



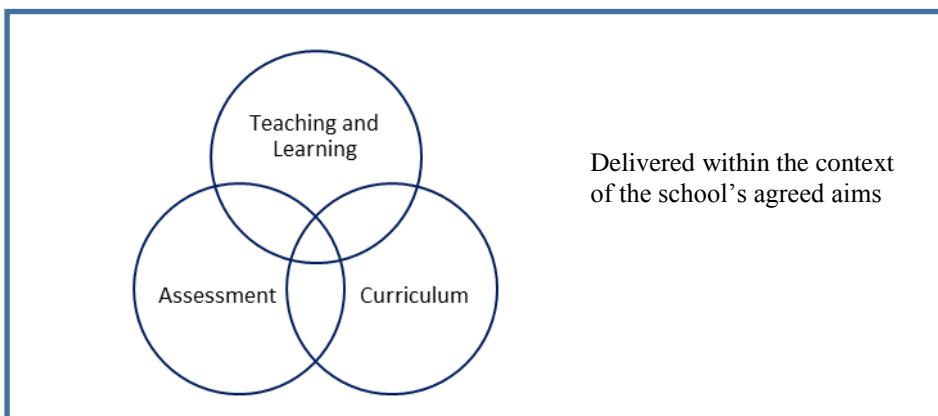
Huddersfield Grammar School

ASSESSMENT, RECORDING & REPORTING POLICY

September 2017

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
<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. <i>This includes: quick recap questions, scrutiny of pupils' work, providing feedback and pupils' responding, observational assessment, quizzes.</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. <i>This includes: end of unit assessments, mid or end of year exams, reviews for pupils with SEN and/or disabilities.</i></p>	<p>Externally set, marked and standardised. Also validated by an external body. <i>This includes: GL assessments, NFER assessments, CAT4 tests, YELLIS, MidYIS, ALIS, GCSE, AS and A level.</i></p>

- 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:
Long-term retention and use of learning;
Independent application in a manner of contexts demanded;
Critical evaluation, taking learning from one area and applying in another;
Knowing why and how to recall knowledge and skills in order to utilise (metacognition);
Making connections between subjects and aspects of learning;
Evidence of leading own learning;
Ability to explain own learning and the skills being utilised;

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?
KG/Rec	Early Years Baseline	Autumn Term	Baseline Assessment
	Early Years End of Year Assessment	Summer Term	End of Year Assessment
1	GL PTE & PTM	Summer Term	Assessment of Progress in English and Mathematics Used to create focus groups based on standardised

			assessments
2	GL PTE & PTM	Summer Term	Assessment of Progress in English and Mathematics Used to create focus groups based on standardised assessments
	SATS Tests	Summer Term	Internal Assessment of Learning
3	GL PTE & PTM	Summer Term	Assessment of Progress in English and Mathematics Used to create focus groups based on standardised assessments
	Subject Tests	Summer Term	Assessment of Learning
4	GL PTE & PTM	Summer Term	Assessment of Progress in English and Mathematics Used to create focus groups based on standardised assessments
	Subject Tests	Summer Term	Assessment of Learning
5	GL PTE & PTM	Summer Term	Assessment of Progress in English and Mathematics Used to create focus groups based on standardised assessments
	Subject Tests	Summer Term	Assessment of Learning
6	GL PTE & PTM	Summer Term	Assessment of Progress in English and Mathematics Used to create focus groups based on standardised assessments
	SATS Tests	Summer Term	Internal Assessment of Learning
	Subject Tests	Summer Term	Assessment of Learning
7	CEM MidYIs	September	Assessment of Ability – creation of focus groups Development of Target Grades
	School Exams	Summer Term	Assessment of Learning
	CEM PTE & PTM	Summer Term	Assessment of Progress in English and Mathematics Used to create focus groups based on standardised assessments
8	CEM PTE & PTM	Summer Term	Assessment of Progress in English and Mathematics Used to create focus groups based on standardised assessments
	School Exams	Summer Term	Assessment of Learning
9	School Exams	Summer Term	Assessment of Learning
10	CEM Yellis	September	Assessment of Ability – creation of focus groups Development of Target Grades
	GCSE Mock Exams	Summer Term	Assessment of Progress towards GCSE targets
11	GCSE Mock Exams	Spring Term (January)	Assessment of Progress towards GCSE targets
	GCSE Exams	Summer Term	External GCSE Grades

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

Formative assessment is used by teachers to evaluate pupils' knowledge, skills and understanding on a day-to-day and lesson basis and to tailor teaching accordingly.

This includes: quick recap questions, scrutiny of pupils' work, providing feedback and pupils' responding, observational assessment, quizzes.

1.9 Use of in-school summative assessment

Summative assessment is 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.

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

At Huddersfield Grammar School, marking and constructive formative feedback from teachers and pupils should be frequent and of a consistently high quality, which enables pupils to understand how to improve their work.

Teachers are encouraged to ensure that marking of homework:

- Relates to planned learning objectives.
- Gives recognition for a pupil's achievements.
- Refers to progress rather than ability.
- Clearly indicates the next step in student's learning.

Most work should be marked by the teacher. Where pupils assess their own or each other's work, through self-assessment or peer assessment, it should be monitored regularly.

Progress on long-dated tasks should be monitored to ensure that interim and final deadlines are met. Where pupils are engaged in project type, lengthier tasks, regular assessment or consultation can take place alongside a terminal mark, i.e. pupils should not be left with a lengthy period prior to a deadline without some form of interim assessment.

Pupils should understand the marking criteria. Teachers should explain their marking and grading criteria, which should be in line with departmental policies. In some subjects this may be assisted by giving pupils inserts for exercise books or files.

Most work should carry a comment. This may be:

- Brief in the case of mechanical tasks requiring fixed responses,
- A congratulatory or encouraging sentence,
- A comment or target of specific advice on how to improve,
- An explanatory analysis of errors,
- A direction towards further independent research,
- An instruction to arrange individual tuition/discussion with the teacher.

Subject to the need to move on and not to demoralise, important and significant errors should be corrected by pupils. Corrections when required should be checked by the teacher. Time should be provided for the pupils to respond to the feedback provided.

Prohibited collaboration should be identified and penalised.

High expectations should apply equally to pupils at HGS with special educational needs. The work of pupils with Special Educational Needs should be marked in line with any specific advice received from the Special Educational Needs Co-ordinator in accordance with any personalised learning programme.

The Head of Department / subject teacher is responsible for the development, monitoring and consistent application of an appropriate departmental marking policy, which should include consideration of:

- Nature of the subject e.g. practical subjects would require a different assessment procedure,
- Frequency,
- Use of appropriate comments and formative feedback,
- Marking of coursework and controlled assessments:
 - (i) Establishment of deadlines,
 - (ii) Interim assessment,
 - (iii) Extent of communication of information to parents and pupils,
 - (iv) Application of criteria externally determined by examination boards,
 - (v) Maintenance of records,
- Individual pupil targets,
- Tracking of long-term progress,
- Standardisation of marks for comparative purposes where necessary for school assessment systems, internal examinations, setting and reporting,
- Marking the work of pupils with special needs in accordance with the policy for Special Educational Needs,
- The Whole School Literacy Guidance.

Teachers should make an intelligent judgement of the most effective balance between the proportion of time spent on marking and on other important teaching techniques.

Teachers should note that formative assessment is intended to inform teaching and learning. There is no intrinsic value in recording formative assessment; what matters is that the assessment feedback is acted upon.

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 to discuss this with the appropriate staff in accordance with the guidelines provided for parents.
- 3.3 Throughout the academic year we report to our parents in the following ways:
Senior School and Prep School Parents' evenings are held twice during the school year to give parents the opportunity to meet their child's teachers and to discuss a student's progress.

Full School Reports are written for all Year Groups once a year. Streamlined Reports are provided three times during the school year at the end of each half-term when there has been neither a Parents' Evening or full School Report. This applies to both the Senior and Prep Schools.

In addition, Year 9 students have an 'Options Evening' where they can meet subject teachers with their parents to learn more about subjects on offer at GCSE level.

Pre-Prep Parents' Evenings are held three times a year, an informal one at the commencement of the year followed by two appointment based meetings in the Spring and Summer terms.

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 Simon Dean in association with the Head of Prep, Head of Pre-Prep and Head of EYFS . 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:
 - 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.

Ownership and consultation	
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, Downsend Epsom Pre-Prep School and El Limonar Villamartin. Education Team representative – Danuta Tomasz, ADE.

Audience	
Audience	All school staff

Document application and publication	
England	Yes
Wales	Yes
Spain	Yes

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