



Assessment Recording & Reporting Policy 2021 – 2022

For the purpose of this policy Bryn y Deryn reflects ByD & the Carnegie Centre (CC)

Assessment, Recording and Reporting Policy

Context

The overall aim of ByD is to have an educational community which promotes, and provides, excellence in teaching, learning, relationships and opportunity through high expectations and adherence to traditional values.

The Assessment, Recording and Reporting Policy of ByD supports a positive environment in which high quality teaching and learning can take place, in order that every learner has the opportunity to fulfil their full potential, individual self-esteem is nurtured, consistency of approach is ensured, and the efforts of all involved in the partnership of learners, parents/carers, non-teaching staff, teachers and Management Committee are recognised and respected.

Assessment, recording and reporting of learners' progress serves several purposes. The most important are to track progress and to improve outcomes. Assessment is a vital tool in helping learners to develop their knowledge, understanding, skills and knowledge of the next step.

The four purposes are at the heart of our work and curriculum. They are the starting point for all experiences and support our learners to develop into:

- ambitious, capable learners ready to learn throughout their lives
- enterprising, creative contributors, ready to play a full part in life and work
- ethical, informed citizens of Wales and the world
- healthy, confident individuals, ready to lead fulfilling lives as valued members of society

Assessment Aims

To help learners to celebrate their achievements and to understand what they need to do to improve their work and make progress, thereby enhancing their own self-esteem. (Formative Assessment are both formal and informal assessments to ascertain learners' achievement.)

To help teachers to plan, monitor and evaluate the progress of each learner and hence, the appropriateness of the curriculum for the individual learner. (Summative Assessment to compare progress at the end of an instructional unit against some standard or benchmark)

Identifying gaps in learners' knowledge which is used to target learning and intervention support. (Diagnostic Assessment are pre-assessments of learner's knowledge and skills.)

Recording Aims

Records of learners' progress and achievement are used in a variety of purposes including:

- To accumulate evidence of achievement in a reliable, valid, and systematic manner, to enable trends and discrepancies in the work of each learner to be monitored over a longer period to improve assessment and aid reporting
- To ensure consistency of assessment/marking within throughout the school
- Plan the curriculum more effectively

- Evaluate the effectiveness of our teaching
- Inform lesson planning to meet the needs of all our learners and to give them the opportunity to show what they know, understand, and can do
- Use assessment data to set challenging targets
- Comparing performance of learners between subjects
- Discussing with and mentoring learners
- Providing written and oral reports to parents/carers and other agencies
- Reviewing progress of learners on stages of the ALN Code of Practice including those that are statemented
- Inform short, and long, term plans
- Identify next steps

Reporting Aims

- To provide an accurate, informative document for learners, parents/carers and professional colleagues that clearly indicates a strategy for future improvements.
- This needs to apply to all aspects of learner development.

Assessment and Feedback Guidelines

Assessment is an integral part of the learning process and should employ AFL (Assessment for Learning) principles at its core. All teachers should record assessment so future planning is based on previous learning.

Assessments will take place at least termly, and in some cases half termly. The actions arising from these will then be reviewed at Curriculum sub-committee and other curriculum meetings, recorded in teacher's personal planners or electronically and further actions will be designed around specific elements within the class.

Teachers will also meet with the SPLD teacher for advice regarding specific needs following learner WRAT testing and interventions will be set and reviewed every half term.

Learners' progress is also measured using BPVS and Secondary Language links.

Summative assessment should, where appropriate, award a grade/mark corresponding to the standard and presentation of work; this will be collated using the SIMS system.

Formative assessment should emphasise positive achievement but ensure that weaknesses are also highlighted and inaccuracies corrected. Teacher marking will consist of ticks to identify good aspects of work, and the key marking policy will inform learners of literacy inaccuracies. Detailed written feedback will also acknowledge success and prompt necessary improvements. Teacher marking will be in one colour and a target for the next piece of work will be given. Learners will edit in a different colour, to be decided by department (learner preference should be considered when choosing colours). This should be supported by student self-assessment discussions when appropriate.

Learner mentoring meetings with Pastoral Teachers will take place every half term to discuss progress.

Assessment should encourage progress and promote higher standards, by identifying targets for future development. These should be communicated through mentoring meetings, learner records, in marking and in verbal discussion throughout the academic year.

Assessment data should be used to evaluate teaching programmes.

Recording Guidelines

Teachers:

Records should have a balance of information including targets and tasks, academic achievement and, where appropriate, practical, and personal skills. From this it should be possible to identify areas for improvements.

Bryn y Deryn:

ByD records are held centrally within the SIMS data management system and will have all external examination results and all relevant information for each learner, medical data and assessments provided by other agencies which have implications for educational practice.

Reporting Guidelines

Whole-school planning for assessment is integral to, and continuous with, curriculum planning.

- Assessment plays a vital role in informing progress in literacy and numeracy
- Learners are given opportunities to combine and apply skills in a variety of contexts; increasing in complexity, demand, familiarity of context and autonomy are carefully planned
- Assessment identifies learners who demonstrate a competency in skills which does not coincide with the expectations for their particular year group – that is learners who are progressing further, faster, or slower in one or more skill and teachers plan and differentiate accordingly
- Teachers will work together to share their understanding and to develop meaningful opportunities for learning and assessment
- The results of assessment will be used to introduce specific interventions, as necessary

Bryn y Deryn will report to parents/carers' half termly. This will be through a written report.

In addition, reports will:

- Indicate strengths and weaknesses and how improvement can best be ensured.
- Allow for meaningful dialogue between parents/carers and the school by being both manageable (for teachers) and 'user-friendly' for parents/carers and learners.

- Be appropriately released as judged by the individual need in each year. They will be prepared within a suitable period to ensure document quality.
- Invite parental response and involvement.
- Year 10 learners will receive a full report during the summer term. The report lists their subject achievement at GCSE or BTEC considering their work to date.
- Year 11 full reports are issued during the latter half of the spring term, and reflect all academic and vocational qualifications. Learners receive their GCSE exam results in the summer.

MONITORING

The implementation of the assessment policy is monitored through


- Lesson observations
- Book scrutiny – a range of books are taken by the Senior Teacher / Middle leaders group Summer 2022 to ensure that assessment is up to date, diagnostic and conforms to the school marking policy.

The input of data to the recording system is checked by the Senior Leadership Team and Examinations Officer to ensure that entry by each member of staff is accurate and made at the correct time. To facilitate the Examinations Officer advises subject leaders and the Senior Leadership Team when data deadlines are missed.

External agencies such as the Central South Consortium Joint Education Service and Cardiff County Council may verify and moderate assessment.

The Senior Leadership Team monitors all reports to ensure consistency and accuracy.

Monitoring systems are reviewed annually through Curriculum subcommittee meetings.

Signed:  _____

F. Simpson

Head of Centre

Signed:  _____

J. Heerey

Chair of Management Committee