

Assessment, Recording and Reporting Policy

Ysgol Bro Dinefwr – Document Control	
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Assessment, Recording and Reporting Arrangements

Background and context

1. With the introduction of the new curriculum for Wales, effective, accurate and consistently administered assessment has become essential as an indicator of current performance of pupils at all key stages. In year 7-9 accurate indicators of 'Progress' are important to ensure that all pupils are reaching their full potential, and that teachers are applying consistent steps to measure this progress. Assessment plans that are formulated for the new programmes of study will need to reflect a shared understanding of progression within the school and within the cluster primary schools. This will require effective tracking of progression for all year groups with relevant intervention and clear reporting to parents.

Since September 2019 Ysgol Bro Dinefwr has utilised SMID to store and access data, with Heads of Department and Progress leaders being tasked with monitoring trends and communicating with stakeholders. The aim is that all members of staff can access the information on a regular basis to identify pupils that require differentiation, or alternative resources/provision to access their full potential. The use of data in this way makes accurate assessment and recording even more important.

Assessment plans

2. All departments are expected to produce assessment plans in line with the assessment and meetings Calendar set out at the start of the Academic year.
 - 2.1. These plans should outline the key assessments for each year group, along with the anticipated dates.
 - 2.2. Parents should be informed of these assessments.
 - 2.3. Some assessments may be standalone tasks leading to a mark, level or grade, while others may be an average of many smaller assessments used to formulate an overall mark, level or grade.
 - 2.4. Assessment plans should be live documents and are subject to occasional changes that meet the needs of the learners along with any external factors affecting the meeting of deadlines.
 - 2.5. The dates for assessment outlined in the assessment and meetings calendar are in line with the interim reports, allowing data from the most recent assessment to be communicated to parents via email.
 - 2.6. Staff are expected to check assessment plans regularly to ensure that their plans are allowing fair and equitable access to assessment for all pupils.
 - 2.7. Heads of department and line managers are expected to monitor that all teachers are following the assessment plans set out, and that the administration and marking of assessments are consistent across the department.
 - 2.8. Planned assessments should be wherever possible a classroom based activity that can be monitored to ensure rigour and consistency.

Types of Assessment

3. The school will conduct three types of assessment depending on the age group in question, these are:

3.1. In-school formative assessment, also known as teacher feedback.

Effective in-school formative assessment enables:

- **Teachers** to identify how pupils are performing on a continuing basis and to use this information to provide appropriate support or extension, evaluate teaching and plan future lessons.
- **Pupils** 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.

Teachers should:

- 3.1.1. Select relevant timely tasks to mark according to set success criteria. The marking should provide individual feedback that allows the pupil to identify strengths and develop areas that are in need of improvement.
- 3.1.2. Provide time for, and encourage pupils, to respond to feedback given by the teacher. This could be immediately after the assessment, or in the next task set.
- 3.1.3. Provide immediate verbal feedback to pupils where appropriate.
- 3.1.4. Encourage pupils to record verbal feedback to be used in future tasks, and during periods of revision.
- 3.1.5. If appropriate provide 'whole class feedback' based on common successes or mistakes in tests, or quizzes.
- 3.1.6. Use the assessments to identify any gaps/misconceptions in pupil knowledge, and thus inform planning of next steps.

3.2. In-school summative assessment

Effective in-school summative assessment enables:

- **School leaders** to monitor the performance of pupil cohorts, identify where interventions may be required, and work with teachers to ensure pupils 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.
- **Pupils** 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 across a period.

Summative assessment should:

- 3.2.1. Be conducted as planned assessments in the form of tests, homework activities, extended writing tasks, projects, practical activities, and internal end of year examinations.
- 3.2.2. Give the teacher information on current standards of achievement, and information for future planning and improvements.
- 3.2.3. Be recorded via internal spreadsheets, or via SIMS, and summarised according to the assessment plan into interim data that is uploaded to SMID.
- 3.2.4. Provide information of performance against targets in all subjects.

3.2.5. Be standardised across year groups to ensure accurate and consistent data.

3.3. Nationally standardised summative assessment

Nationally standardised summative assessment enables:

- School leaders to monitor the performance of pupil cohorts, identify where interventions may be required, and work with teachers to ensure pupils are supported to achieve sufficient progress and attainment.
- Teachers to understand national expectations and assess their own performance in the broader national context.
- Pupils and parents to understand how pupils are performing in comparison to pupils nationally.
- Nationally standardised summative assessments include:

3.1.1. Nationally standardised summative assessments take the form of:

3.1.1.1. Personal assessments at key stage 2 and 3.

3.1.1.2. GCSEs and vocational qualifications at the end of Key Stage (KS) 4, and AS levels, A-levels and other post-16 qualifications in KS5.

Target Setting

4. Effective target setting for each subject area at each key stage is a vital aspect of monitoring progression for pupils. These targets should be informed by data and considered by teachers that have knowledge of the individual. Cognitive ability tests (CAT) will be used to provide baseline information but will never be used in isolation to set pupil targets.
 - 4.1. For year 7 pupils the target outcome should be formulated by each department using the KS2 data, information from the primary schools along with the outcomes of the cognitive ability tests administered at the start of the year.
 - 4.2. In years 8 and 9 pupils will sit Cognitive ability tests at the beginning of the academic year, and teaching staff should consider this along with internal information and the previous tracking data to set realistic achievable and challenging targets for pupils.
 - 4.3. Year 10 pupils will sit CAT at the beginning of the academic year as a baseline. This along with the end of key stage 3 data will allow staff to formulate targets for the subject areas.
 - 4.4. For subject areas that are not studied in KS3 the subject with the nearest skill requirements will be used as a baseline.
 - 4.5. In year 11 pupils will continue their study from the previous year, and targets will be adjusted, considering the most recent tracking information or external/internal assessment.
 - 4.6. For year 12 students targets will be set using the MEG (minimum expected grade) calculated from the outcomes of the year 11 Summer examinations.
 - 4.7. Considering the use of Centre determined grades during the COVID-19 Pandemic CAT will be used to provide baseline data.
 - 4.8. In year 13 students will continue their study from the previous year, and targets will be adjusted, considering the most recent tracking information or external/internal assessment.
 - 4.9. Learners should be informed of their targets within subject by the first interim report released towards the end of the first half term of the academic year. It is expected that registration tutors communicate these with learners.

Tracking and monitoring progression (what is progression?)

5. In all three systems will be used to track and monitor progression of learners within the school. The main access to all pupil tracking data will be through SMID. Data will be entered via SIMS, and certain information relevant to the subject areas will be available on student tiles within ClassCharts.

5.1. Staff are expected to follow the departmental assessment plan and adhere to dates in preparation for interim and full reports to parents.

5.2. Data for interim reports should be entered via SIMS and comprise of the following:

- **Descriptions of learning** for years 7-9 based on the progression steps in Curriculum for Wales, and AOLE programmes of study.
- **Target grade (KS4-5).** These should be set at the beginning of the academic year in line with section 3 *Target Setting*. Targets can be adjusted where necessary during the academic year following discussions with the teacher and approval of the line manager.
- **Current performance years 7-9,** these outcomes are based on the teacher expectation of an individual, utilising all data from CAT analysis, KS2 data, and internal assessment history. The teacher will allocate the following symbols: + above expectation, = meeting expectation, - working towards the expectation.
- **Current performance grade (KS4-5).** This should identify the likely outcome at the end of the key stage based on the current performance.
- **Attitude to learning grade (ATL).** This should be based on the learning during the period in question. i.e. from the beginning of term to interim 1, or from the previous interim report to the next. ATL should not be treated as a cumulative assessment.
- **ATL grades** in all key stages should be awarded using the chart shown below.

ATL Grade	Grade Explanation
A*	Exceptional attitude to learning
A	A very good attitude, gives what is required meet the need.
B	Acceptable attitude towards the subject, there could be more effort to improve.
C	Adequate attitude, but could do better
D	Negative/indifferent attitude and has the ability to do much better.
E	Negative/indifferent attitude that is having a marked effect on progress.

5.3. ATL grades should be based on attitude to complete work and not upon behavioural issues that would be reported through the behaviour policy, or for attendance which would be reported separately within reports.

5.4. Data should be monitored within the subject leader (KS4-5) or the Head of AOLE years 7-9. The head of AOLE should communicate with staff if pupils are falling below their target, or if there are significant and prolonged issues with ATL. The discussion should be regarding steps to address the issues, with clear time scales.

5.5. The head of year can use the data within SMID to identify target groups of pupils that are falling below target in a number of subjects, and open lines of communication with parents.

5.6. The registration tutor should monitor data for the class following the issue of an interim report, and meet with pupils to discuss their progress, and communicate concerns with the progress leader and relevant teachers.

5.7. All actions and intervention, including meetings listed in 4.4 – 4.7 should be noted in the comments section of SMID.

Screening and Examination access arrangements

6. All screening for examination access arrangements (EAA) will be carried out by qualified personnel in line with the requirements of the examination boards.

- 6.1. Any relevant examination access arrangements should be communicated clearly to all teaching staff.
- 6.2. Examination access arrangements should be provided for all formal assessments to include internal mock examinations and internal end of year examinations.
- 6.3. Where necessary alternative room arrangements will be made for learners, and these will be administered by external invigilators for external examination series, and by teaching assistants for internal assessments.
- 6.4. The examinations officer will ensure that all examination board requirements are met with regards to EAA in all external examined and non-examined assessment.

Using data to plan effectively for progression

7. With the use of SMID and reliable consistent data staff should regularly use the information to plan effectively for learners ensuring they are able to access the learning.
 - 7.1. Teachers should use the SMID wheel to view their pupils progress towards target, and compare their performance with that of other subjects by identifying the residual values, or by viewing individual student profiles.
 - 7.2. Heads of department should access the subject report feature in SMID to see a breakdown of the performance by individual teaching groups, identifying areas to adapt the teaching. This should be discussed within departmental meetings.
 - 7.3. CAT data is available for learners and this can be used to identify learning preferences or styles at the start of the academic year.
 - 7.4. Teachers should use the one page profile for ALN learners in order to plan effectively for individuals, and where appropriate liaise with teaching assistants to share lesson plans and resources.

Pupil involvement

8. Pupils should be actively involved with their learning and should be aware of their current performance in relation to target.
 - 8.1. Registration tutors should view interim report data for their class and arrange during registration to meet with individuals and discuss their progress.
 - 8.2. The registration tutor can also support or challenge learners where necessary in addition to liaising with other teachers.

Reporting

Parents will receive three to four reports per year – three interim style and one full report. The grades listed in 4.2.

Full reports

9. The comment has one cell and a size **limit** of 1000 characters. The comment should be in two parts as shown below.
 - 9.1. Teachers should comment on performance to date in the subject This part of the comment will focus on the learner's performance during the last term, noting any particular strengths and weaknesses.
 - 9.2. How to improve - In the second part parents/learners should be given direction about what needs to be done now in order to continue and maintain the standard, or where relevant where standards need to be improved. This may describe a need to focus on revision skills or refer to units that will need to be re-visited as an independent study for example.
 - 9.3. Progress leader comments should give an insight into the next steps for the year group, along with any relevant information regarding a learners general progression.

10. Roles and responsibilities

10.1. Governors

Governors are responsible for:

- Being familiar with statutory assessment systems as well as how the school's own system of non-statutory assessment captures the attainment and progress of all pupils
- Holding school leaders to account for improving pupil and staff performance by rigorously analysing assessment data
- Monitoring that school staff are receiving the appropriate support and training on pupil assessment, to ensure consistent application and good practice across the school

10.2. Headteacher

The headteacher is responsible for:

- Ensuring that the policy is adhered to.
- Monitoring standards in core and foundation subjects.
- Analysing pupil progress and attainment, including individual pupils and specific groups
- Prioritising key actions to address underachievement.
- Reporting to governors on all key aspects of pupil progress and attainment, including current standards and trends over previous years.
- Making sure arrangements are in place so teachers can conduct assessment competently and confidently, including training and moderation opportunities.

10.3. Teachers

Teachers are responsible for:

- Following the assessment procedures outlined in this policy
- Being familiar with the standards for the subjects they teach
- Keeping up to date with developments in assessment practice

Appendix 1

Template assessment Plan for departments (sample).

Blwyddyn 7 – Enw Pwnc

Dyddiad yr aesiad	Ardal o'r cynllun gwaith/unedau sy'n cael ei asesu.	Manylion yr aesiad/Math o aesiad	Data a gynhrychir gan yr aesiad.
11/10/2021			
13/12/2021			
7/2/2021			
27/5/2021			

Year 7 – *Subject Name*

Date of assessment	Area of the scheme of work/units to be assessed.	Assessment details/Type of assessment	Data generated by the assessment.
11/10/2021			
13/12/2021			
7/2/2021			
27/5/2021			

Appendix 2 Year 7-8 Sample Interim Report

Yr Adroddiad Interim

Yn unol â gofynion Cwricwlwm i Gymru, byddwch yn sylwi bod y dull adrodd ar gyfer rhai pynciau wedi newid. Mae Cwricwlwm i Gymru yn gwricwlwm o ddibenion, lle caiff disgyblion eu harwain i ddatblygu eu sgiliau gwybodaeth a'u profiad o fewn y Meysydd Dysgu. Mae hyn yn golygu nad oes gennym lefelau cyrhaeddiad mwyach a bydd adrodd nawr yn seiliedig ar a yw disgybl wedi cyrraedd disgwyliad yr athrawon yn y prosiect hanner tymor ai peidio. Bydd yr athro nawr yn darparu datganiad yn disgrifio'r dysgu ar gyfer yr hanner tymor, ynghyd ag un o dri symbol.

- **+ Cynnydd arbennig** - y mae'r disgyblion yn perfformio uwchben disgwyliad yr athro am yr uned yma. Golyga hyn bod y disgybl wedi wneud cynnydd arbennig yn yr uned
- **= Cynnydd disgwyliedig** - mae'r disgybl yn cwrdd â disgwyliad yr athro ar gyfer gwaith yr uned yma. Golyga hyn bod gan y disgybl ddealltwriaeth cadarn o'r uned.
- **- Datblygu** - nid yw'r disgybl yn cwrdd â disgwyliad yr athro ar gyfer gwaith yr uned yma. Golyga hyn bod y disgybl yn parhau i ddatblygu ei gallu yn yr uned.

AADd

Dyfernir gradd ar gyfer Agwedd at Ddysgu (AADd) ar gyfer pob pwnc y mae eich plentyn yn ei astudio. Mae'r radd hon yn dangos lefel gyfredol yr ymdrech ac ymroddiad a ddangoswyd gan eich plentyn tuag at y gwaith ac mae'n ddangosydd cynnar pwysig o dangyflawniad posibl yn y tymor hir. Mae'r tabl isod yn amlinellu'r graddau hyn:

Gradd AADd	Esboniad y gradd
A*	Agwedd ac ymdrech eithriadol
A	Agwedd Da iawn, ac yn ymroi yr hyn sydd angen i gwrdd a'r gofyn.
B	Agwedd i'r pwnc yn dderbyniol, gellir ymdrechu yn fwy i wella safon.
C	Agwedd digonol ond gellir gwell
D	Agwedd negyddol/difater, a'r gallu i wneud llawer yn well.
E	Agwedd negyddol/difater sy'n effeithio yn fawr ar gynnydd.

Bydd y pennaeth blwyddyn yn cadw golwg manwl ar y graddau yma a chynnig cefnogaeth i'ch plentyn lle bod angen.

PRESENOLDEB: y targed cenedlaethol a tharged yr ysgol yw 96%

The Interim Report

In line with the requirements of Curriculum for Wales, you will notice that the reporting method for some subjects have changed. Curriculum for Wales is a purpose driven curriculum where pupils are led to develop their knowledge skills and experience within the Areas of learning. This means that we no longer have attainment levels and reporting will now be based on whether or not a pupil has reached the teachers expectation in the half term project. The teacher will now provide a statement describing the learning for the half term, along with one of three symbols.

- **+** **Excellent Progress** - the pupil is performing above the expectation of the teacher for this unit of work. This means that the pupil making excellent progress in this unit.
- **=** **Expected Progress** - the pupil is meeting the expectation of the teacher for this unit of work. This means that the pupil is progressing well and has a firm understanding of the unit.
- **-** **Developing** - the pupil is not meeting the expectation of the teacher for this unit of work. This means that the pupils is continuing to develop their understanding of the work.

ATL

A grade is awarded for Attitude to Learning (ATL) for each subject studied by your child. This grade shows the current level of effort and application shown by your child to the work and is an important early indicator of possible underachievement in the long term. The table below outlines these grades:

ATL Grade	Grade Explanation
A*	Exceptional attitude to learning
A	A very good attitude, gives what is required meet the need.
B	Acceptable attitude towards the subject, there could be more effort to improve.
C	Adequate attitude, but could do better
D	Negative/indifferent attitude and has the ability to do much better.
E	Negative/indifferent attitude that is having a marked effect on progress.

The Head of Year will monitor these grades carefully and offer support to your child where necessary.

ATTENDANCE: the school and national target for attendance is 96%

Cwricwlwm I Gymru / Curriculum for Wales				
Pwnc Subject	Disgrifiad o dysgu	Perfformiad Presennol Current Performance	AADd ATL	Athro Teacher
	Description of learning			
Subject	Description of learning here.	=	A	

Appendix 3

KS4 Interim Report Template

Presenoldeb / Attendance

<p>Pwnc Subject</p>	<p>Targed Target</p>	<p>Gradd Tracio Tracking Grade</p>	<p>AADd ATL</p>	<p>Athro Teacher</p>
<p>Saesneg English</p>				
<p>Llenyddiaeth Saesneg English Literature</p>				
<p>Cymraeg Ail Iaith Welsh Second Language</p>				
<p>Mathemateg Mathematics</p>				
<p>Mathemateg - Rhifedd Maths - Numeracy</p>				
<p>Gwyddoniaeth Ddwbl Double Science</p>				
<p>Addysg Gorfforol Physical Education</p>				
<p>Hanes History</p>				

Technoleg Gwybodaeth Information Technology				
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Yr Adroddiad Interim

Rydym yn gosod targed unigol ar gyfer pob pwnc sy’n gymorth i ddangos meysydd tangyflawni sydd angen mwy o ffocws astudio a chefnogaeth o bosibl. Gosodir y targed fel nod sy’n gyraeddadwy, ond ar yr un pryd yn herio’r unigolyn i gyrraedd ei safon gorau posib.

Mae’r Graddau Olrhain yn amrywio o A*-G ac yn dangos y radd y bydd eich plentyn yn debygol o’i chyrraedd ar ddiwedd y cyfnod allweddol ar sail perfformiad cyfredol. Mae’r bosibl y dyfennir graddau sy’n is na’r targed potensial yr adeg hon. Mae’r wybodaeth yn hanfodol i ni fel ysgol fel y gellir cynnig cymorth ychwanegol ar ffurf ymyriadau sy’n canolbwyntio ar feysydd tangyflawni. Mae eich cefnogaeth fel rhieni’n allweddol i gynnal safonau uchel a gwneud gwelliant sylweddol i berfformiad eich plentyn.

Yn olaf, dyfennir gradd ar gyfer Agwedd at Ddysgu (AADd) ar gyfer pob pwnc y mae eich plentyn yn ei astudio. Mae’r radd hon yn dangos lefel gyfredol yr ymdrech ac ymroddiad a ddangoswyd gan eich plentyn tuag at y gwaith ac mae’n ddangosydd cynnar pwysig o dangyflawniad posibl yn y tymor hir. Mae’r tabl isod yn amlinellu’r graddau hyn:

Gradd AADd	Esboniad y gradd
A*	Agwedd ac ymdrech eithriadol
A	Agwedd Da iawn, ac yn ymroi yr hyn sydd angen i gwrdd a’r gofyn.
B	Agwedd i’r pwnc yn dderbyniol, gellir ymdrechu yn fwy i wella safon.
C	Agwedd digonol ond gellir gwell
D	Agwedd negyddol/difater, a’r gallu i wneud llawer yn well.
E	Agwedd negyddol/difater sy’n effeithio yn fawr ar gynnydd.

Bydd y pennaeth blwyddyn yn cadw golwg manwl ar y graddau yma ac yn trafod rhain gyda’ch plentyn yn rheolaidd.

PRESENOLDEB: y targed cenedlaethol a tharged yr ysgol yw 96%

The Interim Report

We set an individual target for each subject which helps shows areas of underachievement that may require more study focus or additional support. The target is set as a goal which is achievable, while at the same time challenging the individual to reach their best possible outcomes.

Tracking Grades range from A*-G and show the grade your child is likely to achieve at the end of the key stage based on current performance. It is possible that the grades awarded are below target potential at this point. This information is vital to us as a school so that additional support can be offered from in the form of interventions focusing on areas of under achievement. Your support as parents is key in maintaining high standards and making significant improvement in your child’s performance.

Finally, a grade is awarded for Attitude to Learning (ATL) for each subject studied by your child. This grade shows the current level of effort and application shown by your child to the work and is an important early indicator of possible underachievement in the long term. The table below outlines these grades:

ATL Grade	Grade Explanation
A*	Exceptional attitude to learning
A	A very good attitude, gives what is required meet the need.
B	Acceptable attitude towards the subject, there could be more effort to improve.
C	Adequate attitude, but could do better
D	Negative/indifferent attitude and has the ability to do much better.
E	Negative/indifferent attitude that is having a marked effect on progress.

The Head of Year will monitor these grades carefully and discuss them with your child regularly.

ATTENDANCE: the school and national target for attendance is 96%

Signed:

Chair of Governors: _____ **Date:** _____

Head teacher: _____ **Date:** _____