

COGNITA



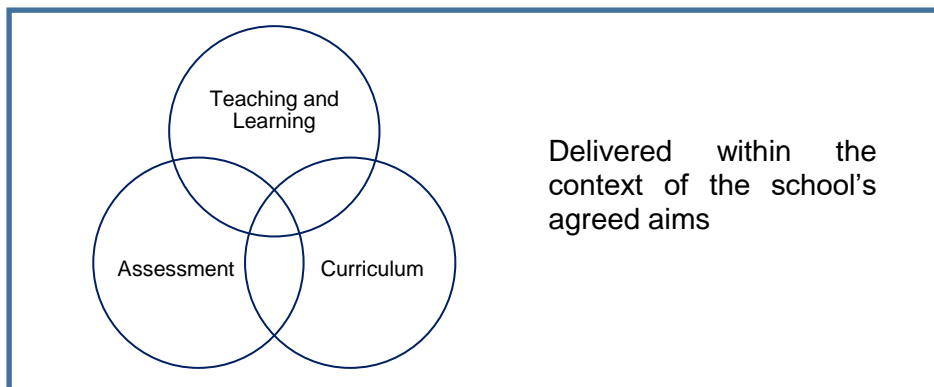
**North Bridge House
Nursery**

**Assessment, Recording and Reporting
Policy**

September 2018

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. This includes: Questioning, Scrutiny of pupils' work, Verbal and Written feedback Response to feedback from pupils, observational assessment, and low stakes tests such as quizzes. Ongoing highlighting of individual child profiles.	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. This includes: PM Benchmark Reading Assessments, End of term assessments in, Mathematics, Phonics and Writing. End of term and year teacher assessments in all EYFS areas. End of year. Profile Scoring and GLD Reviews for pupils with SEN and/or disabilities.	Externally set, marked and standardised. Also validated by an external body. This includes: GL assessments (Progress Test in English / Mathematics).

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. We would expect that the students in the EYFS can confidently display characteristics of effective learning across the 7 curriculum areas.
- 7.2 A mastery approach to learning is at the heart of the National Curriculum and part of great pedagogy in the EYFS. 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 the EYFS Curriculum assessment criteria (The Early Years Outcomes) 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 three characteristics of effective learning identified by the EYFS:
- Playing and Exploring** - children investigate and experience things, and 'have a go' whilst applying previously taught skills in a range of different contexts consistently and independently.
- Active Learning** - children concentrate and keep on trying if they encounter difficulties finding their own solutions to problems, and enjoy their achievements consistently and independently.
- Creating and Thinking Critically** - children have and develop their own ideas, make links between ideas, and develop strategies for doing things independently and with their peers applying previously taught skills and being creative with their own thinking strategies consistently and independently.
- 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?
N, PR, R	NBH Nursery EYFS Development Record, highlighting developmental objectives	Ongoing as and when the child is showing that they have met the objective	Formatively by teachers to plan for the next steps throughout the year and identify children requiring additional support. To triangulate wider assessment judgement. To evidence attainment and progress over time
N	2 Year Old Check	Spring 2	Formatively by teachers to plan for the next steps throughout the year and identify children requiring additional support. To triangulate wider assessment judgement. To evidence attainment and progress over time.
PR	Baseline and end of term summative assessments against the Early Years Outcomes	Baseline Autumn 1 Spring 2 Summer 2	Formatively by teachers to plan for the next steps throughout the year and identify children requiring additional support. To triangulate wider assessment judgement. To evidence attainment and progress over time.
PR	Phonics	Autumn 2 Spring 2 Summer	Formatively by teachers to plan for the next steps, target set and precision teach. To triangulate wider assessment judgement.
R	Phonics and Mathematics	Baseline Autumn 2 Spring 2 Summer 2	Formatively by teachers to plan for the next steps, target set and precision teach. To triangulate wider assessment judgement.
R	PMBenchmark Reading	Ongoing as and when the teacher feels progress in reading has been made.	Formatively by teachers to plan for the next steps, target set and precision teach. To show progress and attainment over time. To triangulate wider assessment judgement
R	Writing	Autumn 1 Autumn 2 Spring 1 Spring 2 Summer 1 Summer 2	Formatively by teachers to plan for the next steps, target set and precision teach. To show progress and attainment over time. To triangulate wider assessment judgement
R	End of Term Summative assessments against the Early Years Outcomes	Baseline Autumn 1 Spring 2 Summer 2	Formatively by teachers to plan for the next steps throughout the year and identify children requiring additional support. To triangulate wider assessment judgement. To evidence attainment and progress over time.
R	Profile Scoring (GLD)	Summer 2	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;

			As a basis for reporting
R	Progress Test in English PTE 5	Summer Term 1	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; As a basis for reporting.
R	Progress Test in Maths (PTM 5)	Summer Term 1	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; As a basis for reporting.

9 Integrity of Assessment Information

9.1 In order for our assessment processes to be robust and valid, we ensure that all staff are competent in the use of assessment. We do this by:

- Using clear assessment criteria;
- Assigning time to support the training of staff in what constitutes robust assessment;
- Assigning time for the moderation of assessment judgement; and
- Triangulating judgements from a range of assessments, including from learning walks and pupil work.

9.2 A key strategy for ensuring that assessment judgements are valid and reliable is the use of in-school moderation. Moderation is used to ensure that the judgement of all relevant staff about the quality of a piece of work or an assessment piece is the same.

9.3 Where possible, our school will look for opportunities to moderate our assessment judgements with colleagues from different schools.

10 Use of Formative Assessment

10.1 The schools approach to assessment follows the EYFS ethos that every child is unique and embraces learning and development in different ways and at different rates. All early years practitioners are aware of their role in each child’s development and are expected to question, extend, and encourage independent learning on a daily basis. Learning Intentions and key questions are used in the everyday set up of the classroom to extend and evaluate the children’s the learning.

All members of teaching staff take on a key person role. This means each member of staff has responsibility for the education and welfare of a particular group of children during their time within our setting. The key person will prioritise developing a secure and trusting relationship individually with their key children and their parents.

As part of our daily practice, teachers and key people observe and assess the children’s development and learning to inform future plans. Observations are recorded in a variety of ways. All Early Years practitioners are encouraged to contribute to assessments with discussions taking place regularly within teams and during termly Pupil Progress Meetings where SLT and the SENCO are present.

Assessments include the on-going NBH Nursery EYFS Development Record, highlighting developmental objectives as and when the children are observed to demonstrate independence in all 7 areas of learning in the EYFS.

Observations of children's achievements are collated in their own personal learning journals, which are shared with parents during Parent & Child Mornings and at Parents' Evenings.

When children demonstrate readiness to record work formally, rubrics are used to assess their success against the learning objectives in Phonics, Writing and Mathematics.

Marking and feedback is completed alongside the child so that they receive on the spot verbal feedback that they can respond to straight away.

The pupils are encouraged to look at their own and each other's work and discuss what is good and what can be improved. This helps our pupils to become reflective and resilient learners.

Reception pupils use rubrics with a pictorial success criteria for writing which they can refer to when completing their writing, self-assess their writing and eventually move on to peer assess each other's writing to ensure that it includes all of the elements on the Success Criteria sticker.

Our staff understand that the Early Years Outcomes and the Minimum Expectation document has been designed to identify the minimum expectations and should not be used to put a ceiling on our pupils' achievement and attainment.

Baseline assessments of all children entering the EYFS are carried out in the first half term. Those children who are identified as having difficulties in the areas of language, literacy, numeracy or social skills will be monitored closely and their parents consulted.

Children who are not making expected progress and require additional support beyond that in the classroom context may receive additional intervention support from the SENCO, teaching staff and any other external agencies where necessary.

The SENDco will support teaching staff with identifying next steps and strategies and if required an Individual Education Plan will be implemented and reviewed every 6 weeks.

Ongoing teacher observation and assessments of progress are measured against the Early Years Outcomes. Progress is carefully tracked and used to inform targets to support children with SEN. The SENDco, any external agencies, SLT and the parents all attend the IEP Review meetings to review and set targets

11 Use of in-school Summative Assessment

11.1 Each term the progress and attainment of each child is summarised against the Early Years outcomes and developmental age bands for Nursery, Pre-Reception and Reception. This teacher assessment is informed by a range of evidence to triangulate wider assessment judgement. The teachers use in-school assessments, formative assessments, and observations.

The NBH Nursery EYFS Development Record highlights developmental objectives, and any other evidence that has been collected over the term in workbooks and Learning Journals to inform their decision.

Teachers will use this data to inform the strengths and weaknesses in their cohort and plan accordingly to ensure that their pupils are supported where needed and given opportunities to develop depth and mastery in their learning.

All data is analysed by the Academic Deputy Head and discussed and moderated in Pupil Progress meetings with all SLT, Teachers, Key People and the SENDco.

Any child that has not made the expected rate of progress through the developmental age bands or is a risk of not achieving the minimum expected attainment expectations will be identified and an

action plan will be formulated for them on a Cohort Monitoring Form. This form highlights the reasons why they may not be on track and what additional support is required for them to close the gap as quickly as possible.

The Cohort Monitoring Form may also be applied for children who are meeting attainment expectations but are not making expected progress and may require work that offers more challenge. This information is shared with all staff in the class and the form is reviewed in the next Pupil Progress Meeting to measure the impact of the additional personalised provision.

Parents are informed of any additional support that the child will be receiving and the targets that have been set.

The school submits annual GLD data to our local authority, Camden and to Cognita. The school's GLD data is moderated by the local authority Camden.

This summative data at the end of Reception is used to compare NBH Nursery standards against local authority and national data.

Within the final term of Reception, parents are provided with a report based on their child's development against each of the Early Learning Goals and the characteristics of their learning. The parents are then given the opportunity to discuss these judgements with the Reception teacher in preparation for Year 1.

In the final term of Reception, the Year 1 teacher will meet with the Early Years staff and discuss each child's development against the Early Learning Goals in order to support a smooth transition to Year 1. This discussion helps the Year 1 teacher to plan an effective, responsive and appropriate curriculum that will meet the needs of all children

Progress Tests in Mathematics and English are administered at the end of Reception. The results from these tests are discussed and compared with teacher judgements in the Pupil Progress and hand over meetings to triangulate a wider assessment judgement and assist teachers in planning for the next steps and targets of the cohort they are receiving.

These summative assessments allow Cognita and schools within the group to assess against agreed benchmark of standards. This evidence along teacher assessment data collected over the year shows the progress of pupils and cohorts over time and can be used to compare cohorts and groups of pupils.

This data is also used as a basis for reporting.

We recognise that parents/carers are the child's first and most important educators. When parents/carers and practitioners work together in early years settings the results have a positive impact on the child's development. A successful partnership needs to be a two-way flow of information, knowledge and expertise.

We aim to develop this by:

- Regular and clear communications between teacher and parents
- Termly Parents' Evenings
- Outlining the school's expectations to parents/carers during curriculum evening, parents' workshops, school visits, written information, shared curriculums and App updates.
- We hold further curriculum workshops to guide parents in supporting their child's learning at home.
- Parent/carer class visits/stay and play sessions

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 SIMs. The Academic Deputy Head 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 encouraged to contact the school and request to meet with the class teacher in the first instance.

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

Autumn Term: Parents' Evening, Parent & Child Mornings, Formal Report.

Spring Term: Parents' Evening, Parent & Child Mornings.

Summer Term: Parents' Evening, Parent & Child Mornings, Formal Report.

Progress Check aged 2

North Bridge House Nursery School follows the Early Years Foundation Stage (EYFS) requirements by carrying out a progress check at two years: When a child is aged between two and three, practitioners will review their progress, and provide parents and/or carers with a short written summary of their child's development in the prime areas. This progress check will identify the child's strengths, and any areas where the child's progress is less than expected. If there are significant emerging concerns, or a special educational need or disability is identified, practitioners will develop a targeted plan to support the child's future learning and development involving parents and/or carers and other professionals as appropriate.

Additional regular updates on the class are provided in the class area on the NBH App

15 Evaluation

- 15.1 This policy complies with the Independent School Standards Regulations. As is expected of us, we publish particulars of the school's academic performance during the preceding school year, including the results of any public examinations.

- 15.2 The school reviews the attainment and achievement of pupils through 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 Assistant Director of Education, James Carroll, for challenge.

16 Responsibility

- 16.1 The person with responsibility for the overview and yearly evaluation of this policy Amy Jackson, Academic Deputy Head. 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 ADE, 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.

North Bridge House Nursery: Assessment, Recording and Reporting Policy

Ownership and consultation	
Document sponsor (role)	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 – April 2018	James Carroll, ADE

Audience	
Audience	All school staff

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England	Yes
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)



Head Teacher
NBH Nursery and Pre-Prep