



## Byron College

# Assessment and Reporting

Written by SLT: July 10th, 2023

Next Review by: July 2024

**Policy Statement** - This policy aims to establish:

- clear guidelines on our approach to formative and summative assessment
- a consistent and coherent approach to recording assessment outcomes and reporting to parents
- how and when assessment will be monitored and evaluated

At Byron College we see assessment as an integral part of learning and teaching: it is inextricably linked to our curriculum. We use three broad overarching forms of assessment: day-to-day in-school formative assessment, in-school summative assessment and nationally standardised summative assessment.

**In-school formative assessment** - enables:

- **Teachers** to identify how students are performing on a continuing basis and to use this information to provide appropriate support or extension, evaluate teaching and plan future lessons
- **Students** to measure their knowledge and understanding against learning objectives, and identify areas in which they need to improve
- **Parents** to gain a broad picture of where their child's strengths and weaknesses lie, and what they need to do to improve

Formative assessment techniques include questioning for understanding, self and peer assessment, observations, marking and feedback in books. It helps inform teachers about the ongoing progress of students in order to plan appropriately for classes and individuals.

The focus of formative assessment is on **development**.

**In-school summative assessment** - enables:

- **School leaders** to monitor the performance of student cohorts, identify where interventions may be required, work with teachers to ensure students are supported to achieve sufficient progress and attainment
- **Teachers** to evaluate learning at the end of a unit or period and the impact of their own teaching
- **Students** to understand how well they have learned and understood a topic or course of work taught over a period of time. It should be used to provide feedback on how they can improve
- **Parents** to stay informed about the achievement, progress and wider outcomes of their child

The focus of summative assessment is on **outcome**.

The breakdown of Assessments per Key Stage is outlined below.

### EYFS – Early Years Foundation Stage

#### Assessment

Informal assessment takes place through the year against the Early Learning Goals, which summarise the knowledge, skills and understanding that all young children should have gained by the end of EYFS 2.

Ongoing assessment (formative assessment) is an integral part of the learning and development process. It involves practitioners knowing children's level of achievement and interests, and then shaping learning and teaching experiences for each child reflecting that knowledge. In their interactions with children, practitioners should respond to their own day-to-day observations about children's progress and to observations that parents share.

Parents should be kept up-to-date with their child's progress and development. Practitioners should address any learning and development needs in partnership with parents and any relevant professionals. Assessment should inform an ongoing dialogue between practitioners and Year 1 teachers about each student's learning and development, to support a successful transition to Key Stage 1.

Learning journey books provide evidence of progress against the Early Learning Goals. Targets are set and shared with parents.

#### Reporting to Parents

Parents and Teachers are free to arrange meetings as and when is necessary. Teachers are always at the EYFS gate to greet students and parents. This helps build relationships and can allow regular, brief communication.

**There are 3 formal reports sent to parents which are each followed up with a parent/teacher meeting.**

- Settling-in Report
- Mid-Year Report
- End-of -Year Report

### Key Stage One Data and Assessment

#### Phonics Screening

The phonics screening happens 3 times per year (beginning – middle – end). The purpose of the screening is to inform teachers with regards to setting across classes and focused differentiation. The data is also used to track progress.

#### Data Trackers

Teachers use in-year data trackers for core subjects (Reading/Writing/Maths/Science). They are based on the 2014 curriculum objectives. These are used to:

- track progress
- identify gaps in learning (individual/groups/whole class)
- set targets (individual/groups/whole class)
- inform planning

### Key Stage Two Data and Assessment

#### Baseline

At the beginning of Year 3, all students take the baseline GL assessments for English and Maths.

#### Data Trackers

Teachers use in-year data trackers for core subjects (Reading/Writing/Maths/Science) - as for Key Stage 1.

#### GL Assessments

GL assessment is an online summative assessment tool that enables teachers and leaders to analyse attainment and progress of individuals and groups of students. This data helps identify strengths and gaps in core subjects and can produce key areas of focus in order to close gaps in learning.

#### Summative Data

At the end of each academic year students from Year 3 to Year 6 take the assessment in core subjects (English, Maths and Science). This data is analysed and used to set targets and identify key groups as students move into the subsequent year group. This data is used alongside the trackers to inform teachers on the end of year data for students.

## Reporting to Parents in KS1 and KS2

Parents are encouraged and welcome to make appointments to meet with the class teacher or senior members of staff. We value the links between school and home. Teachers are also able to communicate information regarding individual students through the 'follow-up' service on 4Schools.

### 3 Stars & A Wish

Teachers communicate a brief snapshot at the end of each half term which includes 3 areas of progress or achievement and one specific area as a target for the coming term. These reports are communicated in electronic format through 4Schools.

### Parents/Teacher meetings

- **After first half-term**

This meeting is an opportunity for communication regarding the 'settling in' period and to ensure that they have understood the '3 stars & A Wish' communicated prior to this.

- **Mid-Year**

This meeting is more focused on progress and setting some specific areas of focus to make further progress. It is important that parents have a 'true picture' of the holistic student at this point.

### EOY report

This is a comprehensive report that communicates information on all subjects. In KS2 only, this also includes final assessment data for English, Maths and Science. These reports are communicated in electronic format through 4Schools.

#### Progress Test Scores

The Progress Test scores in English, Maths & Science help us to provide a clear and accurate baseline of student ability whereby we can identify and understand key gaps in students learning. These tests are based on a national average of students who are educated via the UK National Curriculum.

Emerging	Expected	Exceeding
<b>ENGLISH</b>		
<b>MATHS</b>		
<b>SCIENCE</b>		

# Secondary School Data And Assessment

## Admissions

- Students sit the CEM/CAT4 on admissions. They will meet with the Head of Secondary to discuss an appropriate choice of subjects in Key Stage 4/ Key Stage 5 based on this data.

## Beginning and end of the Academic Year

- At the beginning of the academic year, all students in years 7, 10 and 12 sit CEM tests for target setting and for identifying different ability groups at the beginning of each Key stage.
- All Key stage 3 students also sit GL Progress Tests in English, Maths and Science, which are used for baseline assessment purposes and monitoring progress. Progress tests are also completed at the end of the year to measure the progress made during the academic year in these subject areas. Heads of Department and subject teachers carry out analysis of the results to support with informing their planning and provision for all students.
- In all subject areas, students complete end of year exams to review and monitor the progress made.

## Further monitoring

- Target grades are reviewed by teachers and Heads of Department each term to ensure they are truly aspirational and challenging.
- Data trackers are used by all teachers to monitor the progress of their students.
- Grade descriptors are used in all subject areas for Key Stage 3 and these are shared with students to provide clear guidance on how they can improve.
- A range of data is used to identify underachieving students and inform our intervention planning.
- Data from the Individual Education Plans put in place for SEN students are used for intervention and support purposes.
- Data is analysed and triangulated across a range of tests and subject areas to inform intervention strategies and support plans.
- Heads of Department analyse data (from external and internal examinations) to observe trends and reflect on strategies for improvement.

## Summary

- The use of data is an important part of our students' learning journey from admissions to graduation. Data informs teachers' planning and strategies for intervention and improvement but takes the form of both quantitative and qualitative methods. At all times, the well being and progress of the individual is paramount.

## Assessment for Learning

**Years 7 - 13:** Teachers may use a combination of formative and summative assessment to achieve a deep understanding of the progress of each child. Each half term in every subject area, students receive an 'AFL' sticker in their book or folder which gives a summative grade following unit assessment, details what the student has done well and sets a target for how to improve their work. Grades for **summative assessments** (evidenced by AfL stickers) are given for the relevant skills in the unit being assessed.



<b>WHAT WENT WELL:</b>	<b>GRADE:</b>
	<b>DATE:</b>
<b>EVEN BETTER IF:</b>	
<b>STUDENT ACTION/ REFLECTION</b>	
<b>DATE:</b>	

## Reporting In KS3 / KS4 / KS5

Grades for reporting purposes are **cumulative** to reflect the student's overall progress and performance up to that point. There are three 'data drops' during the year when teachers share their assessment information with parents, indicating secure learning to date against targets in each subject. These are called 'Progress Review' reports and provide quantitative data. Teachers also report on each child's attitude to learning. There are two Parents Evenings during the year and one extended written report to complement Progress Reviews.

In Key Stages 4 and 5, PPEs (pre-public examinations or 'mocks') are used to further validate the teacher's assessment data in each examination course.

### Access arrangements for SEND

All students who have been assessed to have SEND (Special Educational Needs and Disabilities) and are on our register can have additional arrangements during all assessment points (including external examinations/assessments). This is facilitated by the SEND Senior Supervisor and all subject teachers must provide the necessary material as requested. More detail is provided in the SEND policy.

### How we provide written reports to parents

In order to reduce paper correspondence and support the reduction of environmental waste, all reports to parents including Progress reviews and end of year reports are sent electronically and can be accessed by our parents portal, 4schools [www.edu4schools.gr](http://www.edu4schools.gr) with the username and password provided by school administration.