

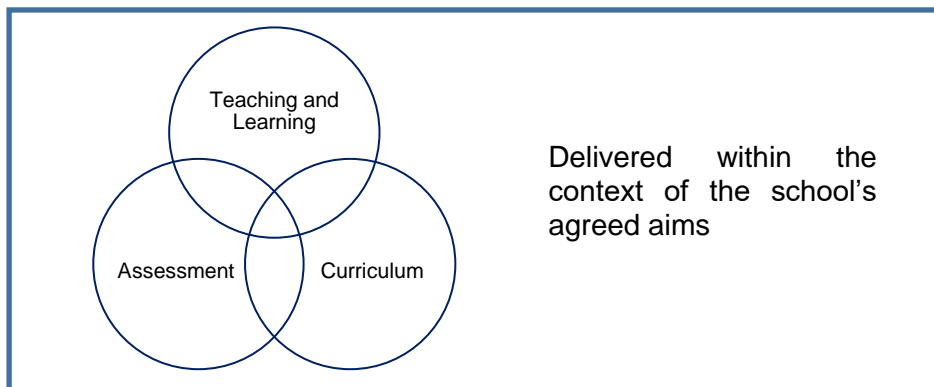


**Assessment, Recording and Reporting
Policy**

September 2020

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 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, observational assessment, quizzes.</i></p> <p><i>Staff complete a rubic cube in each subject</i></p> | <p>If needed - 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>Externally set, marked and standardised. Also validated by an external body.</p> <p><i>This includes: PUMA and PIRA (Maths and English tests) are taken by all students in Yr1-9 each term.</i></p> <p>Phonic screeening in Year 1</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 With conversations with our teachers, Sophia High School sets out the minimum expectations of progress in English, Mathematics, French and the IC/IYMC curriculum. Our staff understand that having these expectations that these conversations are 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 are those for the end of each Key Stage. The minimum expectations is that 100% of our students will have reached the ‘developing’ stage in all subjects across the curriculum. We have these aspirations, as we believe no child should enter the different key stages lacking skills needed to access the curriculum for that 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, if we want to be seen as an outstanding school, we should constantly aim to exceed these minimum expectations.
- 7.5 In relation to mastery in learning, we look for the following characteristics from the students:
- I know how to do it
 - It becomes automatic and I don’t need to think about it- for example driving a car
 - I’m really good at doing it – painting a room, or a picture
 - I can show someone else how to do it.
 - I have the ability to build on something that has already been sufficiently mastered
 - I have the ability to reason about a concept and make connection
- 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? |
|-------------------|-------------------|-------------|--|
| Yr1 | PUMA | Every term | Determine where they are compared to national average. Determine the next steps on how to improve in each topic in English and mathematics, as it highlights the topics in each subject that the students might be struggling with |
| Yr1 | PIRA | Every term | Determine where they are compared to national average. Determine the next steps on how to improve in each topic in English and mathematics, as it highlights the topics in each subject that the students might be struggling with |
| Yr2 | PUMA | Every term | Determine where they are compared to national average. Determine the next steps on how to improve in each topic in English and mathematics, as it highlights the topics in each subject that the students might be struggling with |
| Yr2 | PIRA | Every term | Determine where they are compared to national average. Determine the next steps on how to improve in each topic in English and mathematics, as it highlights the topics in each subject that the students might be struggling with |
| Yr3 | PUMA | Every term | Determine where they are compared to national average. Determine the next steps on how to improve in each topic in English and mathematics, as it highlights the topics in each subject that the students might be struggling with |
| Yr3 | PIRA | Every term | Determine where they are compared to national average. Determine the next steps on how to improve in each topic in English and mathematics, as it highlights the topics in each subject that the students might be struggling with |
| Yr4 | PUMA | Every term | Determine where they are compared to national average. Determine the next steps on how to improve in each topic in English and mathematics, as it highlights the topics in each subject that the students might be struggling with |
| Yr4 | PIRA | Every term | Determine where they are compared to national average. Determine the next steps on how to improve in each topic in English and mathematics, as it highlights the topics in each subject that the students might be struggling with |
| Yr5 | PUMA | Every term | Determine where they are compared to national average. Determine the next steps on how to improve in each topic in English and mathematics, |

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| | | | as it highlights the topics in each subject that the students might be struggling with |
| Yr5 | PIRA | Every term | Determine where they are compared to national average. Determine the next steps on how to improve in each topic in English and mathematics, as it highlights the topics in each subject that the students might be struggling with |
| Yr6 | PUMA | Every term | Determine where they are compared to national average. Determine the next steps on how to improve in each topic in English and mathematics, as it highlights the topics in each subject that the students might be struggling with |
| Yr6 | PIRA | Every term | Determine where they are compared to national average. Determine the next steps on how to improve in each topic in English and mathematics, as it highlights the topics in each subject that the students might be struggling with |
| Yr7 | PUMA | Every term | Determine where they are compared to national average. Determine the next steps on how to improve in each topic in English and mathematics, as it highlights the topics in each subject that the students might be struggling with |
| Yr7 | PIRA | Every term | Determine where they are compared to national average. Determine the next steps on how to improve in each topic in English and mathematics, as it highlights the topics in each subject that the students might be struggling with |
| Yr8 | PUMA | Every term | Determine where they are compared to national average. Determine the next steps on how to improve in each topic in English and mathematics, as it highlights the topics in each subject that the students might be struggling with |
| Yr8 | PIRA | Every term | Determine where they are compared to national average. Determine the next steps on how to improve in each topic in English and mathematics, as it highlights the topics in each subject that the students might be struggling with |
| Yr9 | PUMA | Every term | Determine where they are compared to national average. Determine the next steps on how to improve in each topic in English and mathematics, as it highlights the topics in each subject that the students might be struggling with |
| Yr9 | PIRA | Every term | Determine where they are compared to national average. Determine the next steps on how to improve in each topic in English and mathematics, as it highlights the topics in each subject that the students might be struggling with |

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 In the IPC and IMYC programme all subjects, except English, mathematics and languages are assessed on an ongoing basis by formative assessments. Each teacher is given a 'Teachers' Rubrics' for each subject – these measure mainly skills and not, necessarily, knowledge.

Example of Teachers' Rubric Art Skill:

1.2 - Be able to use a variety of materials and processes

Beginning: The child uses more than one type of material and process to produce a piece of art. He/she may need help to choose the materials and processes for his/her work, e.g. suitable materials to make a collage, etc. The child may also need help using the materials and processes to produce his/her piece of art

Developing: The child chooses more than one type of material and process and successfully produces a piece of art. The child understands that materials are suited to different processes and chooses accordingly, with some help from the teacher. The child produces a piece of art based on his/her choices.

Mastering: The child uses a variety of materials and processes in his/ her work with success. The child understands that materials are suitable for different processes and chooses accordingly. The child needs little or no direction from the teacher.

Note: There is a Teachers' Rubric for each specified skill. They are not interchangeable between skills or subjects

The Learning Stages: Beginning, Developing, Mastering

The Teachers' Rubrics have explicit definitions of a child's learning-in-action in each of the three levels of progression: Beginning...Developing...Mastering.

As skills are developmental and involve a progression through the learning stages, none of these learning stages should be considered time-sensitive. For example, a child can be at Beginning stage after practising a skill over the course of six months. Another child can be at Mastering stage and still make some mistakes and have room for improvement. It is also likely that some children will revert to a 'lower' stage over the course of a milepost, as we all do with skills practise.

There are also student-friendly version Rubrics.

After each assessment in each skill, there is advice on how each student can move from beginning to development, and from development to mastery

10 Inclusion

10.1 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.

11 Recording Assessment

It is essential that we have a coherent and understood system for recording assessment outcomes. Within our school we record data using Kinteract.

12 Reporting to Parents

12.1 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.

12.2 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 via phone or e-mail. They can contact the any member of staff/form teacher, as well as the SLT if the problem is more serious.

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

Reports are sent to the parents at the end of every term in the core subjects of English and Mathematics. These are based on the Pira and Puma tests. They outline a standardised score, where their child compares to the national average, a list of topics within that subject that outline the areas which the students are good at, and another list of topics within that subject that the students need to improve upon (develop). Parents can then compare the tests taken each term to see how much progress they have made.

An annual Reports will be sent home at the end of the academic year, outlining the progress and attainment the students have made in English, Mathematics, French and in the IPC and IMYC programme.

Communication with the parents is on a weekly basis – to mainly take place at the end of the week – Friday afternoons. Here parents can discuss with the teachers what their children have been doing, whether they are struggling with any particular concept, pastoral issues, the progress they are making, next steps etc.

13 Evaluation

- 13.1 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.
- 13.2 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.

14 Responsibility

- 14.1 The person with responsibility for the overview and yearly evaluation of this policy is the Senior Management Team. However, all staff are responsible for ensuring this policy is implemented and acted on.
- 14.2 When evaluating the use and impact of this policy, the Senior Management Team 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.
- 14.3 When evaluating the accuracy and impact of assessment, our school the Senior Management Team 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.

Assessment, Recording and Reporting Policy

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| Audience | All school staff |

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| Related documentation | |
| Related documentation | Curriculum Policy Teaching and Learning Policy SEND Policy |