



BRYN CELYNNOG

Comprehensive School

Nurturing Success

ASSESSMENT, RECORDING & REPORTING POLICY

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BRYN CELYNNOG COMPREHENSIVE SCHOOL
ASSESSMENT, RECORDING & REPORTING POLICY

Related policies:

- *Marking*
- *Homework*
- *Examination Entry*

SECTION 1: ASSESSMENT

PHILOSOPHY

At Bryn Celynnog, we believe that effective assessment underpins the learning experience. Effective assessment has a motivational effect in showing students what they have done well and provides students with clear stepping stones to enable them to make further progress.

Effective assessment serves diagnostic, formative, summative and evaluative purposes and is an integral part of teaching and learning.

PRINCIPLES

The central principle of our assessment process is to help students make progress.

Effective assessment will:

- permeate the curriculum and be an integral part of schemes of work and programmes of study;
- provide information on a student's current achievement and potential;
- identify skills and competencies;
- enable progression;
- motivate;
- provide information on the effectiveness of the teaching programme;
- provide feedback for students and parents.

Assessment can be considered to have four main purposes:

1. Formative assessment:

- sets individual learning targets
- recognises the student's achievements
- provides the student with guidance and constructive feedback to aid further progress

2. Diagnostic assessment:

- identifies the student's learning difficulties
- provides appropriate support and guidance to further the student's development

3. Summative assessment:

- systematically records the overall achievements of the student

4. Evaluative assessment:

- gathers information about the achievements of all students
- uses this information to make judgements about how effective the learning process has been
- adapts the curriculum / resources / learning process to secure further progress.

PROCEDURES

The Senior Management Team is responsible for ensuring that:

- assessment procedures are in line with legal requirements;
- records transferred from primary school are used to place students in appropriate teaching groups and so promote true progression by building on existing experiences;
- identified students are provided with appropriate support in numeracy and literacy;
- each student in the school is provided with individual targets based on Fischer Family Trust (20th percentile) data and or targets based on predefined levels of progress.
- assessment by outside agencies is available, as necessary, e.g. Careers Wales, the Educational Psychology Service, etc.
- each student receives two Progress Checks and a Written Report annually;
- students in Years 10, 11, 12 and 13 have the opportunity to sit practice exams at key times;
- Students in KS3 will be subject to continual assessment against national curriculum outcomes.
- value-added scores are calculated at the end of Years 9, 11, 12 and 13 to show both achievement and trends in subject performance over a period time.

Heads of Faculty / Department are responsible for ensuring that:

- regular and appropriate assessments take place, including opportunities for student self and peer assessment;
- assessments are standardised across the subject and against the relevant standard e.g. National Curriculum Level, LNF, GCSE, BTEC, AS, A2;
- Assessment for Learning is embedded into schemes of work;
- systems are in place to allow formal assessments to be moderated;
- samples of students' work are stored;
- homework tasks are set, in line with school policy;
- work is marked in line with the whole school marking conventions;
- coursework and/or controlled assessments are completed according to the guidelines set out by the exam boards;
- students are entered for public examinations, provided that they fulfil the requirements of the school's Examination Entry Policy.
- assessment data on SIMS is scrutinised monthly in Years 10 & 11 and at least termly in Years 7-9;
- underachieving students are identified and provided with intervention strategies that secure progress
- within their designated area of the LNF, assessments are relevant and are able to illustrate progress.

Class teachers must ensure that:

- they assess the work and progress of all students in their classes;
- they provide effective feedback to ensure that students know how to progress.
- Data is recorded in SIMS in the appropriate mark-sheets and within the deadlines given for completion (see ARR calendar).

Heads of Learning are responsible for ensuring that:

- assessment data on SIMS is scrutinised monthly in Years 10 & 11 and at least termly in Years 7-9;
- underachieving students are identified by the Autumn half-term and strategies are put in place to secure progress;
- selected students are mentored effectively;
- parents are kept fully informed of students' achievement and underachievement.

SECTION 2: RECORDING

PHILOSOPHY

Recording is the noting and keeping of qualitative and quantitative information about the performance and achievements of individual students to ensure that:

- meaningful targets may be set for individual students;
- there are accurate and useful records of the achievements of individual students;
- departments can monitor and evaluate the outcomes of assessment;
- the results of assessment are available in a form that can be used to monitor trends in overall student performance and assist in evaluating the school's effectiveness;
- parents can be given an accurate account of their child's progress.

PRINCIPLES

All departments must ensure that their own assessment records:

- are based on an agreed set of principles and assess students against National Curriculum / Examination Board criteria;
- are easy to interpret, useful, manageable, and not administratively burdensome;
- provide detailed and accurate evidence of student achievement to assist in:
 - reporting to parents;
 - target-setting
 - setting within subjects;
 - evaluating the success of the teaching programme;
 - creating a profile if a student moves to another school.

PROCEDURES

1) Each faculty / department will use a procedure of recording that is best suited to its particular curriculum needs as agreed by the Head of Faculty / Department and the Headteacher. It will:

- be common across the department;
- indicate what is being assessed;
- reflect the detailed comments in a student's exercise book;
- be monitored by the Head of Faculty / Department as part of the school's self-evaluation procedures.

2) Students' progress will be recorded in Progress Checks and Annual Written Reports.

3) All relevant written information concerning each individual student will be centrally stored in the student's record file. Information will be updated regularly.

4) All common assessment data will be stored in SIMS to provide a profile for each student.

5) In KS4 tracking data will be entered into SiMS on a monthly basis.

6) In KS3 relevant LNF assessments are embedded into SoW and that the results of these assessments are entered into SIMS on a termly basis.

SECTION 3: REPORTING

PHILOSOPHY

Reporting is the process of providing accurate and meaningful information about progress and achievements to students, parents, teachers and other interested parties e.g. employers and colleges. It is essential to:

- meet statutory requirements;
- ensure that assessment gradually builds up into a profile for each student over their school career;
- provide students, parents and teachers with a means of measuring progress, determining strengths and weaknesses and setting plans for future development;
- support the successful transfer of students to other schools;
- supply evidence in response to requests for assessment information from the Welsh Assembly, LA, Examination Boards and other relevant organisations.

PRINCIPLES

- 1) Written reports to parents should:
 - provide an accurate statement of the achievement of students;
 - be issued regularly;
 - meet all statutory requirements;
 - have a clear format;
 - be written in plain English (or translated into other languages, as appropriate);
 - contain no 'shocks', in that all instances of underachievement should be communicated to parents as it occurs, not saved up for the written report;
 - contain information that highlights particular strengths of the student (Strength)
 - gives clear advice to the student, explaining how they can improve their performance (Target)
 - Provide a strength and target that describes the performance of the student in the relevant area of the LNF that has been designated to that subject area.
 - At KS4, provide a Projected grade. This is the grade that the teacher expects the child to achieve if they continue to work as they currently are.
 - At KS3, provide a Current Level. An indicative level at which the student is currently working.

PROCEDURES

1) The school will issue two Progress Checks and one Written Report each year to parents.

The Written Reports will provide:

- details of the student's performance in all subjects;
- details of attendance (Y7 – Y11);
- an account of overall academic progress and personal and social development;
- anything further that may be specified by legislation;

2) Teacher Assessments (in the form of National Curriculum levels) will be issued to parents in July of Year 9, in accordance with legislation.

3) There will be an annual opportunity for parents to discuss their child's report and progress with subject teachers in Years 7 – 13. In addition, special Parents Evenings are arranged for certain year groups:

- Year 7: Welcome / induction / target setting fortnight in Autumn Term;
- Year 8: GCSE choices fortnight in Spring Term;
- Year 9: Target setting fortnight in Autumn Term;
- Year 11: Sixth Form choices evening in Spring Term;
- Year 12: Information evening in September OBSOLETE
- Year 13: UCAS Evening in Autumn term.

NB: COVID-19 UPDATE

Due to COVID19 restrictions, Parents' Evenings cannot take place in the normal format. Contact with parents will be made via email and telephone conversations.

Progress checks will contain more information than normal and will also include individual staff email addresses to allow parents to raise queries directly with the subject teacher.

Option choice evenings will be replaced by a combination of Teams meetings with parents and students and one-to-one conversations with parents by telephone, with online prospectuses available containing detailed information about course choices.

PERFORMANCE

The effectiveness of the school's assessment, recording and reporting policy will be assessed through:

- analysis of Parents Evenings;
- analysis of Progress Checks;
- analysis of external examination results, including value-added, by Heads of Faculty / Department;
- feedback from Heads of Learning / Faculty / Department via minutes of meetings;
- feedback from quality assurance processes on written reports;
- feedback from parents on SEN arrangements.

KEY FOR WRITTEN REPORTS

Effort - which includes effort in class, quality of homework and general work ethic)

E	Excellent/Exceptional Performance. The student consistently performs at an excellent standard. Performing at this level will have a significant impact on their future achievement.
G	Good (meeting expectations). The student is consistently good in all facets. Performing at this level is likely to result in the student achieving their target grade.
S	Satisfactory. The student often produces a standard of classwork which is inconsistent in application and effort. Performing at this level means that the student risks not meeting their target grade.
I	Improvement Needed. The student consistently performs at a standard which is below what is expected from prior attainment/base data. Performing at this level will have a detrimental effect on their ability to reach their target grade.

Personal and Subject Skills

+	Above expectations. The student consistently produces a standard of work which exceeds expectations from prior attainment/base data. Performing at this level will have a significant impact on their future achievement.
/	Meeting Expectations. The student produces a standard of work that would be expected from their prior attainment/base data. Performing at this level is likely to result in the student achieving their target grade.
-	Below Expectations. The student often produces a standard of work which is inconsistent in application and effort. Performing at this level means that the student risks not meeting their target grade.