



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;
- **at Key Stage 4 each student in the school is provided with individual targets based prior performance;**
- students who enter KS5 are provided with an academic target using the ALPS data management system;
- 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 Year 7 - 8 will be subject to continual assessment against curriculum for wales Statement of What Matter and Descriptions of Learning;**
- 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 standards e.g. 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 after every data drop in Years 9, 10 & 11 (half termly) and at least termly in Years 7-8;**
- 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:

- 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 Curriculum for Wales and 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 Year 7 and 8 we will record progress against CfW progressions steps. In each AoLE, Statements of What Matter and Descriptions of Learning will be used to provide progress criteria. Parents will receive information regarding their child's progress within specific areas of each AoLE.

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)
 - In years 9 -13, 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.
 - In Years 7 and 8, provide an indication of the progress the student is making against Curriculum for Wales.

PROCEDURES

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

- In Y9 – Y13 details of the student's performance in all subjects;
- In Y7 – Y8 details of progress within each AoLE
- details of attendance (Y7 – Y11);
- an account of overall academic progress and personal and social development;
- anything further that may be specified by legislation;

Progress Checks will provide:

- In Y9 – Y13, details of the student's performance in all subjects.
- In Y7 and Y8, details of progress within each AoLE
- An attitude to learning descriptor that summarises current effort and application towards school;
- details of attendance (Y7 – Y11);

2) 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 10: Target setting fortnight in Autumn Term;

- Year 11: Sixth Form choices evening in Spring Term;

Due to the current nature of the school site, parents' evenings are being administered via SchoolCloud.

Examples of progress checks and a written report are appended.

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

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.

Example Key for Curriculum for Wales

EXAMPLE LLC

Understanding languages is key to understanding the world around us

Progress Point	Description of skill/knowledge/learning	How this used to look	How might this equate to GCSE standards
1	<ul style="list-style-type: none"> Can recognise words from previous books Can read words and understand some words Can Show an understanding of what is read by responding to the content verbally or non-verbally 	National Curriculum Level 3	Grades D - G
2	<ul style="list-style-type: none"> Can read simple texts quite clearly Can understand familiar words and phrases Can respond simply Can start choosing suitable texts to read independently 	National Curriculum Level 4	Grades C - E
3	<ul style="list-style-type: none"> Can refer to the aspects that you like Can start reading with some expression Can understand most words in short paragraph Can express a simple opinion 	National Curriculum Level 5	Grades B - D
4	<ul style="list-style-type: none"> Can read with expression and emphasis in the right place Can understand the main ideas, events and characters in a text or poem Can express opinions about what I have read and give simple reasons 	National Curriculum Level 6	Grades A* - C
5	<ul style="list-style-type: none"> Can read longer texts independently, confidently and with expression Can select and interpret what I have read Can collect and collate information from a variety of sources 	National Curriculum Level 7	Grades A* - A

Key for Attitude to Learning

1	Student's attitude towards learning is above our expectation ensuring excellent progress is being made. Your child shows: <ul style="list-style-type: none">• An excellent attitude and commitment to learning in lessons• Exemplary conduct• Excellent focus in lessons
2	Student's attitude towards learning is in line with our expected level ensuring good progress is being made. Your child shows: <ul style="list-style-type: none">• A positive attitude to learning in nearly all lessons• Good conduct• Good focus in nearly all lessons
3	Student's attitude towards learning is sometimes below our expected level which often affects progress. Your child shows: <ul style="list-style-type: none">• A lack of engagement in some lessons and learning activities• Some poor conduct
4	Student's attitude towards learning is usually below our expected level seriously affecting progress made. Your child shows: <ul style="list-style-type: none">• A lack of engagement in most lessons• Poor conduct that affects their learning and the learning of others.

APPENDIX A

1. KS4 progress check example
2. Written report example pages

KS4 Progress Check Example

This report is a summary of the progress made by STUDENT NAME during Year 11.

The projected grade is an estimate made by subject teachers. It is a prediction based on work completed and current working habits. It reflects the grade the teacher expects the student to obtain if they continue to work as they are currently. Please see the following page for a key to the attitude to learning score.

Literacy Target	B
Numeracy Target	A

Subject	Teacher	Attitude to Learning 1	Projected Grade 1	Attitude to Learning 2	Projected Grade 2
English	Ms Conway	1	A*	1	A*
Mathematics	Mr Howell	1	A	1	A
Biology	Miss Kapadia	2	A*	2	A
Chemistry	Ms Broom	2	A*	2	A
Physics	Mr Trapnell	1	A*	2	A
Welsh Baccalaureate	Mrs Davies	2	M	2	M
Computer Science	Mrs Stock	2	B	2	B
History	Ms Jones	1	A*	1	A*
Welsh	Mr Griffiths	2	B	2	A

Attendance for 6/9/22 – 16/12/22	96.3%
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Written Report Example Pages

English Subject Report

Teacher: Ms Conway

Projected Grade	C+
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Personal Skills

Concentration in class	Meeting expectations
Effort and application	Meeting expectations
Contribution in class	Meeting expectations
Organisational skills	Above expectations
Homework	Above expectations

Subject Specific Skills

Reading: Understanding texts	Meeting expectations
Reading: Evaluating texts	Below expectations
Writing: Content and Organisation	Meeting expectations
Writing: Accuracy	Meeting expectations
Oracy	Meeting expectations

Areas of progress for STUDENT

STUDENT is a capable student who produces interesting arguments and contributes to class discussions regularly. He can structure what he says clearly, using apt vocabulary and appropriate intonation and emphasis, demonstrated in his recent work on our 'Stories of Conflict' topic.

What STUDENT needs to do to improve

In preparation for next year's GCSE Literature exam, STUDENT should consolidate his knowledge of 'Of Mice and Men' by re-reading the novel at home and completing his related homework tasks. He should secure his understanding of context, key themes and characters in the novel, using his classwork, resource booklets and the revision resources available on Teams/BBC Bitesize.

How students can improve their achievement:

- Use the revision timetable available on the school website and complete the regular revision tasks.
- Read a variety of texts for at least 20 minutes three times a week. This could include: newspapers, magazines, online news articles as well as novels.
- Attend revision classes.

How you can support your child

- Discuss topical news issues and encourage them to express and develop their ideas and opinions.
- Ask about the work that they are completing in class.
- Look at the online resources with them and ask them to show you their responses.
- Ask them about what they have been reading.
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- Be aware of these resources that you may find helpful:
 - <https://www.bbc.com/bitesize/examspecs/ztjmv4j>
 - <https://www.wjec.co.uk/qualifications/english/r-english-language-gcse-wales>
 - <http://www.bryncelynnog.org.uk/> (revision materials, Literacy Toolkit, links to past papers)

Mathematics Subject Report

Teacher: Mr Jones

Projected Grade	C
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Personal Skills

Concentration in class	Meeting expectations
Effort and application	Meeting expectations
Contribution in class	Meeting expectations
Organisational skills	Meeting expectations
Homework	Above expectations

Subject Specific Skills

Number	Meeting expectations
Algebra	Below expectations
Shape and Space	Meeting expectations
Handling Data	Meeting expectations
Problem Solving	Meeting expectations

Areas of progress for STUDENT

STUDENT has improved his knowledge of plotting linear graphs and can now answer, with confidence, examination questions in these areas.

What STUDENT needs to do to improve

STUDENT showed difficulty when solving quadratics. By watching clip number 168 on Mathswatch and doing the interactive questions will help him develop a better understanding. Please ask him to show you his work.

How students can improve their achievement:

- Revise thoroughly for all exams.
- Attend revision classes
- Practice exam questions by attempting past paper questions under timed conditions.
- Identify topics on past papers which they are struggling on and use Corbett Maths to improve understanding.

How you can support your child:

- Ask to see past papers, ask your child to show you their responses.
- Use growth mindset language at home. Avoid using negative language when speaking about maths at home. Talk about how you can use maths in everyday situations e.g. bus timetables, money, taxes.
- Be aware of these resources that you may find helpful:
 - www.corbettmaths.com
 - PIXL Maths App (pupils have been given login details)
 - <https://www.bbc.com/bitesize/subjects/z38pycw>