



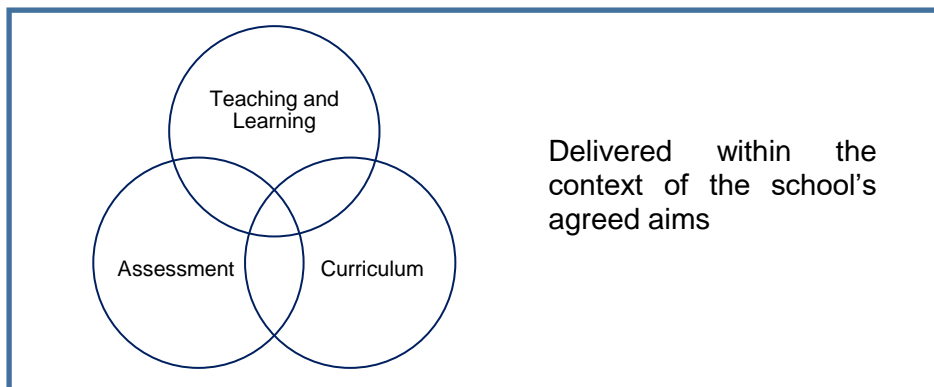
Oakfields
Montessori School

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
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,</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 unit assessments, mid or end of year exams, reviews for pupils with SEN and/or disabilities.</i>	Externally set, marked and standardised. Also validated by an external body. <i>This includes: GL assessments – PTE and PTM, NGRT, CAT4 tests,</i>

- 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:
 Completion of the mastery task
 Independent learner
 Confidence
 Cross-curricular skills
 Recount of knowledge
- 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.

Kinder

September	<ul style="list-style-type: none"> • Tapestry Baseline
October	
November	<ul style="list-style-type: none"> • Review mornings • Learning walks
December	<ul style="list-style-type: none"> • Tapestry Progress Report and sent out for K1 • K2 Mid-Year reports out
January	<ul style="list-style-type: none"> • CAP meetings (Cohort Attainment and Progress)
February	<ul style="list-style-type: none"> • Tapestry Progress Report • Review mornings

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	<ul style="list-style-type: none"> • Learning walks
March	<ul style="list-style-type: none"> • Parents' Evening
April	
May	<ul style="list-style-type: none"> • Tapestry Progress Report
June	<ul style="list-style-type: none"> • Review mornings • Learning walks
July	<ul style="list-style-type: none"> • Meet the Teacher Meeting • New IEPs for your current class to be written ready for reception • K1 and K2 School Report

Assessment is observation based and ongoing daily.

Reception

September	<ul style="list-style-type: none"> • Parents visit to sign new IEPs • Tapestry Baseline • Review mornings • Learning walks
October	<ul style="list-style-type: none"> • CAP meetings (Cohort Attainment and Progress) • Parents' Evening
November	<ul style="list-style-type: none"> • Review mornings • Learning walks
December	<ul style="list-style-type: none"> • IEP reviewed and written for Spring • Tapestry Progress Report • Mid-Year reports out
January	<ul style="list-style-type: none"> • Parents visit to sign new IEPs • CAP meetings (Cohort Attainment and Progress)
February	<ul style="list-style-type: none"> • Tapestry Progress Report • Review mornings • Learning walks
March	<ul style="list-style-type: none"> • IEP review and written for Summer • Parents' Evening
April	<ul style="list-style-type: none"> • Parents visit to sign new IEPs
May	<ul style="list-style-type: none"> • Tapestry Progress Report
June	<ul style="list-style-type: none"> • Review mornings • Learning walks
July	<ul style="list-style-type: none"> • Meet the Teacher Meeting • New IEPs for your current class to be written • School Report

Year 1 and Year 2

September	<ul style="list-style-type: none"> • Parents visit to sign new IEPs • Year 2 NGRT Paper • Review mornings • Learning walks
October	<ul style="list-style-type: none"> • CAP meetings (Cohort Attainment and Progress) • Parents' Evening
November	<ul style="list-style-type: none"> • Year 1 NGRT Paper • Review mornings • Learning walks
December	<ul style="list-style-type: none"> • IEP reviewed and written for Spring • Mid-Year reports out

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January	<ul style="list-style-type: none"> • Parents visit to sign new IEPs • CAP meetings (Cohort Attainment and Progress)
February	<ul style="list-style-type: none"> • Review mornings • Learning walks
March	<ul style="list-style-type: none"> • IEP review and written for Summer • NGRT Paper • Parents' Evening
April	<ul style="list-style-type: none"> • Parents visit to sign new IEPs
May	<ul style="list-style-type: none"> • Year 1 Phonics screening test
June	<ul style="list-style-type: none"> • PTE and PTM • Review mornings • Learning walks
July	<ul style="list-style-type: none"> • Meet the Teacher Meeting • New IEPs for your current class to be written • School Report

Year 3 and Year 4

September	<ul style="list-style-type: none"> • Parents visit to sign new IEPs • Year 4 CAT4 • Review mornings • Learning walks
October	<ul style="list-style-type: none"> • CAP meetings (Cohort Attainment and Progress) • Parents' Evening
November	<ul style="list-style-type: none"> • NGRT Paper • Review mornings • Learning walks
December	<ul style="list-style-type: none"> • IEP reviewed and written for Spring • Mid-Year reports out
January	<ul style="list-style-type: none"> • Parents visit to sign new IEPs • CAP meetings (Cohort Attainment and Progress)
February	<ul style="list-style-type: none"> • Review mornings • Learning walks
March	<ul style="list-style-type: none"> • IEP review and written for Summer • NGRT Paper • Parents' Evening
April	<ul style="list-style-type: none"> • Parents visit to sign new IEPs
May	<ul style="list-style-type: none"> • Review mornings • Learning walks
June	<ul style="list-style-type: none"> • PTE and PTM
July	<ul style="list-style-type: none"> • Meet the Teacher Meeting • New IEPs for your current class to be written • School Report

Year 5 and Year 6

September	<ul style="list-style-type: none"> • Parents visit to sign new IEPs • Review mornings • Learning walks
October	<ul style="list-style-type: none"> • CAP meetings (Cohort Attainment and Progress) • Parents' Evening
November	<ul style="list-style-type: none"> • NGRT Paper • Review mornings • Learning walks
December	<ul style="list-style-type: none"> • IEP reviewed and written for Spring • Mid-Year reports out
January	<ul style="list-style-type: none"> • Parents visit to sign new IEPs • CAP meetings (Cohort Attainment and Progress)
February	<ul style="list-style-type: none"> • Review mornings • Learning walks
March	<ul style="list-style-type: none"> • IEP review and written for Summer • NGRT Paper • Parents' Evening
April	<ul style="list-style-type: none"> • Parents visit to sign new IEPs
May	<ul style="list-style-type: none"> • Review mornings • Learning walks
June	<ul style="list-style-type: none"> • PTE and PTM
July	<ul style="list-style-type: none"> • Meet the Teacher Meeting • New IEPs for your current class to be written • School Report

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 This section of the policy should explain the school's position on formative assessment in relation to the school's ethos.

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.

To achieve this at Oakfields Montessori School we:

- 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;
- 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;
- Set individual, mastery challenges in Mathematics and English on a daily basis and discuss these, and their progress against them, with the pupils so that they are involved in the process;
- These targets are shared with parents on the mid-term reports;
- Encourage pupils to evaluate their own work against success criteria based upon specific, key learning objectives;
- Mark work against given criteria, so that it is constructive and informative in accordance with the marking policy;
- Incorporate both formative and summative assessment opportunities in medium term and weekly planning;
- Pass on assessment data to the next class teacher, so that children's attainment and progress can be monitored and tracked as they move through the school.

Assessment for learning strategies include:

- The use of a range of questioning techniques
- 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

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.

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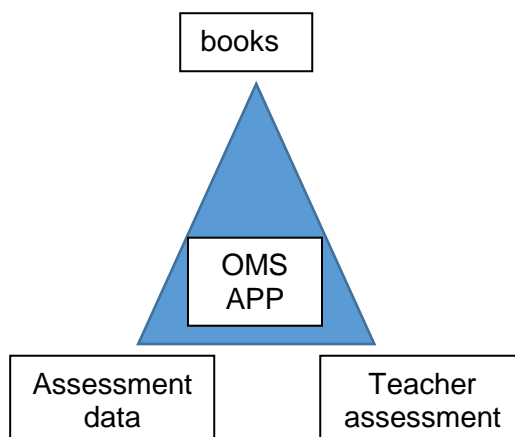
The Assessment cycle at Oakfields School will include data from:

- Statutory/external tests
- Standardised On-line PTE and PTM, NGRT
- GL assessment and CAT4 tests;
- Fortnightly writing assessments;
- On-going Teacher Assessment based upon our OMS APP document

Data from summative assessments is used formatively. The reviewing and analysis of this data affords 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 Oakfields School 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;
- CAP meetings (cohort attainment and progress);
- Triangulate evidence in the following way:



- use information to identify percentages of children working at the appropriate levels within a cohort;
- work with colleagues to moderate and assess writing every term;
- pass cohort data and analysis to the next teacher;
- 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 GL reports, mid-term and end of year reports and in-house data system. 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 and ask to speak to their child's class teacher or email them directly.

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

EYFS

- Tapestry reports
- Learning journeys
- Communication book
- Parents' Evening
- Summer report
- Coffee mornings
- Stay and play

KS1/2

- Homework diaries
- Open classroom
- Parents' Evening
- Mid-term report
- Summer report
- Coffee mornings
- Destination school meetings

15 Evaluation

15.1 This policy complies with the Independent School Standards. 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 Director of Education for challenge.

16 Responsibility

16.1 The person with responsibility for the overview and yearly evaluation of this policy is Catherine Buckley. 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 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.

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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

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Wales	Yes
Spain	Yes

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