Assessment, Exams, Reporting and Recording Policy

Believing in Excellence means that the school has key values that all members of our school community live by. These are:
- Respect;
- Resilience;
- Responsibility.

These values apply to three important spheres of life:
- Believing in Excellence for ourselves;
- Believing in Excellence for others;
- Believing in Excellence for our environment.

Date of Policy	May 2019
Date agreed by Governing Body	May 2019
Date of next review	September 2021
Lead Member of Staff	M Pickup, Deputy Headteacher

Aims

This policy aims to:
- Provide clear guidelines on our approach to formative and summative assessment
- Establish a consistent and coherent approach to recording summative assessment outcomes and reporting to parents
- Clearly set out how and when assessment practice will be monitored and evaluated

Context and Purpose

Effective assessment lies at the heart of effective teaching and learning. The main purpose of assessment is to secure each pupil's entitlement to accurate feedback about his or her progress towards aspirational and challenging targets. Assessment should promote independence and responsibility for a pupil's own learning and progress so that pupils initiate and extend the range of their capabilities, successfully blending both traditional and digital contexts of learning. An accurate knowledge of what pupils are capable of and achieve is essential if teachers, in turn, are to support pupils in their next steps for learning. Accurate and well managed assessment is central to the school improvement process. Information from data from a range of evidence raises expectations, enables pupil tracking, supports intervention and is used to monitor against national standards.

Legislation and guidance

Since the removal of National Curriculum levels in 2014, schools have been free to develop their own approaches to assessment.
This policy refers to the recommendations in the Final Report of the Commission on Assessment without Levels.
It also refers to statutory reporting requirements set out in the Education (Pupil Information) (England) Regulations 2005: schedule 1.
This policy complies with our funding agreement and articles of association.

Principles and Practice of Assessment
- Teachers should use their knowledge of a child's work drawing on their marking and a variety of evidence to judge a pupil's performance across different contexts.
- Up-to-date records must be kept of each child's attainment and it is useful to keep samples of the children's work as evidence of attainment.
- Assessment should ensure that pupils understand and respond independently to assessments which should promote responsibility for their own progress and learning
- Pupils' progress, across all skill areas as identified in each scheme of work, is monitored and tracked across time and across subjects.
- Teachers should utilise a valid range of moderated performance measures including teacher assessments, results from online learning resources and test results, in order to promote reliability before reporting,.
- Pupils' progress with developing skills in literacy and the presentation of their work for learning is regularly assessed and reported in each of their subjects.
- All staff work collaboratively to gather, share and use information about pupils' progress.
- There is an appropriate balance between the assessment and marking of classwork and homework. .
- Identification of pupils' under-performance is timely, accurate and effectively establishes improvement.
- Data is collected and shared with the pupils, parents and all staff involved in teaching the pupils.
- Pupil progress is benchmarked against national data and expectations.
- Pupils have regular opportunities to discuss their progress.
- Annual and key stage targets are shared with all staff involved in teaching the pupils.

- Teaching programmes, intervention programmes and revision programmes are informed by regular monitoring of progress and adjusted in the light of pupils' needs.
- Parents and carers are informed and involved in order to support pupils' achievements on a regular basis.
- Performance data is managed through school-wide systems so that teachers have ready access to the data they need, and new data can be entered and processed readily. Full and extensive use is made of school systems for managing assessment information, including SIMS mark sheets and 4Matrix (Key Stage 4) and the Depth of Learning Index website (Primary).
- Teachers are required to make regular and accurate assessments of each pupil's progress.
- In the primary phase these assessments are made against national age related expectations using the framework provided by the Chris Quigley Curriculum
- In the Secondary Phase all formal assessments are made against GCSE Grade Descriptors except when different grade sets are used for some Key Stage 4 classes).

Forms of Assessment
We recognise and promote two main forms of assessment,
- Formative Assessment / Assessment **for** Learning
- Summative Assessment / Assessment **of** Learning

Formative assessment is the process of using classroom assessment to improve learning, in formative assessment:
- teachers share learning targets with children;
- children know and recognise the standards to which they should aim;
- there is feedback that leads children to identify what they should do next in order to improve;
- it is assumed that every child can improve;
- children review and reflect on their performance and progress with teachers and they develop skills in peer and self-assessment. www.teachernet.gov.uk

Summative Assessment is the measurement of pupil achievement at a particular point in time.

At Cavendish we recognise that pupils are assessed in a variety of ways, both formally and informally and with differing degrees of regularity. We define the different regularity of assessments as follows;

Short-term assessment
Short-term assessment is a continuous process and should be part of day-to-day work with the class. It also informs planning ('formative assessment'). It informs judgements about children's progress against targets set for and with them. Because progress is being assessed over short periods, these targets will be expressed in much smaller steps than moving from one milestone (Primary Phase) or GCSE grade (Secondary Phase). Short-term assessments happen informally in every lesson. This information should be used to adjust subsequent lesson planning.

A variety of methods should be used to assess children's learning in the short term.
These include:
- observing pupils
- noting pupil's reactions and engagement with tasks
- discussing work and asking questions
- setting assessment activities
- using tests as part of a lesson or as homework.

Medium-term assessment
This occurs when marking and monitoring pupil's work, provide constructive oral or written feedback that acknowledges their successes, helps them see what they need to do to improve further and sets them targets to achieve. These medium-term assessments should be recorded by the teacher to inform future planning.
Marking pupils' work should include frequent use of SIR (Strength, Improvement, Response) strategies and, in particular, that pupils' responses are captured.

Long-term assessment

Long-term assessments are made to review and record the progress children are making against the key objectives (assessment of learning). Doing this approximately every term will allow you to judge pupil's progress over time and against any individual targets, including those in IEPs. It will also help in planning work for the next term.

Long-term assessment also includes summative assessment at key miles stones including the end of EYFS, the Year 1 Phonics Screening Test, Key Stage 1&2 SATS and GCSES at the end of Key Stage 4.

Frequency of Assessment and Reporting

The frequency with which individual class teachers and subjects mark and assess pupils' work is directly related to the Phase, the nature of the learning in the subject and the proportion of contact time. Heads of Phase and Heads of Faculty should ensure that it complies with the school's feedback for learning policy and directly relates to the school's central assessment and reporting schedule.

The scheme of work and assessment points in each subject must be planned to inform the whole school assessment, reporting and recording schedule which is published annually so that tutors and progress leaders can productively monitor and support the overall progress of individual pupils.

Every year group has three profile reports each year.

Profile reports will contain;
- Assessment data including Attitude to Learning, Attitude to Homework
- An indication of rates of progress
- Attendance figures

Once a year a profile report will include an improvement target linked with the pupil's next steps for learning.

Inclusion

The principles of this assessment policy apply to all pupils, including those with special educational needs or disabilities.

Assessment will be used diagnostically to contribute to the early and accurate identification of pupils' special educational needs and any requirements for support and intervention.

We will use meaningful ways of measuring all aspects of progress, including communication, social skills, physical development, resilience and independence. We will have the same high expectations of all pupils. However, this should account for the amount of effort the pupil puts in as well as the outcomes achieved.

For pupils working below the national expected level of attainment, our assessment arrangements will consider progress relative to pupil starting points, and consider this alongside the nature of pupils' learning difficulties.

Roles and Responsibilities

Pupils
- Ensure that they have recorded their targets.
- Respond to teacher feedback to enable them to make progress within subjects.
- Embrace the school values for assessment and work hard to achieve their targets.

Parents
- Ensure they know and can support their child's end of year and end of key stage targets.
- Use profiles and reports to support their child and teachers in order to ensure good progress.
- Support their child in end of Key Stage assessments by ensuring they have good attendance and attend timetabled examinations.

Class Teachers
- Assess pupils regularly as part of the learning process (short-term assessment) within lessons and use this to inform planning.
- Mark pupils' work and provide formative feedback (medium-term assessment) to enable them to make progress. Use SIR strategies in line with school and department policies.
- Assess summatively in line with departmental policy (long-term assessment) and according to the assessment schedule.
- Enter assessment grades on mark sheets in line with the Assessment, Reporting and Recording schedules.
- Use data to plan support and interventions for pupils.
- Deliver effective in class interventions (Wave 1 teaching) which subsequently demonstrate improved progress for targeted pupils.
- Report progress to parents following school guidelines and systems.

Key Stage Leaders in the Primary Phase
- Establish a Key Stage assessment policy supporting whole school principles.
- Establish and monitor Key Stage procedures and activities (short, medium and long term).
- Ensure that the scheme of work and assessments are planned and recorded on MIS according to the school's assessment schedule
- Lead Pupil Progress meetings to ensure that assessments are accurate and consistent across the Key Stage and, as a result, make appropriate adjustments to the scheme of work.
- Use data, together with other forms of evidence such as work scrutinies and pupil voice, to ensure they have an accurate understanding of the strengths and weaknesses of their Year Groups.
- Identify pupils within the groups who are underachieving and lead appropriate interventions.
- Report to governors about the progress of the year groups in the Key Stage.
- Lead class teachers in the completion of annual reports

Progress Leaders in the Secondary Phase
- Use data, together with other forms of evidence such as work scrutinies and pupil voice, to ensure they have an accurate understanding of the strengths and weaknesses of their Year Groups.
- Identify pupils within the group who are underachieving across a range of subjects and lead appropriate interventions.
- Lead form tutors in mentoring based on assessment data and support form tutors as each pupil's advocate to ensure that he or she makes consistent progress in each of their subjects.
- Report to governors about the progress of their year.
- Coordinate tutor and other pastoral aspects of the reporting process ensuring high quality.

Heads of Faculty
- Establish a departmental assessment policy supporting whole school principles.
- Establish and monitor departmental procedures and activities (short, medium and long term).

- Ensure that the scheme of work and departmental assessments are planned and recorded on SIMS according to the school's assessment schedule.
- Organise moderation exercises to ensure that assessments are accurate and consistent across the subject area and, as a result, make appropriate adjustments to the scheme of work.
- Identify pupils who are underachieving and secure improved progress as a result of increased focus in lessons and interventions.
- Ensure that systems are in place to ensure that reporting within the subject area follows school guideline and systems so that it is manageable and informative

Data Manager
- Create logical and accessible mark books for appropriate audiences.
- Manage the input of data in analytic software tools.
- Support effective analysis of data to enable effective interventions and tracking of progress.
- Support the timely production of Profiles and Full Reports.

DHT Outcomes
- Lead the establishment and enhancement of the principles underlying effective assessment.
- Ensure pupils are set challenging yet realistic end of year and end of Key Stage targets based on prior attainment and models of best practice.
- Ensure that analysis of performance is linked to national performance indicators.
- Provide accurate data so that action can be taken to improve the outcomes of specific groups.
- Provide analysis of performance data to the school leadership and governors.
- Work with Progress Leaders and Subject Leaders to monitor pupil progress and secure improved outcomes as a result of planned and appropriate intervention.
- Lead the whole school approach to reporting.

Heads of Phase
- Oversee the progress of pupils within their phase.
- Report to Governors on progress towards targets.

Headteacher
- Ensure structures are in place to support the effective implementation of this policy.
- Report to governors on the evaluation of the operation and effectiveness of this policy.

Governors
- Monitor the progress of all year groups through holding the SLT to account.
- Moderate the evaluation of the operation and effectiveness of this policy.
- Support the school in the further development of this policy.

Monitoring

This policy will be reviewed annually by the Deputy Headteacher Outcomes. At every review, the policy will be shared with the governing board.

All teaching staff are expected to read and follow this policy. SLT are responsible for ensuring that the policy is followed.

The Deputy Headteacher Pupil Outcomes will monitor the effectiveness of assessment practices across the school, through:

List examples of monitoring approaches used in your school – for example, moderation, lesson observations, book scrutinies, pupil progress meetings.

Exam Access Arrangements Policy

Context and Purpose

This information should be read in conjunction with Cavendish School's Special Educational Needs and Disability (SEND) Local Offer: SEN Information Report, which sets out the School's procedures for identifying SEND, making and evaluating provision for pupils with SEND, and monitoring the pupils' needs for access arrangements.
This policy, and its approach to Exam Access Arrangements, reflects our teaching and learning philosophy which seeks to create a learning environment whereby every individual pupil may fulfil his/her full potential. It explains the actions taken to ensure inclusion throughout the School for all pupils with additional educational needs, including those with formally diagnosed SEND.

What Are Exam Access Arrangements?

An Exam Access Arrangement (EAA) is a provision or type of support given to a student (subject to exam board approval) in a national/public exam, where a particular need has been identified and it is provided so that the pupil has appropriate access to the exam. EAAs are intended to give all candidates equal opportunity to demonstrate their skills, knowledge and understanding.

Procedures and practices relating to the awarding of EAAs are governed by the statutory duty to make reasonable adjustments to provision under guidelines produced by the Joint Council for Qualifications (JCQ). The JCQ adjusts its regulations periodically and the School is bound to comply with the current regulations.

The most commonly used access arrangements at Cavendish School are as follows:

Scribe: a 'responsible adult' who writes or types for the pupil. The pupil would dictate their answers including all punctuation, grammar and relevant spellings and the scribe would write exactly what the pupil says. This provision is usually not encouraged for Math's or Modern Foreign Languages. This provision also includes the use of a word processor with spelling and grammar functions enabled. However, relevant spelling/grammar marks would then be deducted from the final exam score. The School cannot support the provision of speech recognition technology for this arrangement.
Reader: a 'responsible adult' who would read the question and relevant text (with the exception of an exam testing the pupils' reading such as English comprehension and Modern Foreign Languages) for the pupil. The pupil would then write the answers themselves although this text could then be read back to the pupil if requested. Under JCQ Regulations, three or four candidates may share one reader and candidates with individual readers may be required to share a room.
Word processing: access to a computer for an exam (if appropriate but not usually for subjects such as Math's and Modern Foreign Languages) so the pupil would word process their answers. Spelling and grammar checks would be disabled other than in exceptional where the pupil has 'scribe' provision (see above).
25% Extra Time: pupils may be entitled to an allowance of 25% extra time depending on their history of need and at least one standardised score below 84 relating to speed of reading, writing or processing.
Rest Breaks: where pupils are permitted to stop for short breaks during the exam and this time is then added to the finish time, with the effect of elongating the exam but not actually using any extra time.
Prompter: used for pupils with little sense of time or ability to concentrate, a responsible adult/invigilator can prompt them with a few permitted phrases to refocus or move the pupils on to the next question or indicate how much time is left.
The above list is not exhaustive but does cover the most commonly used exam access arrangements but the School would ensure each pupil's needs are met as required. EAAs may also differ according to the pupils' needs within each subject i.e. extra time may be awarded to extended writing subjects only.

Procedures for Exam Access Arrangements

Pupils will be identified for possible access arrangements through a combination of the following criteria:

- From Year 7 as a result of information from primary schools, prior access arrangements and/or low attainment scores in relevant assessments
- Referral from a teacher and evidence supporting pupil's area of need
- EAAs granted/officially approved by previous secondary school – subject to relevant paperwork being sent to the SEND department at Cavendish School, in addition to clear evidence of need and confirmation of qualifications of prior school's specialist assessor.
- Presentation of a recent medical letter/diagnosis from a qualified heath care professional
- Parental concern expressed to a subject/form teacher

'Provisional' access arrangements granted in Years 7, 8 or 9 are not automatically guaranteed for GCSE exams. Official approval is normally requested by the Autumn Term of Year 10 and is subject to results from the School's designated specialist and/or a medical diagnosis/report. EAAs have to be officially approved for all pupils taking GCSEs. However, it is our aim to have 'provisional' access arrangements in place for internal assessments for pupils in younger years as soon as additional needs are identified so this becomes the pupils' normal way of working.

Pupils who are deemed eligible for access arrangements in Key Stage 4 will be tested (at the earliest in Year 9) by the School's designated 'specialist assessor' to ensure the results are valid for official approval for the entire GCSE period.

As advised by the JCQ, the School **will not** accept privately commissioned assessments as **sole** evidence for exam access arrangements. Privately commissioned assessments will only be considered as background evidence additional to qualitative and quantifiable evidence gathered by the School to reflect the candidates' significant, persistent and long-term need and their normal way of working in school.

With the exception of temporary illness or injury on the day of the examination, pupils who require EAA provision for medical purposes will need to provide written evidence from an appropriate medical professional in January of the year they will be sitting exams, stating their current diagnosis, treatment and details of how it might affect their performance. Historical information will not be taken into consideration. Any EAA provision will then be put in place to comply with current JCQ regulations, which may differ from that suggested by the medical professional.

The Special Educational Need & Disability (SEND) Department is responsible for EAA provision and duties include the following:

- Ensuring there is appropriate evidence for a pupil's exam access arrangement.
- Informing subject teachers at regular intervals regarding pupil's exam access arrangements and how they should be supported in the classroom.
- Liaison with Exams Team
- Informing parents/carers about pupil's provisional access arrangements, specialist assessor tests and official approval of arrangements for GCSE.
- Ensuring each pupil understands how to use their access arrangements and under what circumstances.
- Monitoring the use of exam access arrangements to ensure they remain appropriate and they become the pupil's normal way of working.

Please note, it is the responsibility of the pupil and the subject teacher to ensure EAAs are put in place for any assessments and tests taking place in lessons (these do not include formal GCSE exams). This will be done with the support of the SEND Department where required.

Key References

2014 Teacher Standards

Standard 6 states that Teachers should:
- Make accurate and productive use of assessment
- know and understand how to assess the relevant subject and curriculum areas, including statutory assessment requirements
- make use of formative and summative assessment to secure pupils' progress
- use relevant data to monitor progress, set targets, and plan subsequent lessons
- give pupils regular feedback, both orally and through accurate marking, and encourage pupils to respond to the feedback.

High Expectations for All

National Curriculum Review – Expert Panel Report (Dec 2011) – ''

Assessment is underpinned by the following ten dimensions for achieving high expectations for all

Presumption of capability for improvement
This contrasts with notions of inherited abilities which constrain self-confidence and learning.
Maintenance of high expectations
This dimension conveys both aspiration and confidence to the pupil, thus enhancing their potential to learn.
A focused curriculum with appropriate depth
Such clarity supports high quality learning of essential knowledge, and is particularly important in primary education.
Tangible learning objectives
The focus here is on authentic learning rather than on the acquisition of labels associated with abstract and over-generalised levels.
Constructive feedback for all pupils
This feature offers practical support for self-improvement on learning tasks.
Valuing of effort
This dimension highlights the value of concentration and practice.
Resolute commitment to essential knowledge for all
Here we draw attention to the necessary commitment for ensuring that all pupils attain the 'essential curriculum core'.
Monitoring to record the attainment of pupils who are 'ready to progress'
This feature affirms the need for school systems to monitor pupil learning but also focuses attention on the threshold criterion of ready to progress.
Provision of pupil support to maintain progress
This dimension clarifies the responsibility of each school to provide support as needed to enable pupils, as far as possible, to progress with their peers.
Engagement of parents and carers in authentic learning
The point here is that those in a position to support pupil learning should have direct access to tangible information on which to base their contribution.

Ofsted

Effective assessment processes should:
- Set targets
- Track progress against expectations
- Demonstrate what pupils know, understand and can do through assessment which is best fitted to the learning objectives

- Diagnose areas of strength and weakness
- Support teacher planning
- Provide clear and easily understood information for pupils and parents
- Provide information for other schools at any point of transition
- Provide internal monitoring information for middle and senior leaders and governors

Further Ofsted Guidance:
- Pupils' responses demonstrate sufficient gains in their knowledge, skills and understanding, including of literacy and mathematics.
- Assessment is frequent and accurate and used to set relevant work from the Early Years Foundation Stage onwards pupils understand well how to improve their work
- Not all aspects of learning, for example pupils' engagement, interest, concentration, determination, resilience and independence, may be seen in a single observation.
- Scrutiny of pupils' work, with particular attention to: how well and frequently marking, assessment and testing are used to help teachers improve pupils' learning, the level of challenge provided, pupils' effort and success in completing their work and the progress they make over a period of time."

Provisional Teachers' Standards for Digital and Online Learning and Assessment – for discussion

http://www.inacol.org/wp-content/uploads/2013/02/iNACOL_TeachingStandardsv2.pdf

A. Know and understand the primary concepts and structures of effective online instruction and able to create learning experiences to enable pupil success.
B. Understand and are able to use a range of technologies, both existing and emerging that effectively support pupils' learning and engagement in online learning.
C. Plan, design and incorporate strategies to encourage active learning, application, interaction, participation and collaboration in the online environment.
D. Promote pupils' success in online learning through clear expectations, prompt responses and regular feedback
E. Model, guide and encourage legal, ethical and safe behaviour related to technology use.
F. Are cognisant of the diversity of pupils' academic needs and incorporates accommodation into online learning
G. Demonstrate competency in creating and implementing assessments in online learning in ways that ensure validity and reliability of strategies and procedures
H. Develop and deliver assessments that meet standards-based learning targets and assesses progress by measuring achievement towards these targets
I. Are competent in using data from online assessments and other evidence to modify course material and to guide pupils' learning
J. Interact online in a professional effective manner with all stakeholders to support pupils' success
K. Organise media and content to help pupils and other teachers to transfer knowledge and skills most effectively in the online environment