

**COGNITA**



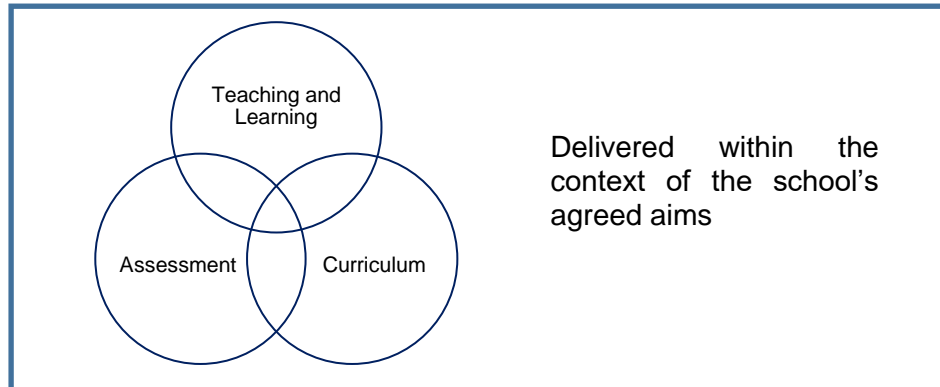
**Breaside Preparatory School**

**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:



### 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  
(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 Assessment is a continuous process integral to learning and teaching. It is how teachers gain knowledge of their pupils' needs, achievements and abilities, enabling planning and delivery to be more effective, thereby raising attainment for every child.
- 3.2 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, BAD questioning (basic, advanced, deep), scrutiny of pupils' work, providing verbal and written feedback, pupils response, 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, termly teacher assessments, pupil progress reviews.	Externally set, marked and standardised. Also validated by an external body. This includes: GL assessments, NFER verbal and non-verbal reasoning assessments, CAT4 tests, Year 6 SATS, PIRA and PUMA.

- 3.3 All summative assessment should be used formatively. Teachers should routinely analyse summative assessment and identify the next steps for subjects and specific pupils.

### 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, reliable and free from bias. Assessment should be used to move learning forward. 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 Mastery and Depth**

- 7.1 The current version of the National Curriculum is predicated on a different assumption than 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.
- 7.2 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.
- 7.3 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.
- 7.4 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.
- 7.5 In relation to mastery in learning, we look for the following characteristics: the long term retention of learning, the independent application of learning, the ability to make connections between subjects and different aspects of learning, the ability to explain one's own learning and the skills being utilised and the ability to know which knowledge and skills to recall and utilise to solve a problem. In addition we are also looking for the characteristics in relation to our school's values: Passion, Discipline, Curiosity, Respect, Tolerance, Inclusion, Perseverance and Humility.
- 7.6 At times, pupils exceed well beyond Age Related Expectations. In these instances, teachers will look to the next year's expectations as outlined in the National Curriculum.

### **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 following assessment planner so that all staff and pupils can see and prepare for them.

## Assessment, Recording and Reporting Policy

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Rec</b>	Baseline Assessment for new starters Phonic Assessment Pupil Progress Meetings	Teacher Assessment in R, W, M	Teacher Assessment in R, W, M Phonic Assessment Pupil Progress Meetings	Teacher Assessment in R, W, M PIRA	Teacher Assessment in R, W, M Phonic Assessment Pupil Progress Meetings	EYFS ELG Teacher Assessment PIRA/PUMA
<b>Year 1</b>	Teacher Assessment in R, W, M Phonic Assessment Pupil Progress Meetings	Teacher Assessment in R, W, M PIRA/PUMA	Teacher Assessment in R, W, M Phonic Assessment Pupil Progress Meetings	Teacher Assessment in R, W, M PIRA/PUMA	Teacher Assessment in R, W, M Progress Test in Maths and English Pupil Progress Meetings	Teacher Assessment in R, W, M Phonic Assessment PIRA/PUMA
<b>Year 2</b>	Teacher Assessment in R, W, M Phonic Assessment Pupil Progress Meetings	Teacher Assessment in R, W, M PIRA/PUMA	Teacher Assessment in R, W, M Phonic Assessment NFER – Verbal/Non Verbal reasoning Pupil Progress Meetings	Teacher Assessment in R, W, M PIRA/PUMA	Teacher Assessment in R, W, M Pupil Progress Meetings	Teacher Assessment in R, W, M Phonic Assessment PIRA/PUMA Progress Test in Maths and English
<b>Year 3</b>	Teacher Assessment in R, W, M CAT4 Pupil Progress Meetings	Teacher Assessment in R, W, M PIRA/PUMA	Teacher Assessment in R, W, M Pupil Progress Meetings NFER – Verbal/Non Verbal reasoning	Teacher Assessment in R, W, M PIRA/PUMA	Teacher Assessment in R, W, M Pupil Progress Meetings	Teacher Assessment in R, W, M PIRA/PUMA Progress Test in Maths and English
<b>Year 4</b>	Teacher Assessment in R, W, M Pupil Progress Meetings	Teacher Assessment in R, W, M PIRA/PUMA	Teacher Assessment in R, W, M Pupil Progress Meetings NFER – Verbal/Non Verbal reasoning	Teacher Assessment in R, W, M PIRA/PUMA	Teacher Assessment in R, W, M Pupil Progress Meetings	Teacher Assessment in R, W, M Progress Test in Maths and English PIRA/PUMA
<b>Year 5</b>	Teacher Assessment in R, W, M CAT4 Pupil Progress Meetings NFER – Verbal/Non Verbal reasoning	Teacher Assessment in R, W, M PIRA/PUMA	Teacher Assessment in R, W, M Pupil Progress Meetings NFER – R, W, M	Teacher Assessment in R, W, M PIRA/PUMA	Teacher Assessment in R, W, M	Teacher Assessment in R, W, M PIRA/PUMA Progress Test in Maths and English Pupil Progress Meetings
<b>Year 6</b>	Teacher Assessment in R, W, M CAT4 Pupil Progress Meetings	Teacher Assessment in R, W, M PIRA/PUMA	Teacher Assessment in R, W, M Pupil Progress Meetings	Teacher Assessment in R, W, M PIRA/PUMA	Teacher Assessment in R, W, M Pupil Progress Meetings Key Stage 2 SATs	Teacher Assessment in R, W, M Progress Test in Maths and English

### 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, are opportunities which are a natural part of teaching and learning; are constantly taking place in the classroom through discussion, listening 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 Breaside we:

- Ensure pupils are aware of the learning objective and encourage them to evaluate their progress, using given success criteria, so that they understand the next steps they need to make;
- Evaluate pupils learning to identify those pupils with particular needs (including those who are able) so that any issues can be addressed in subsequent lessons;
- Adjust plans to meet the needs of the pupils, differentiating objectives, activities and outcomes where appropriate;
- Mark work against the learning objectives, so that it is constructive and informative in accordance with the marking policy;
- Set individual, challenging targets in Mathematics and English on a regular basis and discuss these, and their progress against them, with the pupils so that they are involved in the process;
- Regularly share these targets with parents to include them in supporting their child's learning;
- Encourage pupils to evaluate their own work against success criteria based upon specific, key learning objectives;
- 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.
- 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 resulting in an updated record being in place showing who is on track for end of year expectations.
- 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 intervention
- Identify trends of progress in vulnerable groups
- An action plan for each class - what is going to happen next to tackle any underachievement or risk of underachievement?
- Lead to whole school action including Continued Professional Development (CPD) and agreed monitoring and evaluation focus.

Assessment for learning strategies include:

- The use of a range of questioning techniques (BAD questioning – basic advanced, deep)
- Targeted questioning
- Constructive marking which gives next steps learning where appropriate
- The use of Working walls
- The setting of challenging, but achievable targets
- The sharing of learning objectives and success criteria
- 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 Breaside will include data from:

- Statutory/external tests – Foundation Stage Profile, End of Key Stage 2 Tests (where appropriate) and 11+ examination results;
- Standardised On-line GL progress test in English and Maths (year 1 paper, years 2-6 digital)
- CAT4 tests; years 4 and 6
- NFER – Verbal/Non Verbal reasoning Tests years 2-5
- Half Termly writing assessments;
- End of unit assessments in Maths (White Rose) and Science (Snap Science);
- On-going Teacher Assessment based upon the Cognita 'Minimum Expectations' document

Data from summative assessments is used formatively. The reviewing and analysis of this data gives teachers the opportunity to revise and refine targets for the class. It is in recognising the individual abilities of pupils, that the school can make finely, tuned adjustments for target setting for each cohort. 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; setting, learning groups and careful planning.

To achieve this at Breaside we will:

- Analyse the data and review targets for individuals and use the information to identify intervention groups, including those pupils who are gifted and talented and those with special educational needs;
- Use information to identify percentages of children working at the appropriate levels within a cohort;
- Work with colleagues to moderate and level writing every term;
- Pass cohort data and analysis to the next teacher via teacher transition meetings;

- Conduct termly pupil progress meetings to enable staff to engage in professional dialogue about pupil progress and discuss their judgments.
- Share data with both pupils and parents

### 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 SIMS and Target Tracker. We also have an in-house system which uses Excel Software. The Assessment Leader publishes a calendar of assessment, recording and reporting which is shared with staff.

An overall termly teacher assessment is recorded for every pupil in English (reading and writing) and Maths based upon both formative and summative assessments that have been undertaken and this indicates their progress towards the end of year expectations (EOYE). Progress is recorded as:

**Emerging** - Early but clear progress towards EOYE

**Emerging+** - Good basic level of attainment reached towards EOYE

**Expected** - Secure and consistent attainment against EOYE including all key green criteria

**Expected+** - Very secure and consistent attainment against all EOY expectations, including all key green criteria

**Mastery** – Deep learning, children can apply knowledge and learning

**Exceeding** - Exceptional attainment – able to use and apply their knowledge/skills confidently. Working on content beyond EOYE expectations/year above

Where children are working above or below their year group expectations their assessment level will be prefaced with the relevant year group number. For example, a child in year 5 who is confident with the content from the year 6 EOYE may be assessed as a 6 Expected despite being in Year 5. Likewise a child in Year 4 who is working on content from the Year 3 EOYE may be assessed as a 3 Expected despite being in Year 4.

To monitor and record progress towards the EOYE each teacher keeps a copy of the Minimum Expectations for their class. As a teacher recognises that a child has met an expectation from the curriculum it is highlighted to show it has been achieved. This is updated regularly throughout each term and forms the basis for the teacher assessment levels indicated on the termly grids and trackers.

Data in relation to the GL, CAT4 tests and SATS tests are also sent electronically to Cognita Head Office for review.

The Assessment Leader publishes a calendar of assessment, recording and reporting which is shared with staff.

### 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 to make an appointment with the appropriate classroom teacher in the first instance. Should this not resolve any issues a further appointment can be made with the classroom teacher's line manager or headteacher.
- 14.3 Throughout the academic year we report to our parents in the following ways:
- Meet the teacher transition meeting at the beginning of the autumn term
  - End of year formal written report (issued towards the end of the summer term)
  - Autumn and Spring Term Progress reports
  - Parent consultation evenings (October and March)
  - On-going informal verbal reporting as deemed necessary by the classroom teacher

## 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 Assistant Director of Education for challenge.

## 16 Responsibility

- 16.1 The person with responsibility for the overview and yearly evaluation of this policy are the Assessment Lead, Claire Kelsey and Deputy Headteacher Sarah Kanani. 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 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.

## Assessment, Recording and Reporting Policy

---

Ownership and consultation	
Document sponsor (role)	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, Downsends Epsom Pre-Prep School and El Limonar Villamartin. Education Team representative: Danuta Tomasz, ADE.
Updated – April 2018	James Carroll, ADE

Audience	
Audience	All school staff

Document application and publication	
England	Yes
Wales	Yes
Spain	Yes

Version control	
Implementation date	July 2021
Review date	Review and update for implementation in July 2023
	Review and update for implementation in July 2025

Related documentation	
Related documentation	Curriculum Policy Teaching and Learning Policy SEND Policy Early Years Policy Independent School Standards