

COGNITA

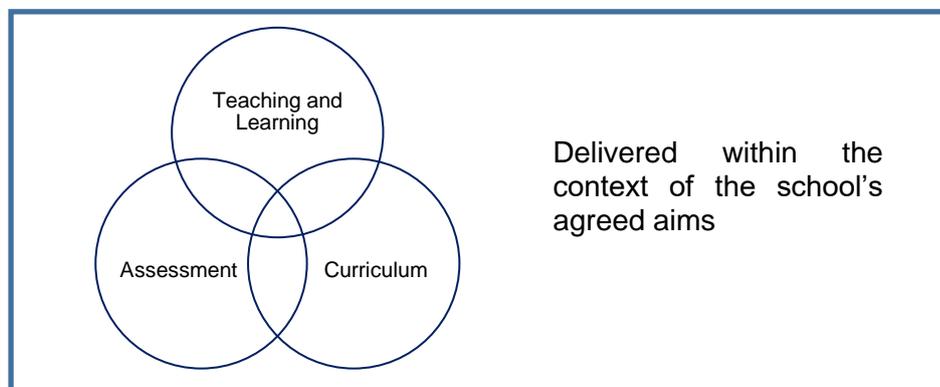


Huddersfield
Grammar School
The whole child is the whole point

Assessment, Recording and Reporting Policy September 2019

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 At Huddersfield Grammar School, 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.</p> <p><i>This includes: quick recap questions, scrutiny of pupils' work, providing feedback and pupils responding to this feedback, 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.</p> <p><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.</p> <p><i>This includes: GL assessments, CAT4 tests, YELLIS, MidYIS and GCSE.</i></p>

- 3.2 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:

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

- 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.

Year Group	Assessment	When	How is the data used?
Reception	Reception Baseline Reception Progress	September July	To evidence progress throughout Reception To plan for next steps in learning
Year 1	PTE6 PTM6	July July	To evidence progress in English and Mathematics, and to plan for next steps in learning
Year 2	CAT KS1 Sats PTE7 PTM7 NGRTA	September May July July July	To set targets for KS1 SATS, 'likely' and 'if challenged' (Year 2 is the earliest age they can take this test) A measurement for their end of KS1 attainment To evidence progress in English and Mathematics, and to plan for next steps in learning End of Keystage Reading Assessment
Year 3	CAT PTE8 PTM8	July July	To set targets for KS2 SATS, 'likely' and 'if challenged' To evidence progress in English and Mathematics, and to plan for next steps in learning
Year 4	PTE9 PTM9	July July	To evidence progress in English and Mathematics, and to plan for next steps in learning
Year 5	PTE10 PTM10	July July	To evidence progress in English and Mathematics, and to plan for next steps in learning
Year 6	KS2 SATs PTE11 PTM11 NGRTB	May July July July	A measurement for end of KS2 attainment To evidence progress in English and Mathematics, and to plan for next steps in learning End of Keystage Reading Assessment
Year 7	MidYIS Internal Exams PTE12 PTM12	September June July July	To set targets for KS3 for each subject area End of year checkpoint for intervention and support To evidence progress in English and Mathematics, and to plan for next steps in learning
Year 8	Internal Exams PTE13 PTM13	June July July	End of year checkpoint for intervention and support To evidence progress in English and Mathematics, and to plan for next steps in learning
Year 9	Internal Exams	January	To help inform option choices
Year 10	YELLIS End of Year exams	September June	To set targets for KS4 for each subject area End of year checkpoint for intervention and support
Year 11	Mock Exams GCSEs	December June	A checkpoint of intervention and support A measurement for end of KS4 attainment

Testing taken at the start of the academic year provides targets with which the school then tracks progress against. CAT4, MidYIS and YELLIS tests are taken at the start of each relevant Key Stage and provide a measure for attainment in SATs and GCSEs to be measured against.

Testing taken in the Summer Term allows the school to assess progress across the academic year. This is analysed against prior data and feedback given to staff. The individual student feedback from PTE and PTM is then shared with each child's new teacher/s, together with a class teacher report to identify areas and pupils within these to inform future teaching.

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 The use of formative assessment at Huddersfield Grammar School reflects several strands of the school's aims, namely that each pupil:
- is developed as an **individual**;
 - becomes **self-aware** through learning to recognise their strengths and adapt to their weaknesses;
 - adopts a **resilient** approach to their academic work;
 - develops **self-belief**.

This is achieved by a range of approaches, which include:

- verbal and written teacher comments that provide regular individual feedback;
- marking pupils' work, if possible and appropriate, in the presence of the child;
- marking work punctually to allow for swift and relevant feedback;
- including an effort grade in written feedback wherever an attainment grade is shared, to avoid ideas of fixed ability and to emphasise that all pupils can achieve success, in time, if they apply themselves to their studies;
- looking for specific strengths as well as identifying weaknesses when marking work or speaking to a child;
- providing positive formative feedback to pupils who try hard, regardless of their level of attainment, and being mindful of pupils' differing interests and abilities;
- making reference to individual targets for improvement during both verbal and written feedback;
- regular use of peer- and self-assessment to help pupils to critically evaluate their work and that of others, in line with well-established Assessment for Learning principles.

11 Use of in-school Summative Assessment

- 11.1 Summative assessment is used by our teachers to evaluate how much a pupil has learned at the end of a teaching unit and includes: end-of-unit assessments; a 'best fit' judgement based on a variety of evidence; mid- or end-of-year exams and reviews for pupils with SEN and/or disabilities.

Following each summative assessment point, academic progress is measured by comparing the summative attainment of each individual pupil against their baseline data, which is acquired through the extensive use of standardised baseline assessments.

Each student joins school with their unique profile and our baseline testing provides us with an accurate picture of each individual starting point, as well as enabling us to provide accurate predictions of what they are able to achieve over time.

For example, all pupils in Year 7 take the MidYIS (Middle Years) test and students in Year 10 take the YELLIS tests, which enable grade targets to be set for each pupil and their level of success in achieving these targets to be closely monitored. If any pupil falls below the expected level of progress at any summative assessment point, parents are informed and appropriate intervention strategies are adopted by teaching staff.

Through its half-termly reporting system, the school is able to use a simple colour scheme to clearly demonstrate to students and parents whether an individual pupil's performance in summative assessment demonstrates that they are underachieving (red), making expected progress in line with their standardised assessment data (amber) or exceeding expectations (green).

The results of summative assessment are used by teaching staff to:

- support future planning to improve progress and attainment;
- target set and precision teach;
- prompt dialogue with individual pupils about areas of strength and weakness;
- evidence progress over time;
- compare cohorts and groups of pupils;
- inform reporting, support home learning and home-school partnerships.

12 Inclusion

- 12.1 Huddersfield Grammar 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. The Deputy Head (Achievement) 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 and the first point of contact should be with the Form Tutor (Senior School) or Class Teacher (Early Years, Pre-Prep and Prep School), via email or through the Pupil/Student Planner.
- 14.3 Throughout the academic year we report to our parents in the following ways:
- Parents' Information Evening at the start of the academic year
 - Assessment Overviews at the start of each term
 - Streamlined Reports every half-term
 - A Written Report each academic year
 - 1-2 Parents' Evenings per year (dependent upon phase)

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 its 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. The school shares its Achievement Narrative with its Assistant Director of Education for challenge.

16 Responsibility

- 16.1 The person with responsibility for the overview and yearly evaluation of this policy is the Deputy Head (Achievement), Mrs McMurdo. 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, our DE 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)	Group 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, Downsend Epsom Pre-Prep School and El Limonar Villamartin. Education Team representative: Danuta Tomasz, ADE.
Updated – May 2019	James Carroll, DE

Audience	
Audience	All school staff

Document application and publication	
England	Yes
Wales	Yes
Spain	Yes

Version control	
Implementation date	September 2019
Review date	Review and update for implementation in September 2020

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