GL baseline tests at the beginning and end of the reception year. They are also assessed continually using the independent learning diary and profile scores are submitted at the end of reception. The cognitive ability tests are used as a baseline for pupils each year as they move through the school. Spelling and Reading are monitored through the year groups to assess progress and to highlight any weaker pupils who need intervention and those who may have specific needs (SEN). The PTE and PTM testing is used to measure progress and is compared to the CAT4 test data to analyse and measure progress. Internal school exams take place twice a year in November and May for Year 3 to 8 and these results are reported to parents and are used by teaching staff to assess the terms/years' learning. In the Spring an informal assessment replaces an exam.
2	VR and NVR Reading Spelling Progress in English Progress in Maths	Autumn Autumn Autumn Summer Summer	
3	VR and NVR NGRT – Reading Spelling School Exams (Eng and Maths) Progress in English Progress in Maths	Autumn Autumn Autumn Autumn and Summer Summer Summer	
4	CAT4 VR/NVR/Maths NGRT – Reading Spelling School Exams (Eng and Maths) Progress in English Progress in Maths	Autumn Autumn Autumn Autumn and Summer Summer Summer	
5	CAT4 VR/NVR/Maths NGRT – Reading Spelling School Exams (Eng and Maths School Exams (all subjects) Progress in English Progress in Maths	Autumn Autumn Autumn Autumn Summer Summer Summer	
6	CAT4 VR/NVR/Maths NGRT – Reading Spelling School Exams (all subjects) Progress in English Progress in Maths	Autumn Autumn Autumn Autumn and Summer Summer Summer	

7	CAT4 VR/NVR/Maths	Autumn	
	NGRT – Reading	Autumn	
	Spelling	Autumn	
	School Exams (all subjects)	Autumn and Summer	
	Progress in English	Summer	
	Progress in Maths	Summer	
8	CAT4 VR/NVR/Maths	Autumn	
	NGRT – Reading	Autumn	
	Spelling	Autumn	
	School Exams (all subjects)	Autumn	
	Progress in English	Summer	
	Progress in Maths	Summer	
	Common Entrance	Summer	

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

Cumnor House School has a clear assessment policy which relates to the minimum expectations of the new National Curriculum for English and Maths and the wider curriculum. These minimum expectations have been included in the planning and teaching of pupils from Year 1 to 8. Each year the boys are assessed using these expectations and a judgement is given in the following categories:

Working below
Emerging
Expected
Mastery
Exceeding

These assessments will continue with the pupil throughout their time in school giving us a comprehensive overview of their progress. This will also enable teachers to plan and teach areas that the boys have not yet mastered. The evidence from analysing these assessments will enable teachers to look at parts of the curriculum that need reinforcing to a whole cohort, groups of children and to individuals.

All pupils will be expected to continue to progress in all areas of the curriculum with high quality teaching, pastoral support and specialist support for some. Using the minimum expectations as an assessment proforma allows boys to work at their own level whether that be the year group below their age (for SEN) or for those who are mastering and exceeding expectations.

Staff use formative assessment to inform their planning on a daily/weekly basis. This type of assessment is used to asses knowledge of a topic or concept and to reinforce new skills learned. This is through effective questioning, marking written work, quizzes, games, metacognition tables and discussions. This is then recorded by the teacher who will the use this information to address misconceptions in the next lesson or with individuals at a convenient time, and to identify gaps in learning which also informs future planning.

As part of formative assessment, Cumnor House 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 Learning Outcomes
- Learning Objectives are recorded on the whiteboard and at the beginning of pieces of work
- work is marked against Learning Objectives – they act as a benchmark for assessing how a pupil is progressing in a subject
- individual targets are recorded at the end of pieces of work – they are SMART – specific/measurable/achievable/realistic/timed
- feedback, both oral and written, provides clear indication to show pupils when they are reaching their targets and ways forward
- pupils' achievements 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
- wall displays show examples of pupils' work relating to target setting which encourages and enables pupils to make improvements to their own work

As a school we ensure that teachers accurately assess the progress and attainment and wider outcomes of pupils with SEN by including them in all assessment procedures that all pupils take part in, there may be additional assessments for SEN pupils which are noted on their individual target plans and which the Head of Learning Support will carry out with the support of Learning Support Assistants.

1.9 Use of in-school summative assessment

Progress is measured using the CAT tests as a baseline alongside the reading and spelling tests at the beginning of each academic year. These are then used carefully to measure against both internal school exams/assessments and Progress tests in Maths and English. This will enable the Assistant Head along with Heads of Departments to evaluate the planning and teaching of all staff, the assessment information will be used to plan for individuals as well as groups of pupils who need additional support or more challenging

teaching. Staff will use the mastery guidelines to enable students to master skills and concepts before moving on.

The Head of Learning Support will also use these assessments to identify pupils who require support and intervention.

Assessment information will be analysed and used to inform planning and teaching, this is the responsibility of the Heads of Department to check that colleagues and subject teachers are continually updating and evaluating their planning in accordance with assessment results.

Assessment information is shared with parents at parent evenings and in end of term reports.
As part of the Cognita group we use the CAT4 tests in VR, NVR and Maths as well as the NGRT online reading tests, the Progress in English and Progress in Maths tests are also used. It is acknowledged that the national guidelines in the GL Assessments are only inclusive of those who use these tests nationally and not all schools in the country.

Assessment us used to:
   (a) inform parents of pupils' development and progress;
   (b) foster an effective home-school link; and
   (c) promote home learning.

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 SIMs and have recently introduced 'program of study' and 'teacher app', We are currently transferring assessment data from spread sheets to SIMs.

The Assistant 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 meet to discuss their concerns with the form/subject teacher.

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

End of term reports in the Autumn, Spring and Summer
Information evenings for each year group at the beginning of each academic year
Parents evenings twice a year

SEN pupils are invited to meet twice a year to discuss individual target plans

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 the Assistant Head. 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.