

ASSESSMENT, RECORDING AND REPORTING

1. Policy Statement

In line with our Aims and Ethos statement, BCS is dedicated to achieving excellence for every individual, encouraging pupils to go beyond their expectations – academically, creatively and physically. Our policy and procedures provide a framework of best practice and a commitment to ensure that pupils are assessed regularly and thoroughly.

Through both formative and summative assessment, it is our policy to measure pupil progress and attainment against personal targets, school, UCST and National Standards, reporting to a range of audiences for a range of purposes. BCS also adheres to the UCST Reading, Spelling, and CAT testing policy. Regular and systematic assessment will inform teaching and learning and planning to raise standards in pupil and school performance.

Ongoing assessment is an integral part of the learning and development process and in EYFS we follow the assessment arrangements detailed in the EYFS Statutory Framework. EYFS Assessment information is provided to the local authority in line with regulations made under Section 99 of the Childcare Act 2006.

Unless otherwise agreed by the school, information about a pupil's progress and attainment is sent to the parents of every registered pupil in accordance with the reporting schedule set out in Appendix A

BCS is fully committed to ensuring that the application of this Assessment, Recording and Reporting policy is non-discriminatory in line with the UK Equality Act (2010). Further details are available in the school's Equal Opportunity Policy document.

This policy is applicable to all pupils in both Senior and Prep schools, including those in boarding and EYFS and BCS seeks to implement this policy through adherence to the procedures set out in the rest of this document.

In line with our Provision of Information policy, this document is available to all interested parties on our website and on request from the Senior school and Prep school offices and should be read in conjunction with the following documents: Curriculum, Teaching and Learning, LDD, Gifted and Talented, Marking.

This document is reviewed annually by the Vice-Principal/Head of Prep in consultation with the Assessment Coordinators (Prep), or as events or legislation change requires. The next scheduled date for review is September 2012.

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3. Key Personnel

Assessment, Recording and Reporting in the Senior School is coordinated by the Vice Principal, Peter Harris

Assessment, Recording and Reporting in the Prep school is coordinated by the Assessment Coordinator, Venke Robertshaw and in the EYFS is coordinated by the EYFS Coordinator, Charlotte Hayes.

4. Procedures

A. Assessment objectives

Through effective assessment our objectives are:

- To encourage pupils to be actively engaged in their learning by informing them about their own performance, how they can improve, and to set individual targets
- To involve pupils in self assessment
- To monitor pupil performance and ensure the needs of all pupils are being met through differentiation, that is embedded in curriculum planning

- To provide meaningful and useful information about pupil achievement and progress that will transfer from year to year
- To involve parents by informing them how their child learns, their strengths and weaknesses and how they can best help and support at home, including written reports, grade cards and consultation evenings in line with the published schedule (For the Senior School, See Appendix A)
- To analyse summative assessment data to identify areas of strength and areas for development within the school curriculum and to inform whole school priorities for raising standards

B. Types of Assessment

Throughout the year teachers will make use of the following types of assessment:

Formative assessment – a continuous process involving all aspects of teacher-pupil interaction, including discussion, oral and written feedback that enables each pupil to progress on to the next step in their learning and development. In the Prep School, *Target Tracker* is used to monitor pupil progress and set next steps targets.

Diagnostic assessment – finding out what attitudes, knowledge, understanding or skills are not properly learned or acquired, therefore preventing a pupil from making the expected progress.

Summative assessment – tests that give a measurable score - systematic recording of data that gives a summary of pupil attainment at a given point in time and an essential measure of progress over time. These include, EYFS Baseline Assessment, Early Years Foundation Stage Profile, End of unit tests, GL online assessments, SATs, CEM online assessments etc.

Evaluative assessment – assessment that informs the strategic planning and direction of the whole school by evaluating the impact of planning, teaching and curriculum on pupil achievement.

C. The Use of Assessment at BCS

Assessment is used by a range of audiences in order to inform decisions about Teaching and Learning. We would expect the following groups to use assessment in the following ways.

For Principal/Head of Prep/SLT/Subject Leaders:

- To know if the pupils are making progress
- To identify if there are any major weaknesses or problems
- To assess if the pupils progress is consistent across year groups/between classes
- To determine if progress is in line with school targets
- To evaluate how the school compares with National Standards
- To identify any aspects of the curriculum or the teaching that needs to be improved
- To identify the strengths of the school

For teachers:

- To know where each pupil is in his/her development and whether they are making expected progress
- To know where each pupil needs to go next
- To identify which pupil's need extra help and in which areas
- To identify pupils who are very able and need extending and in which areas
- To assess whether the class has learned what was planned
- To assess whether the planning, resources and learning objectives are appropriate
- To assess how pupils are applying their skills, knowledge and understanding across the curriculum
- To monitor whether the pupil's attainment is in line with National expectation
- To evaluate their own teaching and effectiveness

For pupils:

- To understand their own strengths and weaknesses
- To feel valued and understood
- To know how to improve and who to go to for help
- To celebrate their successes and talents
- To develop self confidence and self esteem
- To help them to set personal targets and be involved in their learning

For parents/carers:

- To know their pupil's strengths
- To inspire confidence that their pupil's individual needs are being met
- To know if their pupil is making good progress
- To be informed of any problems
- To understand their pupil's next steps targets
- To understand how they can support their pupil's learning at home

The Principal presents an overview of pupil and school performance against National Standards, along with predictions for future performance, to members of the Local Governing Body and UCST central Office.

D. Monitoring and evaluation

The Principal/Head of Prep/ Management Teams/Assessment Coordinator/Subject Leaders and class teachers are all responsible for monitoring and reviewing the effectiveness of all assessments and measuring pupil performance against school targets and national standards. They also monitor inclusive practices to ensure that appropriate differentiation means that all pupils can access

learning at their own level. In addition, they ensure that school procedures are implemented consistently throughout the school, through discussion and by sampling pupil records and reports and sampling teacher planning and evaluation. They also review procedures to ensure they remain manageable, meaningful and effective.

E. Senior School

Examinations and Testing

School examinations, organised by individual departments, and baseline testing is done according to the following timetable

- Autumn Term -
 - online baseline CATs (Cognitive Ability Tests) and MidYIS for KS3
 - online baseline testing Yellis for Year 10 and Alis for Year 12
 - Year 11 mock exams
- Summer Term - Years 7-9

Public examinations (including GCSEs, AS and A Levels) are taken in accordance with the timetables published by the Examination Boards.

Year 11 mock examination results are published for parents via an examination summary sheet. Summer Term examination results for Years 7-9 are included on pupil reports in June.

As part of the Raising Attainment Plan all pupils in Years 10-13 are given a 4 weekly assessment. This is a 20-30 minute test based on an exam question.

On entry to the school all English is an Additional Language (EAL) pupils will be given an IELTS test to establish/confirm their level of English. Additional English lessons will be provided as necessary.

Additional subject specific tests are set by staff, as appropriate, in order to measure progress and understanding.

Targets are set for pupils based on a combination of the above testing.

Attainment Grades for Examinations and Tests

Examinations (and tests, where appropriate) are graded following the scale set out below. Staff enter results into the relevant sections of the Engage Management Information System.

Years 7, 8 & 9 (Key Stage 3)

Attainment grades awarded at KS3 are given as a percentage. The average percentage of each pupil's class/set is also reported. The final National Curriculum Level is also published on the Summer Term report.

Year 10 & 11 (Key Stage 4)

Attainment grades awarded at Key Stage 4 are appropriate to the tier of entry and are given as both a percentage and an appropriate GCSE grade. (A*, A,B,C,D,E,F,G)

Year 12 & 13 (Key Stage 5)

Attainment grades awarded at Key Stage 5 are given as both a percentage and an appropriate AS or A2 grade. (A*, A,B,C,D,E,)

Half-Termly Grades

Effort Grades

Effort grades take into account the progress of a pupil throughout the half term. The effort grades will reflect oral contribution, class work, and homework. Grade descriptors are as follows:

1 Outstanding

Always willing to do extra. Keen to know more about the subject. Prepared to ask questions and act on advice. Keen to participate in discussion. Very perceptive at listening and responding to others. Happy to evaluate own work and develop it in the light of further research and advice. Highly motivated to work alone. Work always handed in punctually, immaculately presented. Excellent communication and team skills. Does extra self-motivated work.

2 Good

Contributes well in class and shows a willingness to learn. Deadlines are always met. Homework is well presented, and it is evident that time and care have been devoted to homework. Will persevere with a problem until it is resolved. Needs encouraging to review own work but responds well to guidance. Can work effectively in a group and is keen to communicate.

3 The minimum standard expected of a BCS pupil.

What is expected of a typical BCS pupil. Is attentive most of the time and will contribute in lessons. Homework is completed on time and to an acceptable standard, with adequate time and care devoted to it. Needs prompting to do extra work/review his/her own work,

but can develop this with help. Contributes sensibly to group work. Prepared to ask for help to clarify understanding.

4 Below the effort expected of a BCS pupil.

Fails to achieve what is expected of a BCS pupil. Homework is sometimes late or obviously rushed. Personal organisation is seriously lacking. Class work and homework are rarely completed to an acceptable standard. Does not contribute in lessons. Is reluctant to persevere. Finds it difficult to work on his/her own without supervision. Unhelpful when working in group situations. Does not ask for help to clarify understanding.

Academic Grades

KS3 – The academic grade is the appropriate National Curriculum Level based on subject specific level descriptors and relevant evidence, which may include class work, homework, tests and exams. Pupil progress at each level is also broken down into three sub categories; High, Secure and Low (H, S and L).

KS4 - The academic grade given is the predicted GCSE grade based on current performance. It will take into account the examining body criteria.

KS5 – The academic grade given will be one of the following

- G – Good A level performance
- P – Pass
- M – Marginal A level standard
- F – Pupils work falls below that needed for A level

Staff enter grades into the relevant sections of the Engage Management Information System.

Reporting

Reports are an important means of communicating the progress of a pupil to his/her parents in a detailed manner. Staff comments on reports should be designed to inform parents (and pupils) of the work covered, the progress made and the ways in which performance could be improved (targets). Reports include academic and effort grades (to the above standards), and, where appropriate, examination percentages and grades. In general, reports are written in accordance with the scheduled outlined in Appendix A.

Detailed report guidelines for staff can be found in the Guidelines for Report Writing document.

At Parents Evenings, parents are given verbal feedback about their pupil's progress and achievement and any relevant assessment results are shared. Guidance is given on how parents can support at home and pupil targets are shared.

Assessment [Grade/Report/Examination] Reviews

Individual assessment reviews will be carried out by a pupil's Form Tutor or a senior member of staff shortly after they have been issued. This is a vital part of the review and target setting process.

F. Prep School

Strategies for Assessment

At BCPS Assessment for Learning is a continuous process that will be done in any of the following ways:

- Daily oral feedback and discussion with pupils about their work and performance
- Written comments and guidance when work is marked (See Marking)
- Annotated work sheets/workbooks indicating the level of support given or the extension activity given for that piece of work
- Target boards/achievement charts on the wall in the classroom
- Sharing the learning objective and success criteria for lessons and reviewing these at the end of the lesson
- Opportunities for pupils to self assess both their understanding and their achievement against the learning objective, using the smiley face code.
- Individual pupil target setting that is shared with the pupil and the parents so that they know how to improve performance
- Opportunities for reflection at different points throughout a lesson, where pupils can evaluate and improve their own work and giving opportunities for peer assessment
- Providing a supportive atmosphere that allows pupils to make and learn from their mistakes where the emphasis is on analysis and discussion of the learning process
- Effective differentiation that is planned and evaluated
- Effective use of small whiteboards and Activexpression for ongoing pupil assessment
- Weekly/ half termly summative assessments e.g. spelling tests/table tests/end of unit tests etc shared with pupils and parents and used to inform future planning
- Regular discussions between colleagues, support staff about individual pupils
- Continuous monitoring and tracking of pupils performance using Target Tracker
- Analysis of data e.g. SATs, GL assessments to assess overall pupil performance against National standards

Target setting

Individual pupil targets are set each half term for Maths, English and personal development, based on teacher assessment, test results and pupil's self assessment. These targets are shared with parents and reviewed regularly. Targets set and achieved are recorded on Target Tracker.

Table of Summative Assessment

Year Group	Autumn Term	Spring Term	Summer Term
Kindergarten	Ongoing observations against Development Matters and ELG		
Reception	Piece of Levelled writing (using Ros Wilson Scales)	Piece of Levelled writing (using Ros Wilson Scales)	Piece of Levelled writing (using Ros Wilson Scales)
	EYFS Baseline Assessment	Ongoing observations against ELG	EYFS Profile
Year 1	Piece of Levelled writing (using Ros Wilson Scales) Vernon Spelling Test	Piece of Levelled writing (using Ros Wilson Scales)	Piece of Levelled writing (using Ros Wilson Scales) Progress in English 6 (booklet) Progress in Maths 6 (Online)
Year 2	Piece of Levelled writing (using Ros Wilson Scales) Suffolk Reading Test Single Word Spelling Test (Before half term)	Piece of Levelled writing (using Ros Wilson Scales)	Piece of Levelled writing (using Ros Wilson Scales) Progress in English 7 Progress in Maths 7
Year 3	Piece of Levelled writing (using Ros Wilson Scales) Suffolk Reading Test Single Word Spelling Test (Before half term)	Piece of Levelled writing (using Ros Wilson Scales)	Piece of Levelled writing (using Ros Wilson Scales) CAT Test Progress in English 8 Progress in Maths 8
Year 4	Piece of Levelled writing (using Ros Wilson Scales) Suffolk Reading Test Single Word Spelling Test (Before half term)	Piece of Levelled writing (using Ros Wilson Scales)	Piece of Levelled writing (using Ros Wilson Scales) Progress in English 9 Progress in Maths 9
Year5	Piece of Levelled writing (using Ros Wilson Scales) Suffolk Reading Test Single Word Spelling	Piece of Levelled writing (using Ros Wilson Scales) CAT Test	Piece of Levelled writing (using Ros Wilson Scales) Progress in English 10

	Test (Before half term)		Progress in Maths 10
Year 6	Piece of Levelled writing (using Ros Wilson Scales) Suffolk Reading Test Single Word Spelling Test (Before half term)	Piece of Levelled writing (using Ros Wilson Scales)	Piece of Levelled writing (using Ros Wilson Scales) Progress in English 11 Progress in Maths 11

In addition to the above, ongoing assessments take place throughout the year in each specific subject, either at the end of a topic/unit or half-termly/termly. These specific assessments are set out in more detail in each respective subject's medium term plans.

Teachers are expected to report evidence of pupil progress and attainment at termly Pupil Progress reviews with the Head and the Assessment Co-ordinator. Data and evidence is used to monitor pupil progress and attainment against predicted scores. This data is used to assess pupil and school performance and highlight areas for development.

Recording

Recording takes place over the short, medium and long term. Information is gathered by assessing progress through observation and the marking of ongoing work/projects as well as assessments and exams. Teachers are expected to keep ongoing records. Each pupil has a profile on Target Tracker and this is updated half termly/termly as the pupil progresses through the school. Records of pupil performance against NC levels are ongoing. All online assessments are recorded on GL assessment reports and stored electronically and in hard copy.

Reporting to parents

Parents are kept regularly informed about their pupil's progress and performance through:

- Informal meetings with teachers – this may happen on a daily or weekly basis depending on the age of the pupils. Daily contact is encouraged in the EYFS. Parents of pupils in EYFS have free access to their pupil's EYFS Profile and Learning Journey at any time
- Parent consultation evenings - parents are given verbal feedback about their pupil's progress and achievement and any relevant assessment results are shared. Guidance is given on how parents can support at home and pupil targets are shared.
- Termly written reports - School reports comment on all curriculum areas and include both strengths and targets for development.

At the end of the academic year, school reports show the pupil's NC level.

At the end of Year 2 and Year 6 parents are given their pupil's SATs results, showing their attainment against National Standards. Progress in Individual private music lesson is also reported to parents.

LDD, EAL and Gifted and Talented

It is through regular and ongoing summative and formative assessment that pupils who do not perform as well as expected are identified as needing additional support, and pupils who are outperforming expected targets are identified as requiring additional challenge activities and higher level tasks.

Teachers with concerns about a pupil's attainment or progress will share these with the Head and begin a dialogue about suitable support and possible assessments. The Head at this stage may do lesson observations or arrange for some more specific assessments to take place if a pupil has:

- a significantly greater difficulty in learning than the majority of pupil's of the same age
- has an identified and significant discrepancy between his or her ability and attainment.
- has a disability which prevents or hinders him/her from making use of educational facilities of a kind provided for pupil's of the same age

Any concerns are shared with the parents. IEPs for pupils with LDD are shared and reviewed with parents regularly.

Pupils for whom English is an Additional Language will be monitored and additional EAL support will be given if necessary.

G. EYFS setting

Throughout the EYFS practitioners keep ongoing assessments as an integral part of the learning and development process. They observe pupils and respond appropriately to help them make progress towards Development Matters and later Early Learning Goals. These ongoing assessment and observations are available to parents at all times.

Assessments are based on practitioner's observation of what pupils are doing in their day-to-day activities, in a range of learning and teaching contexts and parents are actively encouraged to contribute to the assessment process. Pupils are assessed throughout the year using the 13 scales with regard given to the scale points, to complete a Learning Journey Profile as a record of progress.

Practitioners will:

- Make systematic observations and assessments of each pupil's achievements, interests and learning styles

- Use these observations and assessments to identify learning priorities and plan relevant and motivating learning experiences for each pupil
- Match their observations to the expectations of the early learning goals.

The EYFS Profile completed at the end of EYFS sums up each pupil's development and learning achievements against the 13 scales, in the 6 areas of learning. This information is returned to the local authority and school takes part in any moderation activities specified by the local authority.

In the final term in the EYFS the school provides parents with the following:

- A written summary reporting the pupil's progress against the early learning goals and the assessment scales
- a copy of the EYFS Profile and the Learning Journey Profile
- the opportunity to discuss the EYFS Profile and its results with the class teacher

If a pupil moves to another setting during the academic year the school will send the following information to the new provider within 15 days of a request from the new provider:

- any EYFS Profile data recorded
- any assessments made in respect of the pupil
- a copy of any school reports on the pupil

Appendix A

BCS Senior School – Annual Pattern of Reporting to Parents, 2011-12

	Autumn Term		Spring Term		Summer Term	
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 7	B, G	P, G	G	R	E	R
Year 8	B, G	R	P	G	E	R
Year 9	B, G	R	Opt, G	P	E	R
Year 10	B, G	R	G	P	GCSE Exams	R
Year 11	P, Sxth Op, G	Mocks	R, P	G	GCSE Exams	
Year 12	B, Info, G	P, G	G	UCAS, R	AS Exams	
Year 13	G	P, R	P	G	A Level Exams	

B	Baseline Testing
E	School Exams
G	Grade Cards
Info	Year 12 Information Evening
Mocks	Year 11 Mock exams

Opt	Year 9 Options Evening
P	Parents Evening
R	Reports
Sxth Op	Sixth Form Open Evening
UCAS	Year 12 UCAS Information Evening

In addition there is a Boarders Parents Evening on the day we break up for October half term.