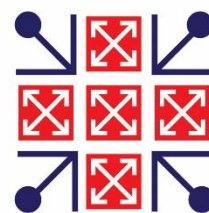


Llantwit Major School  
Ysgol Llanilltud Fawr



# ASSESSMENT POLICY

Responsibility:	D L Davies
Review:	September 2023

The overall purpose of this policy is to ensure collective understanding of the philosophies and principles that underpin assessment, recording and reporting throughout the school, in line with the statutory requirements of the National Curriculum.

It is intended that the guidance section of this document will be used as a framework for individual departments/teachers.

“The quality of assessment has a significant impact on attitudes to learning and on attainment in schools by stimulating and challenging pupils to work hard and by encouraging teachers to focus on how to improve the learning of individual pupils”

(Ofsted, “Good Assessment in Secondary Schools”)

## **Key Principles & Purpose**

To ensure that all pupils reach their full potential and develop into autonomous learners, the assessment policy of Llantwit Major School continues to be developed with the following principles in mind:

- To acknowledge that assessment is an essential component of teaching & learning and is part of the same process:
- To provide clear guidelines on the schools approach to assessment.
- To establish a coherent approach to assessment across all Departments.
- To provide a system of assessment that is clear to students, staff and parents and to ensure that the individual pupil plays an active role in the assessment process;
- To ensure that assessment and marking leads to all students making progress. A key factor to recognise is the wide range of abilities in each year group and recognise that each individual pupil is at the heart of the learning process;
- To provide meaningful feedback to students allowing them to recognise their strengths and to offer advice on how to improve and raise attainment.
- To ensure that the legal requirements are met in accordance with the National Curriculum Orders

*A Key consideration to acknowledge is that different teachers and departments are at different stages of change and implementation including the planning and preparation for the delivery of the new curriculum and will require time to develop towards the full aims of this policy;*

# **The Purpose of Assessment**

## **For Pupils:**

The main purpose of assessment is to assist each individual pupil to improve standards of achievement and to motivate him/her to work towards specific targets or learning goals. Students should review and respond to the info contained on the progress sheet plus take guidance from any formative guidance- both verbal and written teachers include in the on-going assessment of work.

## **For the Teacher:**

Teachers are encouraged to keep records of current assessment/ attainment. The outcomes of assessment will identify each individual's current attainment against set criteria thus allowing teachers to evaluate teaching and learning and make changes/modifications for future planning & delivery as part of whole school self-evaluation. It will also assist in helping teachers/ departments to make formative judgements on the likely progress/ outcomes a pupil is estimated to be able to achieve in any part of their school career.

## **For Parents:**

The results of formative and summative assessment will allow the school to transfer information of pupils' attainment to parents. The policy of the school is to inform pupils and parents of **learning targets to help clarify aspects to refine and build on** in addition to summarising attainment. A key mechanism for making feedback available is the individual pupil progress sheet which should be inserted in the front of each pupil's book (paper based or digital) plus verbal feedback given in parents evenings and the provision of report data as per the school calendar.

## **For the Headteacher & Governors:**

To provide comparative evidence of the overall current attainment of all pupils across all subjects, in order to inform future planning and development of the school as part of the self-evaluation process. Teacher estimates of progress are available via the school MIS and are updated each half term

# **Roles & Responsibilities: Who Does What?**

## **Classroom Teacher:**

- Setting and communicating appropriate, differentiated learning objectives for each lesson and each unit of work.
- Communicate assessment/ success criteria.
- Provide opportunities for students to engage in peer and self-assessment opportunities as part of assessment for learning strategies in the classroom
- Mark and assess work regularly. Including assessing work against AoLE guidance, NC levels where still applicable, KS4 or post 16 grade criteria and communicate these to students.
- Give feedback that enables all students to make progress.

- Record all appropriate data and information in a range of ways including identifying pupils in need of support & liaise with ALNCO re strategies & IEP's/ IDP's.
- Use assessment data to record significant progress/underachievement/under attainment & implement strategies for improvement
- Contribute to departmental discussion / review on performance data
- Provide accurate data for Progress Tracker checks derived from teacher assessments carried out each Half Term (HT Progress 1-5).
- Report to parents – pupil progress, attainment, next steps including at KS3 with ref. to the development of Literacy and Numeracy skills
- Provide data and information for new teachers of student transfer.
- Keep up to date with pedagogical research and share good practice.
- Provide statutory data as required.

## **Leaders of Learning (Subject Heads):**

In the context of assessment all Leaders of Learning should provide leadership in ensuring that:

- All teachers plan for formative and summative assessment and identify assessment opportunities checking that assessment and marking procedures are implemented effectively
- Ensure SOW include clear learning objectives and a range of strategies for assessment in the subject
- Ensure the focus within the classroom is upon developing skills, learning experiences and **assessment for learning**, including appropriate feedback to students.
- A range of evidence is produced to support judgements regarding progress, achievement & attainment and utilising Assessing Pupil Progress [APP] rationales as a structure for assessment where applicable.
- The feedback that teachers give to students is diagnostic, formative and understood by students through work book sampling and lesson observations.
- Regular moderation/standardisation is planned for within the department to develop consistency of judgements through agreement of standards and generating portfolios of moderated pupils' work;
- Whole school deadlines and statutory requirements are met including CSC deadlines, WAG, Dewi
- Regular monitoring of the progress of individuals and groups takes place and action is taken to promote achievement and progress.
- Regular analysis of assessment data takes place with the subject team to monitor standards and set appropriately challenging targets
- Identify underperforming pupils & implement strategies for improvement within the subject
- Use data to review the curriculum with the subject team
- Liaison with external and internal school Examination Officers re: Entries for all examinations is current and up to date.
- Identify & share good practice including providing a regular report to SLT & Governors on standards
- Use a variety of methods to monitor, evaluate & review practice of assessment to inform future planning

## Leader of Student Support

- In line with other staff, identify pupils with SEN and assess their specific needs, formulate IEP's to address these needs;
- Work with other staff to develop and support appropriate assessment methods and differentiation for pupils on the SEN Register & share good practice at whole school level;
- Liaise with external agencies over formal assessment for statement pupils;
- Monitor & evaluate performance data for pupils on the Register;
- Arrange appropriate adaptations to end of Key Stage assessments & other appropriate tests
- Liaise and support Heads of Year in developing and sustaining intervention strategies
- Make sure appropriate access assessments/ arrangements are in place for designated students.

## Leaders of Progress:

- Monitor & track progress of all pupils across the range of subjects within a given year group to identify good progress, significant progress, underachievement & under attainment through **data analysis, classroom observation, pupil/staff questionnaires etc.**;
- Able to provide feedback to students and parents whose progress and achievement is particularly good.
- They intervene with support and challenge strategies where a student or group of students is underachieving in relation to expectations.
- Regular liaison with **Leaders of Learning** /Senior staff/ALNCO and Subject teachers concerning individual student progress **and implementing strategies for improvement**;
- Liaise with parents of pupils significantly achieving & underperforming across a range of subjects;
- Assist AHT's with below mentioned tasks as appropriate.

## Examinations Officer / Data Manager:

- To liaise with appropriate staff/students/parents/exam boards regarding all aspects of external assessment and take responsibility for the organisation and invigilation of all internal school examinations along with the examinations co-ordinator.
- To ensure that all centrally held data in relation to student's attainment, achievement and progress is kept up to date within SIMS.net to ensure as a data analysis tool our MIS remains current. This applies to KS3, KS4 and sixth form classes.
- To provide appropriate reports related to the attainment, achievement and progress of individual students, and groups of students across the school.
- Co-ordinate Base Line Assessments – NFER, ALPS, PISA etc. as appropriate, including ensuring English and Maths Departments can run the National Literacy and Numeracy tests

## Assessment Co-ordinator (Assistant Head teacher)

- Ensure provision is made for Base Line Assessments – where required

- Identify & support training needs of staff
- Ensure that statutory requirements are met
- Consult with, support & advise subject leaders & teachers on effective approaches to ARR
- Develop & co-ordinate a regular review of ARR whole school policy
- Create opportunities to share good practice amongst colleagues
- Deputy Examinations Officer in relation to all testing/exams
- Summarise & evaluate information from baseline assessment tests and the school's own assessments to use as the basis for the SDP and target setting and provide relevant info to relevant parties
- Ensure that assessment data is effectively gathered and collated. Disseminate assessment information throughout the school;
- Co-ordinate the sampling of pupils' work to monitor good practice in marking and develop accountability and consistency across the School;

## Head Teacher

- Ensure assessment systems are manageable & adhered to;
- Prepare data for governors' report to parents;
- Quality Assurance of whole process.

## Classroom practice:

- Learning objectives must be made clear at the start of each lesson.
- Success criteria related to focused tasks or extended learning tasks must be shared with students and modelled throughout lessons.
- Skilful questioning must be used to assess attainment (using, for example, Bloom's Taxonomy) and set targets for further progression
- Monitor learning throughout lessons in order to continuously assess the pace and strength of progress and to intervene to address misconceptions by reshaping and modifying teaching to meet students' needs
- Plenary phases must be used within lessons to assess progress and summarise learning.
- Praise progress and reward achievement through comments and the school's praise and reward systems.

## Target-Setting:

Target levels are to be set for achievement of students at the end of Key Stage 3 (for current yrs 8 and 9) and in Key Stage 4 Target Grades for all students in yrs 9,10,11 . Student targets are based upon all available data and are centrally recorded within SIMS.net. Targets are referred to as Teacher Target Levels [KS3] and Teacher Target Grades [KS4]. Target Levels and Target Grades are regularly compared with Teacher Progress judgements in order to measure student performance. Each student has a target for each subject studied. The **grade / level** should be **challenging** as part of the school rational to be in 25% top performing schools.

Staff/ departments must use **estimated data indicators** as a guide in generating teacher targets their own professional judgement. These are derived from FFT aspire for Ks3/4 and Alps for Post 16.

For yr 7 as we embrace the New Curriculum there will no School Targets for 2022-23. The focus for staff will be to provide formative feedback on what are areas of strength and where there are opportunities to make improvements in a student's learning relative to the AOLE area being taught.

#### *The assessment data available*

- *Progression estimates from feeder schools where available. Historically for current yr8 above end of Ks2 assessments (where available from feeder schools these are further defined into sub levels)*
- *National Literacy and Numeracy procedural and reasoning test results as raw scores and standardised scores*
- *FFT (Fischer Family Trust) estimates based on prior attainment KS2 – Ks3 and Ks2 to Ks4 plus FFT estimates will be utilised Ks4- post 16 when available. At time of writing this data set is not at present available. With FFT Live the school has moved from type D targets to type 20 b*
- *plus annual reading test results*
- *Prior GCSE/ L1 or 2 attainment*
- *Alps estimates for post 16 courses using the 75 percentile indicator*

*For yr8 there are 2 key processes used to help define a learners -1. results of the national Literacy and Numeracy tests. 2. End of KS2 assessments are increased by 2 levels to create individual targets. When National data sets are made available the pupil targets are reviewed to ensure student targets are at least in line with FFT estimates but ideally quartile 1.*

Teacher Targets can be **raised** as students' progress year to year- very rarely should they be lowered from FFT estimates for the key stage.

*For Yr7 2022-2023 results of the national Literacy and Numeracy tests where available will be used to help appreciate learners core capabilities.*

## **Marking and Feedback:**

Learning objectives and learning outcomes are used as the benchmark for oral and written feedback. They should be shared and made clear to the students in advance of attempting a task. Students should receive regular and detailed feedback on their work, which is constructive, informative and focused, so that they understand how they are progressing and what steps they need to take to improve.

Assessed written work and feedback on oral work should normally be returned within 10 working days of its completion/submission dedicating quality class time to its return, discussion and student reflection.

All students' work should be acknowledged and regularly marked. Teachers are required to comply with the School marking policy, at the time of writing this is a minimum expectation of once per half term.

Teachers are responsible for recording marks or comments for students' work regularly to ensure that written evidence is available to inform discussions with students, parents and colleagues.

## Assessment - a common Practice

Assessment needs to be easy to understand and have a relative consistency department to department and key stage to key stage. It also should reflect or have common principles to our school's report process. Staff are required to provide formative feedback each half term via the Progress sheets that should be available in the front of each student's exercise book

Ks3 Students should receive written feedback as a minimum at least once every half term that is linked to specific topics of study or pieces of work. There is an expectation that subjects with more teaching allocation time will assess and feedback with greater frequency.

KS4 and Post 16 courses – Students should receive written feedback a minimum of once every term that is linked to schemes of work. Teacher target grades should be included as a point of reference- these in turn should at least mimic / reflect external indicators such as FFT KS4 estimate and for Post 16 Alps a level estimate.

**BASIC MARKING SYMBOLS – for use in teacher feedback. Staff are encouraged to use the following codes to support literacy whole school development.**

Meaning	Code for use in feedback
Spelling error	sp
Grammar error	gr
New paragraph	//
Expression	exp
Punctuation	P

- Misspelt subject specific vocabulary should be underlined and corrected as appropriate to the ability of the group.
- All teaching staff should expect pupils to underline titles and present work to an acceptable standard appropriate to their handwriting ability. Poor presentation should be challenged either verbally or through written comments. If appropriate, pupils can be directed to repeat a piece of very poorly presented work.
- Unless directed differently by the classroom teacher, it is an expectation that pupils write with a black or blue pen, and complete diagrams and charts in pencil, using a ruler.
- When pupils are writing and make an error they should be told to draw a neat line through the error. The use of liquid paper should be discouraged.



## Benefits whole school

- It would be beneficial to be able to provide students with a **common framework** that encourages them to become familiar with what is good about their work and what needs to be addressed to make their future work even better.
- Common assessment feedback should heighten student **understanding and appreciation** of the teacher judgements being made.
- The benefit would be a move to further **standardising aspects of assessment** and as a consequence it allows us as a school to **tracking and monitor individuals** that can be accessed from a variety of levels for a variety of interventions.

Assessment should include at periodic intervals dated teacher feedback regarding

- Progress
- Effort
- Strengths or good features
- aspects for improvement.

All of these link to our report systems.

The assessment feedback can be summarised in series of regular teacher judgements available at the front of each student's workbook/ exercise book and should be available via the school MIS.

Recording - *a common Practice*

- Departmental assessment records need to be easy to use by departmental staff and have similarity department to department in that individual pupil assessments are recorded. It should be informative and have common principles to our school's report process.
- It should allow formative judgements to be made.
- It allows us to **develop record systems** that can be accessed by a number of staff.

## Progress Assessments

At the outset it is important to remember progress sheets/ judgements in SIMS for each subject and class are not intended to operate as a mark book. Departmental mark books should be developed to suit the individual recording requirements of the department at the department's discretion. The progress and data sheets available in Sims (School MIS) are part of a whole school approach to making formative judgements:

- For yr7 it is based on the likely level of progression at the end of the progression stage as part of the continuum of learning.
- For yr8 on students working toward end of year attainment for yrs8 (all subjects)
- For Year 9 it is a combination of end of Ks3 judgements and estimated GCSE grades
- For yrs 10-11 it is likely performance by End Key Stage 4.
- For yrs12 & 13 it is likely performance at the end of the respective academic year

Progress records should be based on work carried out and be the Teachers judgement on the level of anticipated attainment. Where applicable this anticipated attainment can then be compared to estimates such as FFT and Teacher Target estimates where available and or to begin to appreciate likely whole school performance.

For Yr7 Teacher assessment shared with pupils whether in books or digitally will be formative guidance – what has been done well and where there is scope for improvement. Attitudes to learning or classroom behaviours will also be shared digitally. Teachers are also required to make a judgement of the learner regarding anticipated progression- this will be recorded in the subject/ class data sheets but it is not intended to be shared with pupils or parents- it is intended for internal monitoring processes

For yr7 the teacher estimate will be to reflect the level of progression anticipated by the end of the progression stage. For 8-13 Teacher Assessment on progress sheets should provide regular estimates of the anticipated progress of the student by the end of the year (if they continued to work in the same way). So each data input whether it is for HT1,2,3,4 or 5 should reflect a teacher's professional judgement on a pupil's trajectory /outcome if current rate of attainment/ attitude to learning is maintained. The teacher is being asked to make a judgement at regular intervals on how the student's performance is liable to have an effect on their end of year attainment to help identify and ultimately improve the capacity for intervention regarding under performance.

### **There should be a similar approach in all Key Stages**

- **Ks 3**  
Yr7 Exceeding/ Mastering/ Securing/ Developing / Emerging judgements (yr8-9) NC levels with the inclusion of Sub levels A (higher),B (median) and C (lower) to record anticipated level attainment.
- **Ks4/5** End of KS grades e.g. A\*-G, Distinction-Fail as appropriate to reflect achievement at the end of the course. For yr 9 Maths/ English/ Science/ core PE and Welsh depts continue to record progress with Ks3 levels. For all Options subjects depts record yr9 progress using the appropriate Ks4 grades sets there is also the additional inclusion of NC levels at particular points in the school year to facilitate the monitoring of end of Key Stage Levels.

**Example:** A child with a teacher target of 4a for the end of year 7. If the teacher thinks the student will achieve this by the end of the year (even if they achieve a lower grade on a current assessment) then they would record 4a on the progress sheet. If the teacher thinks that if the student continues with current performance they are likely to exceed this grade then it would be appropriate to input a higher level assessment. Similarly if a pupil is currently not working sufficiently to result in a 4a at the end of the year then the teacher would record a lower level estimate.

This methodology will then allow a way of identifying pupil/ class/ or Yr. group performance.

Clearly the judgements are based on the confidence level of the teacher to accurately estimate end of year attainment. Analysis for yrs 8-13 will be based on progress judgments being compared to Teacher Targets. Given that this is an estimate and as such cannot be seen to be completely accurate in all cases we have to see this as a diagnostic tool to help in identifying patterns of underperformance by students . At KS4 and 5 direct comparisons can be made between estimates and progress judgements. In yr8 and 9 formula are applied to each assessment to help us analyse performance within a tolerance at any given time as exceeding, meeting or underachieving. To do this initially the NC sub levels are created in Sims with a numerical value, each sub level is worth 2 points rising with each sub level. The

tolerance can therefore be adjusted in the assessment calendar is -2 (earlier judgements have the capacity for greater tolerance)

## Testing Knowledge & Understanding - a common Practice

- Testing pupils to gain a greater appreciation of their ability to work under “exam conditions” will occur to the timeframes set out in the school calendar.
- These should not be seen as an end of year exam more as an opportunity to see what information a student has been able to retain and use in a more formal test context.
- The results of any test should not to become a key aspect of any report writing but it can be used as part of departmental assessment processes.
- Not to be used as sole evidence for any potential setting- it is intended to **verify knowledge gained and understanding**.
- There is opportunity for departments to use the testing as a vehicle for pupils to experience controlled assessment tasks.
- Testing will be carried out in lessons and for practicality **departments should take responsibility for co-ordination within the timeframe**. Staff must give students prior notification of the test.
- It must be made clear it is not to be used for setting- it is intended to **verify knowledge gained and understanding**.

## Recording & Reporting – Aims

The ability to track and monitor individual pupil progress across and between all Key Stages as part of ongoing self-evaluation & review is a key aim of the school. The procedures :

- Provide all class subject teachers with prior attainment and progress information in Sims for all pupils taught including SEN information;
- Provide data information on each student made available via class Data Info sheets. Given the range of information made available to staff via the school MIS it is imperative that staff utilise the information discreetly and the info held in these Data sheets is not shared with the class via projector or open discussion.
- Ensure that year on year subject information regarding progress and next steps are generated and available for teachers subsequently teaching the pupils;
- Provide end of Key Stage estimates as defined by selected external providers such as NfER, FFT & ALPS. (These will be used to help generate targets particularly at Ks4 and post 16, targets will be subject to discussion and possible amendment based upon the teachers judgment taking into account the personal, individual circumstances of the pupil in liaison with Leaders of Learning and as part of the departmental review of targets with the Headteacher)
- Enable departmental staff to track and monitor progress of pupils to identify underachievement and attainment of groups and individual pupils termly, identify year on year trends etc.
- Ensure that subject teachers and Leaders of Learning are able to use the data to effectively plan teaching & learning, employ intervention strategies to support underachievement, and identify pupils worthy of commendation for academic achievement within the department.
- Provide comparative data across all subjects as part of whole school self-evaluation and review and target setting;
- Provide comparative data across subjects for individual pupils to enable form teachers, Wellbeing co-ordinator, Leaders of School and ALNCO to identify pupils who are underachieving, under attaining and worthy of commendation;

- Provide comparative information for ALN intervention and monitoring and tracking progress across subjects to allow the effective compiling of IEP's & their review;

## **Recording – Method**

Performance data is collected via SIMS five times a year for yrs7-10 students .Yr11 – 13 students will require data input HT1-4

Attitude to Learning grades are also collected periodically for every student, these are based on standardised classroom behaviours. The classroom behaviours help to build up a picture of the pupil's academic and pastoral attitude assessments are made using A-Always, U-Usually, S- Sometimes, and R-Rarely. These classroom behaviours are included in school reports

Teacher Assessed Levels [Yr8]/Estimated Grades [KS4] have the capacity to be published to students and parents through the schools system of Progress Trackers. School Gateway app and Sims Parent App.

### **Example Progress Sheet Yr7 English (Columns for HT1 attitudes to learning repeated for Ht2-5)**

Surname Forename	En-Demo gd wk eth Y17HT1 Year 7	En-Hwk deadlines Y11 HT1 Year 11	En-Improve Own Le Y11 HT1 Year 11	En-Works well oth Y11 HT1 Year 11	En Y11 Behav HT1 Year 11
	A/U/S/R	A/U/S/R	A/U/S/R	A/U/S/R	A/U/S/R

### **Example Data Sheet Yr7 English (Columns for HT1 NC Progress repeated Ht2-5)**

Surname Forename	Gender	Reg Group	FSM	SEN Need	Looked After	EAL	% Attendance	Exam No.	MOD MOD	Reading Age	Non Verbal SS	Acc Arr Laptop Access Arrangement	Acc Arr Extra Time Access Arrangement	Intervention Interventions	Nat Literacy SS	Nat Numeracy SS	En Y7 NC Progress HT1 Year 7
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This data will then be collated via Sims and a summary of progress produced up to six times a year for use as follows:

### **Within the Subject**

Curriculum Leaders and their teams can review departmental mark books and use the MIS progress for a class or subject as a whole subject summary as a basis for implementing subject specific strategies for underachieving pupils. In addition some pupils who are On Target may be identified for reward. All pupils receiving Exceptional progress should be rewarded.

### **Across the Year Group**

7-13 Leaders of Progress, ALNCO, Wellbeing co-ordinators and the Senior Team can use progress return data allowing them to identify pupils who are exceeding progress or underachieving across a significant number of subjects allowing intervention strategies to be employed as necessary. Progress returns also allow for the monitoring of vulnerable groups eg FSM/CLA/ ALN or identified groups of pupils such as MOD within a particular Yr group.

### **Form Tutors**

Each form tutor can access progress information of each pupil across all of his/her subjects allowing form tutors to review overall academic progress of their tutor group. This could include attendance, Achievements and behaviours.

### **Each Pupil & Parent**

Each pupil will be made aware of their progress. In yr7 this will be an identification of strength and areas to improve/ needing development and in Yrs 8 &9 this will also include End of Key Stage targets at regular intervals in each subject studied via Progress Sheets and parents will receive Progress Review as part of the School reporting procedures. Students will also have the opportunity to review progress and set personal targets by appraising previous end of yr reports at the start of a new academic year.

## **Testing, Recording & Reporting activities years 7 - 13**

<p><b>SUMMER TERM</b></p>	<p>Receive Transition data from feeder schools</p> <p>Receive additional data from Authority/ WAG including</p> <ul style="list-style-type: none"> <li>• New curriculum assessment judgements (when available)</li> <li>• Non Verbal reasoning Test (where available)</li> <li>• National Reading Test</li> <li>• National Numeracy Test</li> <li>• National Procedural Test</li> </ul>
<p><b>AUTUMN TERM</b></p>	<p>Download FFT estimates (was Type D SE now 20 high level of challenge)</p>

	<p>Collate GCSE results and upload /download Alps estimates for Yr12 (A level estimates used)</p> <p>Progress return HT1-2 Year 7, 8, 9, 10,11,12, 13 available</p> <p>Report data available for designated Yr. groups as per calendar</p> <p>SSSP Data analysed and submitted</p> <p>Submit School Targets to Authority/ Consortium</p>
<b>SPRING TERM</b>	<p>Progress return Year 7, 8, 9, 10,11,12, 13 available</p> <p>Report data available for designated Yr. groups as per calendar</p> <p>Progress Returns submitted to Consortium</p>
<b>SUMMER TERM</b>	<p>Progress return Year 7, 8, 9, 10,11,12, 13 available</p> <p>Year 7,8,9 NFER National LNF testing and Reports</p> <p>Report data available for designated Yr. groups as per calendar</p> <p>Progress Returns submitted to Consortium Welsh office End of Key Stage 3 data return)</p>

## Reporting – Method

### **Completion of Reports to Parents - Guidelines for all Staff**

All reports to be produced using Sims. It is the responsibility of all staff to ensure that class lists are regularly checked. Any amendments to class lists must then be passed to AHT and Data Manager who will then process the changes.

When undertaking report writing, the following guidance should be observed:

Reports should:

- Include evaluative assessment;
- Refer to supportive evidence gathered over time (i.e. not only reflective of the exam/test result);
- **Use positive** statements;
- Place achievements in context;
- Report against given criteria;
- Avoid speculation and jargon;
- Identify targets for future learning;
- Be individual i.e. reflecting the **individual's** performance.
- Be directed to the student "You are making good progress...."

*For exact dates for deadlines for data returns and reporting sessions see school calendar*

## **Staff Responsibilities for Report Writing**

### **Subject Teachers**

- Writing reports according to the guidelines on report writing including **spellchecking & proof-reading**;
- Making amendments to errors if required!

### **Leaders of Learning**

- Checking class list information, informing AHT/Data Manager of any amendments immediately.
- Monitoring, reviewing and evaluating all subject reports written in liaison with departmental staff in preparation to meet report deadlines.

### **Form Teachers**

- Writing & checking form tutor comments
- Ensure that class list information is accurate, informing AHT/Data Manager of any amendments immediately.

### **Leaders of Progress**

- Writing/amending/updating bank of form teacher comments
- Signing reports and first line of contact with parents

### **Assistant Head Teacher**

- Generally overseeing & co-ordinating the reporting system. Liaison with teaching & support staff,
- Monitoring statistical data for complete/incomplete reports.
- Arranging staff training on using the MIS system

### **Support Staff Admin & Technical**

General administration including:

- Inputting/deleting any new pupils to the system new to/leaving the school after September;
- Monitoring/analysing statistical data of completed/incomplete reports & liaising with AHT
- Printing & collation of reports;
- Input of admin data onto all reports e.g. attendance;
- Producing backup copies of reports.
- To provide technical advice & support to office & teaching staff.



## **Linked Policies/ Guidance:**

- Learning & Teaching & Learning
- Marking
- Controlled Assessment
- Homework
- Behaviour Management
- Literacy Across the Curriculum
- Examination Procedures