

# St Margaret's Preparatory School



## Assessment, Recording and Reporting Policy

**September 2017**

<b>Date Policy Reviewed</b>	<b>Policy Reviewed By</b>	<b>Reason/Outcome</b>	<b>Next Review Due</b>
July 2017	Carolyn Moss	Review – New Policy Release	July 2018

## Our Vision

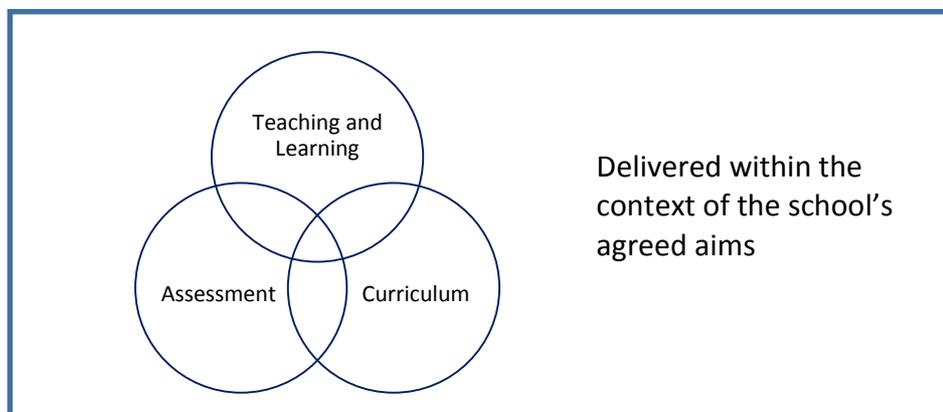
- We want... every child to love coming to school and to love learning.
- We want... all children to feel secure and cared for.
- We believe... in teaching the whole child and finding exciting ways to enhance their learning experience so that when they leave St. Margaret's, they say what a fantastic school it is in every way.

### **And this is what we aim to do**

- Provide a high quality education, where children can grow in knowledge and understanding.
- Equip all children with appropriate skills, attitudes and values.
- Create an environment where every child can fulfil their potential.
- Encourage every child to benefit from our caring staff and fine facilities.
- Enable every child to communicate with confidence in every situation.
- Treat every child with the highest standards of courtesy, loyalty, honesty and fairness, and expect the same from them in return.

### Introduction

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:



### 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:

- 1.0 Assessment
- 2.0 Recording assessment information
- 3.0 Reporting to parents
- 4.0 Evaluation

#### 1.0 Assessment

##### 1.1 Types of assessment

- 1.1.1 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. <i>This includes: quick recap questions, scrutiny of pupils' work, providing feedback and pupils' responding, observational assessment, quizzes.</i>	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. <i>This includes: end of unit assessments, mid and end of year exams, reviews for pupils with SEN and/or disabilities.</i>	Externally set, marked and standardised. Also validated by an external body. <i>This includes: GL assessments, CAT4 tests, NGRT, SWST.</i>

- 1.1.2 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

1.5.1 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.

1.5.2 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.

1.5.3 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.

1.5.4 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.

1.5.5 In relation to mastery in learning, we look for the following characteristics:

- the pupils have obtained greater level of understanding than outlined in the NC and are able to apply learning in different contexts.
- apply their knowledge with a high level of confidence and show resilience when the task seems demanding
- they are able to transfer their learning and explain their understanding to others.
- they are able to revisit their learning after a break and still feel confident that they can work on the skill or knowledge without difficulty

### 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.

TERM	YR GROUP	ASSESSMENT ACTIVITY	HOW IS THE DATA USED	RECORDED BY
Autumn	Whole school	Assessment for Learning – monitor progression as individuals		Subject teacher in mark book/on planning
	Whole school	Baseline assessment – use of past records to assess what each child knows/can do as they enter the year		Subject teacher in mark book
	Rec – Y6	Analysis of assessment data		SLT
	Whole School	Pupil assessment info to Form Teachers prior to Parents Evenings	To inform parents about progress and next steps	Subject teacher on progress checks
	Rec to Y5	Parent consultation evenings		Form teachers
	Y6	Parent consultation evening		All subject teachers
	Rec	Parent interviews to inform Foundation Stage Profile		Form teachers
	EY	Progress check for children aged between 2 and 3 years	To identify areas for development and monitoring	Key Workers in EYFS
	Whole School	Discuss target setting (use of test and data to set targets for end of year including P level for SEN)	To track children against expectation	Subject teacher on SIMS
	Whole School	Moderation exercises, such as Creative Writing	To ensure consistency of approach	Subject Co-ordinator in file and subject teachers
	Y2-Y6	NGRT – Reading Test	To alert SENCO to any pupil with concerning reading age	Subject Teachers on SIMS
	Y4	CAT4	To give indication of innate ability and inform staff and parents of concerns and also AG+T pupils. Parents informed as part of discussion on possible next schools	Subject Teachers on SIMS and booklet sent to parents with results
	Whole School	Update pupil data in SIMS of progress in Maths and English each half term	Use this to create planning for the next term focussing on weaknesses and challenges	Subject teacher in mark books and in SIMS
	Whole School	Identification and monitoring of pupils for interventions both G&T and SEN		Subject teacher, Head of Departments and SENCO
Spring	Whole School	Assessment for Learning – monitor progression as individuals		Subject teacher in mark book/on planning
	Whole School	Pupil assessment reviews prior to Parents' Evenings	To inform parents about progress and next steps	Subject teachers
	Whole School	Parent consultation evenings		Form teachers in N-Y3 and Y6, subject teachers in Y4-5
	Rec	Parent interviews to support Foundation Stage profile		Form teacher
	Whole School	Moderation exercise (core subject)	To ensure consistency of approach	Subject Co-ordinator in file and subject teachers

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	Whole School	Update pupil tracking following assessment of progress in core subjects via SIMS	Use this to create planning for the next term focussing on weaknesses and challenges	Subject teacher in mark books and in SIMS.	
	Whole School	Identification and monitoring of pupils for interventions both G&T and SEN also via SIMS		Whole School	
	Whole school	Assessment for Learning – monitor progression as individuals		Subject teacher in mark book/on planning	
Summer	Y6	PTS to assess Science (under review)	To ascertain final level of knowledge in Science to transfer to secondary school	Subject teachers on SIMS	
	Y1-6	SWST Spelling tests		Subject teachers on SIMS	
	Y2 & Y6	Progress Test in Maths, Progress Test in English		Subject teachers on SIMS	
	Whole School	Moderation (core subject)	To ensure consistency of approach	Subject Co-ordinator in file and subject teachers	
	Whole School	Update pupil tracking on SIMS		Subject Co-ordinators	
	Whole School	Identification and monitoring of pupils for interventions		Whole School	
	Rec	Foundation Stage Profile		Reception Form teachers	
	Whole School	Annual Reports to Parents		Subject teachers and Form teachers	
	Whole School	Internal transfer of assessment information (handover meetings)	To inform next teachers and ensure continuity of learning and progress	Subject teachers and Form teachers	
	Whole School	End of year information stored on Class Database in file for individual pupil.		Subject teachers	
	Rec – Y6	Analysis of assessment data	To identify weaknesses in curriculum delivery that can be addressed from September.	Subject Co-ordinators, Deputy Head, LT	

## 1.7 Integrity of assessment information

1.7.1 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 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.

1.7.2 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 of an assessment piece is the same.

1.7.3 Where possible our school will look for opportunities to moderate our assessment judgements with colleagues from different schools.

## 1.8 Use of formative assessment

Assessment for Learning (formative assessment) at our school:

- Provides insight into pupils' learning for both pupils and teachers
- Promotes success for all
- Supports the target-setting process
- Enables continuous reflection on what pupils know now and what they need to know next
- Measures what is valued
- Promotes immediate intervention and link judgements to learning intentions
- Raises standards by taking pupils to the 'edges of their capability'

Teachers at St Margaret's will:

- Provide oral and written feedback identifying strengths and the next step for improvement
- Be mindful of our NC+ approach to Maths through the school
- Promote pupil involvement in self assessment
- Act on insights gained to inform curricular targets
- Use past records to plan against what children know/can do/understand
- Always make standards and learning objectives explicit to pupils
- Promote inclusion by attending to all pupils' learning needs, particularly for pupils who are at risk of underachievement
- Engage pupils in rich questioning allowing 'wait' time (time to think)
- Build in time for focused observation of teacher-directed and child-initiated activity
- Work with the SENCO to ensure appropriate provision and support is in place for pupils with special needs or disabilities so they can be assessed fairly

Our pupils will:

- Know what to do to improve and what standards are required
- Know what has been achieved against known success criteria and what to do next
- Gain confidence, motivation and self-esteem as a learner
- Increase their awareness and understanding of their learning style and how they learn best

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- Improve their own self-evaluation skills
- Make progress

The SMT in conjunction with Subject Co-ordinators will:

- Ensure responsibilities are clear in relation to assessment activities
- Make arrangements to monitor the progress of individual pupils and pupil groups
- Monitor the quality of teacher assessment
- Keep parents informed and involved
- Use assessment information to inform the school development plan and identify learning and training needs, including taking account of diversity and the promotion of equality

Assessment for Learning: This relies heavily on talk.

Assessment Methods	Teaching Methods	Evidenced by
Observation Discussion about work in progress Questioning to prompt new thinking Feedback to; <ul style="list-style-type: none"> <li>• specify attainment</li> <li>• identify difficulties</li> <li>• specify improvement</li> <li>• construct achievement</li> <li>• constructing a shared way forward</li> <li>• identify curricular targets</li> </ul>	Sharing learning intentions/objectives Explaining Questioning Modelling, Scaffolding, Demonstrating Differentiation Independent working Exemplification of standards Shared criteria for next step Shared involvement in and construction of activity Guided tasks Collaborative working and partnerships Rich descriptions of learning Qualitative recording Routines for pupil self evaluation	Reflection Drafting Profiling Revisiting Revising Exploration Editing Interaction and collaboration Talk Pupils' designing own tasks Pupils' self evaluation Pupils' improved self-esteem

### 1.9 Use of in-school summative assessment

Assessment of learning (summative assessment) at our school:

- Provides a summary judgement about what has been learned at a specific point in time
- Establishes benchmarks about what children can do and about our school's performance
- Shows what pupils can do without support
- Informs the target setting process
- Promotes subsequent interventions

Teachers at St Margaret's will:

- Provide a periodic summary through teacher assessment and tests

- Identify gaps in pupils' knowledge and understanding
- Identify weaknesses in the taught curriculum and in specific areas of learning
- Analyse performance and use this to guide future planning
- Implement strategies to accelerate progress to meet school expectations
- Mark and measure against scores and levels

Our pupils will:

- Be able to gauge their own performance in comparison to others and previous performances
- Be able to measure their own performance against agreed criteria and standards
- Have a measure of performance at specific milestones in life
- Know what standards and expectations are required

The SMT in conjunction with Subject Co-ordinators will:

- Ensure responsibilities are clear in relation to assessment so that there is compliance with our curriculum requirements and with assessment arrangements
- Monitor the delivered curriculum
- Provide, use and analyse data to enable accountability and raise attainment
- Keep parents informed and involved
- Use assessment information to inform the school development plan and identify learning and training needs
- Monitor the impact of the planned curriculum and compare performance across different subjects
- Analyse data to identify groups at risk and to focus intervention on underachieving groups

Together we will:

- Monitor the teacher assessed data for Maths and English for all pupils, as recorded every half term on SIMS.
- Determine amounts of progress shown by individuals, cohorts, sets, gender and SEN
- Work with the teacher, Head of Maths or English and the SENCO to address any issues
- Share progress data with parents via parents' evenings or 1:1 consultations if there are concerns, and recommend strategies to be followed at home to support the pupil-home-school triangle of learning
- Inform parents of CAT4 scores for Year 4 pupils in a booklet that outlines the underlying rationale of the results and contextualises them.
- Inform parents of bandings of PTE, PTS and PTM results and discuss individual results on request, ensuring that confidence intervals and the one-off nature of the test are clearly explained. Bandings are used rather than the standardised scores so that the issue of confidence intervals can be partly addressed in a way accessible to parents. Ensure that specific areas for further development are discussed and strategies formed to be worked upon at home.

Assessment of Learning: This may be written, recorded or performed.

<b>Assessment Methods</b>	<b>Teaching methods</b>	<b>Evidenced by</b>
Parental input Topic Testing Explicit test focus Marking Time limited tasks Closed tasks Formulated tasks Standardised Assessments	Preparation and rehearsals Drilling Questioning Practice opportunities Routine testing Revision Test techniques Timed activities Independent working Undifferentiated task Tiered task/tests Quantitative recording	Finished product Pupil's own work, including speaking and listening (ie assessment of oral competence ) Photographs

**Nursery Assessment - Progress check at aged two**

In the Nursery, staff will review the children's progress aged between two and three, and provide and discuss with parents and/or carers a short written summary of their child's development in the prime areas which can be used to support learning at home. This progress check will identify the child's strengths, and any areas where the child's progress is less than expected. If there are significant emerging concerns, or an identified special educational need or disability, the staff will develop a targeted plan to support the child's future learning and development involving other professionals (for example, the provider's Special Educational Needs Co-ordinator) as appropriate. It will also describe the activities and strategies the school intends to adopt to address any issues or concerns. If a child moves settings between the ages of two and three, the staff will liaise with the other setting to ensure the progress check is undertaken by the setting where the child has spent most time.

The Staff will encourage parents and/or carers to share information from the progress check with other relevant professionals, including their health visitor, and/or a teacher (if a child moves to school-based provision at age three). Practitioners will agree with parents and/or carers when will be the most useful point to provide a summary. The staff will work with parents so it can be provided in time to inform the Healthy Child Programme health and development review at age two whenever possible (when health visitors gather information on a child's health and development, allowing them to identify any developmental delay and any particular support from which they think the child/family might benefit). Taking account of information from the progress check (which reflects ongoing, regular observation of children's development) should help ensure that health visitors can identify children's needs accurately and fully at the health review. The staff must have the consent of parents and/or carers to share information directly with other relevant professionals, if they consider this would be helpful (adapted from EYFS 2014).

At the end of the Early Years Foundation Stage Assessments (adapted from EYFS 2014)

In the final term of the year in which the child reaches age five, and no later than 30 June in that term, the EYFS Profile will be completed for each child including those with special educational needs or disabilities by the teacher. The Profile will provide parents and carers, practitioners and teachers with a well-rounded picture of a child's knowledge, understanding and abilities, their progress against expected levels, and their readiness for Year 1. The Profile will reflect: ongoing observation; all relevant records held by the setting; discussions with parents and carers, and any other adults whom the teacher, parent or carer judges can offer a useful contribution.

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Each child's level of development will be assessed against the early learning goals. The teachers will indicate whether children are meeting expected levels of development, or if they are exceeding expected levels, or not yet reaching expected levels ('emerging').

Year 1 teachers will be given a copy of the Profile report together with a short commentary on each child's skills and abilities in relation to the three key characteristics of effective learning; playing and exploring, active learning and creating and thinking critically. These will inform a dialogue between Reception and Year 1 teachers about each child's stage of development and learning needs and assist with the planning of activities in Year 1.

The School will share the results of the Profile with parents and/or carers, and explain to them when and how they can discuss the Profile with the teacher who completed it.

If a child moves to a new school during the academic year, we will send our assessment of the child's level of development against the early learning goals to the relevant school within 15 days of receiving a request. If a child moves during the summer term, we will liaise with the relevant providers to which of them will complete the Profile.

We will report EYFS Profile results to our local authority, upon their request. We will permit the local authority to enter our premises to observe the completion of the EYFS Profile, and permit the local authority to examine and take copies of documents and other articles relating to the Profile and assessment. The teachers in the EYFS department will take part in all reasonable moderation activities specified by their local authority and provide the local authority with such information relating to the EYFS Profile and assessment as they may reasonably request.

### 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.

### 2.0 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. The Deputy Head publishes a calendar of assessment, recording and reporting which is shared with staff.

### 3.0 Reporting to parents

3.1 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.

3.2 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 the Form Teacher, Subject Teacher, Head of Department and / or Deputy Head as preferred.

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

#### **Autumn Term:**

Parents' Evenings with Class Teacher for Nursery-Y5

Parents' Evening with all teaching staff for Y6

Written Progress Check for all pupils in Y3-5

CAT4 scores for Y4 sent home via explanatory booklet

#### **Spring Term:**

Parents' Evening with Class Teacher for Nursery to Y3 and Y6

Parents' Evening with all teaching staff for Y5 & Y6

Written Progress Check for all pupils in Y6

#### **Summer Term:**

Exam results (bandings) results sheet sent to all parents of pupils in Y1-Y6

Full written reports for all pupils

EYFS follow-up meetings with parents

1:1 meeting between SENCO and parents according to SENCO schedule

### 4.0 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

4.1.1 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.

4.1.2 When evaluating the use and impact of this assessment policy, our school leaders will evaluate the extent to which:

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- 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.

4.1.3 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.

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

<b>Ownership and consultation</b>	
Document sponsor (role)	Director of Education
Document author (name)	Simon Camby
Consultation – May 2017	The following schools were consulted: North Bridge House Canonbury School, Breaside Prep School, Hastings School Madrid, Hendon Prep School, Salcombe Prep School, Huddersfield Grammar School, Downsends Epsom Pre-Prep School and El Limonar Villamartin. Education Team representative – Danuta Tomasz, ADE.

<b>Audience</b>	
Audience	All school staff

<b>Document application and publication</b>	
England	Yes
Wales	Yes
Spain	Yes

<b>Version control</b>	
Implementation date	01.09.2017
Review date	Review and update for implementation in September 2018

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