



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
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 term assessments, end of year exams, reviews for pupils.</i>	Externally set, marked and standardised. Also validated by an external body. <i>This includes: GL assessments, CAT4 tests, Common Entrance</i>

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 the following characteristics: The ability to solve problems of varying difficulty; application of the knowledge in different settings; and cross-curricular application of knowledge.

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? This is used to inform planning and teaching, informing parents through reports and parents' evenings, and allocation of Inclusion support.
Reception	Baseline	September	
	Baseline progress	May	Progress over the year since autumn baseline
Year 1	End of term assessments	Dec, June	Progress measure
	GL Progress in maths (PTM) and English (PTE)	May	End of year working levels
Year 2	End of Term assessments	Dec, June	Progress against curriculum
	NGRT	September	Baseline ability
	PTE & PTM	May	Year on Year progress and c.f. baseline
Year 3	End of term Assessments	Dec , June	Progress against curriculum
	CAT4 baseline	September	Ability test
	PTE & PTM	May	Year on Year progress
Year 4	End of term Assessments	Dec , June	Progress against curriculum
	CAT4 baseline	September	Ability test
	PTE & PTM	May	Year on Year progress
Year 5	End of term Assessments	Dec , June	Progress against curriculum
	CAT4 baseline	September	Ability test
	PTE & PTM	May	Year on Year progress
Year 6	End of term Assessments	Dec , June	Progress against curriculum
	CAT4	September	Ability test

	baseline		
	PTE & PTM	May	Year on Year progress
Year 7	End of term Assessments	Dec , June	Progress against curriculum
	CAT4 baseline	September	Ability test
	PTE & PTM	May	Year on Year progress
Year 8	End of term Assessments	Dec , March	Progress against curriculum
	CAT4 baseline	September	Ability test
	PTE & PTM	May	Year on Year progress
	CE exams	June	Achievement against curriculum & school entrance needs

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.

The school has close links with other Cognita Schools for the purposes of moderation.

1.8 Use of formative assessment

At Clifton Lodge we value the individual, and formative assessment allows teaching and planning to focus on individual progress and individual needs. Formative assessment allows continuous measures of achievement and progress to be obtained which in turn allows teachers to adapt planning and support accordingly. It also allows teachers to communicate more effectively with pupils and parents to support the learning.

The curriculum at Clifton Lodge incorporates the new national curriculum but then develops it to ensure pupils are prepared for the rigor of the 11+ and 13+ examinations. Formative assessment has built in learning objectives and targets that act as stepping stones. Along with other methods of formative assessment, including: marking; questioning skills; traffic lights; peer marking; and individual discussions with pupils it allows teachers to accurately track pupil achievement and progress and support individual learning at the individual's pace. Teachers are encouraged to utilise resources from across the year groups to ensure that individual pupils are extended at all times. There is no need to await the results of any summative tests before acting.

Formative assessment allows teachers to quickly and effectively correct misconceptions during the course of the lesson and ensure each pupil achieves success within every lesson. A clear focus on the learning objective with success criteria allows pupils to know what they have learned in a lesson.

The pupil is at the heart of the formative assessment through the use of targets and focussed marking, as well as regular dialogue.

By noting when pupils have difficulty (questioning skills, marking, targets achieved) it is easier to identify those with specific needs (SEN , EAL, G&T) and appropriate actions taken.

1.9 Use of in-school summative assessment

Summative assessment is carried out at regular intervals. A teacher may often give a quick test at the end of a topic to gain a quick insight into the learning that has taken place prior to moving on to the next topic. This may be used as part of the overall assessment, in conjunction with the formative assessment above and other summative assessments.

All Year groups will have externally verified summative assessments, such as CAT4s and the PTE and PTM, to give us a clearer picture of pupil progress within the context of the pupil's natural ability and the community overall.

All this information is used to evaluate the pupil's progress and attainment and used to support: further learning by more focussed planning and teaching; to help parents understand and contextualise their child's progress, through reports and parents evenings; to allow parents, in collaboration with the Headmaster, to have an informed discussion about potential future schools; and it will allow the parents to consider the value added by Clifton Lodge education.

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.

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 PupilAsset, as well our internal computerised systems.

The Director of Studies 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 in the first instance contact the relevant teacher, or Deputy Head.

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

There are individual pupils reports issued three times a year;
Parents' evenings are held twice a year;

The VLE offers regular information on homework and curriculum related issues
Teachers will initiate progress discussions should the need arise;
Parents are welcome to make appointments to discuss pupils during the course of the term;
The Headmaster will discuss individual concerns on an ad hoc basis.

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 Beth Friel. 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.