COGNITA
TEACHING EXCELLENCE

COLCHESTER HIGH SCHOOL

Policy for Assessment, Recording and Reporting

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Assessment, Recording and Reporting Policy

Purpose
The purpose of this policy is to outline the rationale and approach to assessment in our school.

Types of assessment
We assess in different ways and with different purposes during the academic year. We use three forms of assessment:
1. Formative assessment
2. In-school summative assessment
3. Standardised summative assessment

Formative assessment
This is used by teachers to evaluate pupils' knowledge and understanding on a day-to-day basis and to tailor teaching accordingly. Parents play an important role in these assessments and are encouraged to share their child's achievements from home.
This could, for example, include: quick recap questions, scrutiny of pupils' work, providing feedback and pupils' responding, observational assessment, quizzes.

In-school summative assessment
This is used by teachers to evaluate how much a pupil has learned at the end of a teaching unit.
This could, for example, include: end of unit assessments, mid or end of year exams, reviews for pupils with SEN and/or disabilities.

Standardised summative assessment
This is used to hold teachers and schools to account.
This could, for example, include: tests designed by the government, GL assessments, CAT tests, YELLIS, MIDDYS, ALIS.

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' education. Assessment should provide information which is clear, reliable and free from bias.

The guiding questions below are used to help ensure that we maximise the impact of our assessment.

Principles of in-school formative assessment
- Give 'of the moment' information about pupils' knowledge and understanding of a topic, skill or concept.
- Interactive leading to dialogue.
- Helps pupils understand what they have done well and what they need to do to improve.
- Inclusive of all abilities.

- Supports immediate planning to improve progress and attainment.
- Supports home learning and home-school partnership.

Principles of summative assessment
- Used formatively by teachers to plan for next steps, target set and precision teach.
- Used to triangulate wider assessment judgement.
- Used to evidence progress over time.
- Used to compare cohorts and groups of pupils.
- Assesses against agreed benchmark standards.
- Used as basis for reporting.

Responsibility
The person with responsibility for the overview and evaluation of this policy is the Principal. All academic staff have responsibility for the correct implementation of this policy.

Assessment calendar
We have a clear rationale for the use of each summative assessment. Appendix 1 outlines:
- Why they are used
- How the data will be used

Appendix 2 outlines when each assessment is undertaken.

Integrity of assessment information
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:
- Assigning time to support the training of staff in robust assessment.
- Assigning time for the moderation of assessment judgements.
- Triangulating judgements from a range of assessments, including from pupil work.
- Using clear assessment criteria.

A key strategy for ensuring that assessments judgements are valid and reliable is the use of in-school moderation. Moderation is used to ensure parity of judgement. This could, for example, include teachers sampling work to check for consistent application of evaluation criteria.

Moderation
Teachers are involved in the moderation process to ensure agreement on criteria for levels in the following ways:

- With colleagues in school both within and across Key stages

- By using the DfE exemplification materials.

- School portfolios of moderated work which are kept by curriculum leaders.

- Regular book scrutiny

- • Other Cognita Schools and/or other local schools with which links have been made

Use of formative assessment

All teachers assess children in their class on a regular basis so that they can plan the next stage in each child's learning. Assessment by examination takes place at set times in the school year, the results of which are shared with parents and pupils. This form of assessment helps: teachers monitor progress; provide motivation for the children; to identify gaps and misconceptions; inform planning in order to address the aforementioned. These types of assessments take place on a regular basis with:

- • Individual assessments

- • Group assessments

- • Class assessments

Through:

- Observational assessment

- Regular short re-cap quizzes

- Scanning work for pupil attainment and development

- Discussion

- Written or verbal evidence (for example questioning during lessons and marking of pupils' work)

Teachers at Colchester High School assess in a variety of ways using the following techniques:

- • Observation

- • Speaking and listening

- • Written or verbal work, including tests and tasks.

- • Peer, Self and Teacher Assessment (this is typically achieved through the pupils and teacher looking at work together, or evaluating individual pieces of work as part of a lesson).

Diagnostic assessments are also carried out by teachers to help identify strengths and weaknesses of individual children.

This is done through:

• Individual programmes of work

• Checklists

• Specific activities/tasks

These can be linked with support agencies through the Learning Support Department.

When formative assessment is carried out, teachers should consider the following questions:
- What will this assessment tell me about pupils' knowledge and understanding of the topic, concept or skill?
- How will I communicate the information I gain from this assessment to pupils in a way that helps them to understand what they need to do to improve?
- How will I ensure pupils understand the purpose and outcome of this assessment and can apply it to their own learning?
- How will I ensure my approaches to assessment are inclusive of all abilities?
- How will I use the information I gain from this assessment to inform my planning for future lessons? How should I improve, adapt or target my teaching as a result?
- What follow up action should I take to plug gaps in knowledge and understanding or to support progression where learning is secure?

How assessment supports learning
By assessing pupils accurately, we:
• Build a clear picture of each pupil's skills and knowledge and understand that each pupil is a unique learner who should be supported to reach full potential irrespective of ability
• Identify each pupil's strengths and plan next steps to inform future planning and opportunities for learning
• Support each pupil by using a range of learning styles to ensure effective teaching and thereby provide the opportunity for all to succeed irrespective of ability
• Identify, celebrate and share achievement with pupils and parents
• Evaluate the progress that each pupil is making and support individuals to reach their full potential.

The role of the pupil
Pupils are encouraged to take responsibility for their own learning through:

• assessing their own work and, where appropriate, the work of other pupils
• setting themselves targets for their own learning
• asking for help and advice in improving their work.

Use of in-school summative assessment

Summative assessments are also used to help us decide what a child can do at a particular time.

This is done through:

• Assessments for specific tasks – at the end of a topic or after teaching a specific skill or concept

• Regular assessments for curricular records

• End of year or end of Key Stage results

• Reports are issued at different times throughout the year depending on the key stage, in addition to Parents' Evenings.

Teachers record progress and achievements through the levels of attainment in each curriculum area, and record information about each child in 'Pupil Asset' each term. Pupil progress is tracked by teachers, Middle Leaders and SLT. Assessment data is analysed and used to inform planning, intervention provision and the curriculum to optimise individual pupil progress. The GL Assessment data gathered in school is used by Department Heads to help identify pupil needs and ensure that teachers use this data to help plan suitable learning for all pupils.

Data from a variety of sources is reviewed regularly in meetings between HoD and teaching staff, as well as HoD and SLT. Meetings of regular frequency throughout the year focus on short term pupil progress. Key stage data is analysed by HoD and the Director of Studies, followed by analysis meetings between HoD and SLT which focus on value added.

Planning of assessments

At Colchester High School we feel it is important to plan assessment opportunities in what the children know, what they understand and what they can do. Where assessments used are external commercial tests, careful planning is undertaken to ensure administration is in line with test protocols (the rationale for such testing is outlined in appendix 1).

1. Assessment should be part of the planning process in departments.
2. Aims and objectives and learning outcomes of the course should be clearly stated and shared with pupils and parents.
3. The planning identifies: What the assessment is; who it is for (individual, group, class); what evidence will be collected (this will include a variety of evidence which could include discussions or observations with notes taken, a photograph, audio, children's work, results of tests, marking of homework); how the resultant data will be used (including scope for benchmarking and comparison to national averages).

4. A programme of study, including a timescale for completion of each part or unit of a course should be drawn up and shared with pupils.

5. Departments should liaise with the SEN department where necessary to ensure accurate assessment of progress, attainment and wider outcomes of pupils with SEN and disabilities. In doing so, reference is made to the SEN policy and appendix 1 of this policy – this includes staff providing feedback to the Head of Learning Support, developing intervention strategies and reviewing individuals in pupil progress meetings.

6. Assessments should indicate how well pupils are progressing towards the stated aims, objectives and learning outcomes of a course.

7. The Director of Studies and staff from the different departments work as a team to review assessment issues and procedures that operate at Colchester High School on a regular basis through discussions and departmental documentation.

Inclusion

We have high expectations of every pupil, including those with SEN and/or disability. Pupils with SEN are assessment 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.

Evaluation of this policy

When evaluating the use and impact of the assessment policy, 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.

When evaluating the accuracy and impact of assessment, leaders will evaluate the extent to which:

- teachers use assessment for establishing pupils' starting points;
- teachers use assessment and testing 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.

When evaluating the effectiveness of leadership and management, Cognita will consider:

- the effectiveness of the actions leaders take to secure and sustain improvements to teaching, learning, attainment and progress;
- how effectively leaders monitor the progress of groups of pupils (e.g. gender, SEN, more able, EAL) to ensure that none fall behind and underachieve.

Data collection and recording

It is essential that we have a coherent and understood system for recording assessment outcomes. Within our school we record progress and achievements through the levels of

attainment in each curriculum area, and record assessment information about each child in Pupil Asset termly.

The following documents are produced each year to aid with the analysis of results and in order to provide some measures of progress:

- Results for end of Key Stage 1, 2 and 3
- Key Stage 2 to GCSE Progress
- Key Stage 3 value added compared to MIDYIS
- Progress across KS3 in each subject
- Progress across each year in each subject
- GCSE predicted grades for Year 10 and Year 11
- GCSE Results (standard Cognita template, including comparison to YELLIS and EBAC scores).
- Commentary and Analysis of GCSE results (including a comparison to past performance).
- AS and A Level Predictions
- AS and A Level results commentary and analysis.

KEEPING EVIDENCE

A wide range of evidence is kept which includes, but is not limited to:

- Variety of reading and language records

- Children's books and folders

- Teachers' notes of observations

- Test results

- Self-assessments

REPORTING TO PARENTS

Reports are summative and informative; they provide information on children's progress and achievements throughout the school year. The reports are written at different times of the year for each key stage or year group. They follow the agreed procedures laid down by legislation and report all legal requirements. Opportunity is given for parents to discuss the report with the class teacher at Parent Evenings or by Personal Interviews.

In the Prep department, Reading diaries provide a two-way communication about each child's progress in reading. These records are exchanged daily, with teachers hearing children read on a regular basis.

Individual diaries (often called 'Planners') are provided for all pupils in the school so that general notices and information about achievements, behaviour and other pertinent points can be shared with parents on a regular basis.

Further email dialogue and telephone conversations take place between parents and teachers to further enhance the home-school link.

VERBAL

Parents' Evenings are held at various times of the year depending on the pupils' year group. Parents have the opportunity to discuss their child's progress with the teachers. School records are used to inform these meetings.

In addition, we hold 'meet the teacher' events at significant times, such as a child moving up a Key Stage.

Personal Interviews with parents are arranged before or after school in addition to parent Evenings /Open Days. This varies from child to child and teacher to teacher.

Further telephone dialogue often takes place between parents and teachers, which also serves to enhance further the home-school partnership.

BETWEEN STAFF

It is important that reporting takes place between teachers, both formally at curriculum and staff meetings, and informally. The professional use of email between teachers is encouraged where appropriate.

Appendix 1

Summative Assessment Overview

Year Group	Assessment	How data used?
Reception	Reception Baseline GL assessment and GL Baseline Progress Assessment	Entry level assessment to inform planning for teaching and learning and measure progress and value added using the end of year GL Baseline Progress assessment. SAS scores are used which enable pupils to be benchmarked and their progress monitored. End of year assessment data used for transition to Year 1 to ensure teachers target individual pupil needs.
Key Stage 1	GL Progress in Maths(PTM) and English(PTE) tests	SAS scores are used which enable pupils to be benchmarked and their progress monitored. Pupil performance is compared within year groups, across year groups and against a national standard. Analysis of assessment data by Form Teachers to target teaching and learning strategies and any necessary intervention to close gaps in the next academic year. Maths and English Subject Leaders use data to identify areas of curriculum needing further improvement to aid pupil progress and attainment. MLT analysis of data to aid in setting, targeting intervention programmes. SLT review attainment and progress across whole school.
Key Stage 1	Half-termly summative assessment in Reading, Maths and Science	Regularly check knowledge and understanding of the curriculum with confidence; ensure that every lesson is pitched correctly and that gaps are addressed early provide targeted feedback to children to help them improve. Enable teachers to measure success of learning that has taken place and inform future planning. Assist links made between impact of interventions and quality of teaching.
Key Stage 1	SWST spelling test [year 2] NGRT Reading test[year 2]	Identify pupils needing additional intervention and may subsequently lead to referral for further assessment with outside agencies.Provide information to assist teachers in differentiating appropriately.
Key Stage 2	GL Progress in Maths(PTM) and English(PTE) tests	SAS scores are used which enable pupils to be benchmarked and their progress monitored. Pupil performance is compared within year groups, across year groups and against a national standard. Analysis of assessment data by Form Teachers to target teaching and learning strategies and any necessary intervention to close gaps in the next academic year. Maths and English Subject Leaders use data to identify areas of curriculum needing further improvement to aid pupil progress and attainment. MLT analysis of data to aid in setting, targeting intervention programmes. SLT review attainment and progress across whole school.
Key Stage 2	Half-termly summative assessment in Reading, Maths and Science	Regularly check knowledge and understanding of the curriculum with confidence; ensure that every lesson is pitched correctly and that gaps are addressed early provide targeted feedback to children to help them improve. Enable teachers to measure success of learning that has taken place and inform future planning.

		Assist links made between impact of interventions and quality of teaching.
Key Stage 2	SWST spelling test NGRT Reading test	Identify pupils needing additional intervention and may subsequently lead to referral for further assessment with outside agencies. Provide information to assist teachers in differentiating appropriately.
Key Stage 2	GL Cognitive Abilities Test (CAT) 4 PRE A[year 3 only] GL Cognitive Abilities Test (CAT) 4 [year 5 only]	Provide indicators of attainment for KS2, KS3, GCSE, AS level and A level (or Standard and Intermediate Grades in Scotland), which are starting points for target setting for the group or individual. Offer a comparison between the performance of different groups of students in order to better identify needs and target resources. Monitor trends and changes in the ability profile of the school's intake over time identify students who may be 'coasting' or at risk of under-attainment and set a baseline against which to assess the value added by the school.
Key Stage 3	SWST spelling test [years 7 - 9] NGRT Reading test[years 7 - 9]	Identify pupils needing additional intervention and may subsequently lead to referral for further assessment with outside agencies. Provide information to assist teachers in differentiating appropriately.
Key Stage 3	GL Assessments Progress in Maths(PTM) and English(PTE) tests (years 7 & 8). MIDYIS KS 3 Exam week	Provide indicators of attainment for KS3, GCSE, AS level and A level (or Standard and Intermediate Grades in Scotland), which are starting points for target setting for the group or individual. Offer a comparison between the performance of different groups of students in order to better identify needs and target resources. Monitor trends and changes in the ability profile of the school's intake over time identify students who may be 'coasting' or at risk of under-attainment and set a baseline against which to assess the value added by the school.
Key Stage 4	YELLIS secondary baseline assessment. Trial GCSE exams (repeated for Eng & Maths) Public GCSE examinations	Administered to measure pupil performance, potential and attitudes as well as helping to identify pupil strengths and weaknesses, aid planning, setting of appropriate targets and benefit teaching and learning. Standardised school leavers' examinations providing nationally comparable grades for entry to post-16 pathways.
Key Stage 5	ALIS Public A level examinations	The ALIS is administered as it is a recognised post-16 monitoring system designed to provide individualised learner profile, baseline measures and predictive information to ensure learners maximise their potential. Standardised Year 13 leavers' A level examinations providing internationally comparable grades for progression to higher education or alternative pathway.

Appendix 2

Assessment Calendar

Year	Autumn Term	Spring Term	Summer Term
N	'On Entry' Assessment Cohort Summary and Learning Journey Progress Assessment Grid - continuous	Progress Assessment Grid - continuous Learning Journey	Progress Assessment Grid - continuous Learning Journey
R	Reception Baseline GL assessment Keyword assessment Early Learning Goals (ongoing) Termly Pupil Asset Teacher Assessment entered	Progress Assessment Grid - continuous Early Learning Goals (ongoing) RWI Assessment (if applicable) Keyword assessment Termly Pupil Asset Teacher Assessment entered	EYFS assessment data submitted to Essex Council GL Baseline Progress Assessment Termly Pupil Asset Teacher Assessment entered
1	RWI Assessment Half-termly summative assessment in Reading and Maths Half-termly writing assessments Termly Pupil Asset Teacher Assessment entered in Maths, English and Science	RWI Assessment Half-termly summative assessment in Reading and Maths Half-termly writing assessments Termly Pupil Asset Teacher Assessment entered in Maths, English and Science	RWI Assessment Phonics Screening Test [administered internally] Half-termly summative assessment in Reading and Maths. Half-termly writing assessments End of Year KS1 tests (internal) GL Progress in Maths(PTM) and English(PTE) tests Termly Pupil Asset Teacher Assessment entered in Maths, English and Science
2	RWI Assessment Half-termly summative assessment in Reading and Maths Science unit tests (Rising Stars). Half-termly writing assessments Termly Pupil Asset Teacher Assessment entered in Maths, English and Science	RWI Assessment Half-termly summative assessment in Reading and Maths Science unit tests (Rising Stars). Half-termly writing assessments Termly Pupil Asset Teacher Assessment entered in Maths, English and Science	RWI Assessment for pupils on RWI scheme in this term Phonics Screening Test [administered internally] Half-termly summative assessment in Reading and Maths. Half-termly writing assessments Science unit tests (Rising Stars). End of Year KS1 tests (internal) GL Progress in Maths(PTM) and English(PTE) tests

			SWST spelling test NGRT Reading test Termly Pupil Asset Teacher Assessment entered in Maths, English and Science
3	GL Cognitive Abilities Test (CAT) 4 PRE A Half-termly summative assessment in Reading and Maths Science unit tests (Rising Stars). Half-termly writing assessments Termly Pupil Asset Teacher Assessment entered in Maths, English and Science	Half-termly summative assessment in Reading and Maths Science unit tests (Rising Stars). Half-termly writing assessments Termly Pupil Asset Teacher Assessment entered in Maths, English and Science	Half-termly summative assessment in Reading and Maths Science unit tests (Rising Stars). Half-termly writing assessments Termly Pupil Asset Teacher Assessment entered in Maths, English and Science GL Progress in Maths(PTM) and English(PTE) tests SWST spelling test NGRT Reading test
4	Half-termly summative assessment in Reading and Maths Science unit tests (Rising Stars). Half-termly writing assessments Termly Pupil Asset Teacher Assessment entered in Maths, English and Science	Half-termly summative assessment in Reading and Maths Science unit tests (Rising Stars). Half-termly writing assessments Termly Pupil Asset Teacher Assessment entered in Maths, English and Science	Half-termly summative assessment in Reading and Maths Science unit tests (Rising Stars). Half-termly writing assessments Termly Pupil Asset Teacher Assessment entered in Maths, English and Science GL Progress in Maths(PTM) and English(PTE) tests SWST spelling test NGRT Reading test
5	GL Cognitive Abilities Test (CAT) 4 Half-termly summative assessment in Reading and Maths Science unit tests (Rising Stars). Half-termly writing assessments Termly Pupil Asset Teacher Assessment entered in Maths, English and Science	Half-termly summative assessment in Reading and Maths Science unit tests (Rising Stars). Half-termly writing assessments Termly Pupil Asset Teacher Assessment entered in Maths, English and Science	Half-termly summative assessment in Reading and Maths Science unit tests (Rising Stars). Half-termly writing assessments Termly Pupil Asset Teacher Assessment entered in Maths, English and Science GL Progress in Maths(PTM) and English(PTE) tests SWST spelling test NGRT Reading test
6	Half-termly summative assessment in Reading and Maths	Half-termly summative assessment in Reading and Maths	Half-termly summative assessment in Reading and Maths

	Science unit tests (Rising Stars). Half-termly writing assessments Termly Pupil Asset Teacher Assessment entered in Maths, English and Science	Science unit tests (Rising Stars). Half-termly writing assessments Termly Pupil Asset Teacher Assessment entered in Maths, English and Science	Science unit tests (Rising Stars). Half-termly writing assessments End of year summative tests in Maths and English (internal) Termly Pupil Asset Teacher Assessment entered in Maths, English and Science GL Progress in Maths(PTM) and English(PTE) tests NGRT Reading test SWST spelling test
7	Half-termly summative assessment in all subjects. Spelling Attack assessment within LS department. SRA reading scheme assessment. GL Progress in Maths(PTM) and English(PTE) tests, with internal baseline test for all other subjects. Termly Pupil Asset Teacher Assessment entered for all subjects.	Half-termly summative assessment in all subjects. Termly Pupil Asset Teacher Assessment entered for all subjects.	Half-termly summative assessment in all subjects. Termly Pupil Asset Teacher Assessment entered for all subjects. SWST spelling test NGRT Reading test End of year summative exam.
8	Half-termly summative assessment in all subjects. Spelling Attack assessment within LS department. GL Progress in Maths(PTM) and English(PTE) tests SRA reading scheme assessment. Termly Pupil Asset Teacher Assessment entered for all subjects.	Half-termly summative assessment in all subjects. Termly Pupil Asset Teacher Assessment entered for all subjects.	Half-termly summative assessment in all subjects. Termly Pupil Asset Teacher Assessment entered for all subjects. SWST spelling test NGRT Reading test End of year summative exam.
9	Half-termly summative assessment in all subjects. Spelling Attack assessment within LS department. SRA reading scheme assessment.	Half-termly summative assessment in all subjects. Termly Pupil Asset Teacher Assessment entered for all subjects.	Half-termly summative assessment in all subjects. Termly Pupil Asset Teacher Assessment entered for all subjects. SWST spelling test

	Termly Pupil Asset Teacher Assessment entered for all subjects.		NGRT Reading test End of year summative exam.
10	YELLIS secondary baseline assessment. Termly Pupil Asset Teacher Assessment entered for all subjects. Internal summative assessment.	Termly Pupil Asset Teacher Assessment entered for all subjects. Trial and practice exams.	Termly Pupil Asset Teacher Assessment entered for all subjects. Internal summative assessment. Public GCSE examinations.
11	GCSE Trial examinations in all subjects	GCSE Trial examinations in English and Maths. Internal summative assessment.	Public GCSE examinations.
12	n/a	n/a	n/a
13	Internal summative assessment.	A-level trial examinations in all subjects. Internal summative assessment.	Public A Level examinations