

De La Salle College



Assessment, Recording and Reporting Policy (ARR)

Compiled by: The Head Master	Date: January 2013
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Assessment Recording and Reporting

“Assessment is the judgement teachers make about a child’s attainment, based on knowledge gained through techniques such as observation, questioning, marking and testing” OFSTED

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AIMS

- To identify a student’s current performance
- To bring the student forward in his learning
- To assist in planning for future learning
- To identify individual strengths and weaknesses
- To identify curriculum support needs
- To track progress
- To inform decisions about banding and setting where used in specific subjects
- To give continuity of progression between year groups
- To act as evidence for reporting
- To give information of likely national curriculum (Jersey) levels and likely GCSE grades
- To monitor the effectiveness of teaching throughout De La Salle College

FORMATIVE ASSESSMENT

The majority of assessment will be formative and for that reason must be an on-going activity, therefore the following practices are necessary in order to facilitate this:

- Teachers need to know and understand what students can do in order that they know where the next stage of learning needs to move towards. For this to be done well, teachers need to internalise assessment levels. This makes assessment easier and more accurate and teaching can be more accurately pitched to students’ needs.
- Learning objectives and learning outcomes must be shared with students as part of the everyday practice in words appropriate to the specific age and ability of the students.
□ Students need to understand what they have learnt and how they can improve.
- Students are given constructive feedback, verbal or written. Written comments, highlighting, symbols or verbal feedback are used to indicate achievements and areas for improvement.
- Students are set Minimum Expected Levels (MELs) in year seven and year eight or Minimum Expected Grades (MEGs) from year nine to year thirteen, that are clear and achievable.

- Students are encouraged to assess their own performance and to use peer to peer assessment.
- Students have opportunities to reflect and talk about their learning and progress against identified expectations.
- Autumn and Spring Term assessments are completed in all year groups and subjects.
- Teachers will work together to moderate work on a regular basis.

SUMMATIVE ASSESSMENT

Summative assessments will be undertaken and use the following tests:

Year 7 and Year 8 – Cognitive Ability Tests (Year 7 only) and Finals in all academic subject areas annually in the summer term.

Year 9 and Year 10 – Cognitive Ability Tests (Year 9 only), Yellis Assessments (Year 10 only) and Finals in all subject areas annually in the summer term.

Year 10 - GCSE examinations held in May/June of Year 10 in English, Maths, Science and Religious Studies, as appropriate for individual students including Investigative Science Assessments (ISAs), Assessed Practical or Controlled Assessment (CA) assignments in several subjects.

Year 11 – Throughout Year 11 as appropriate there will be Investigative Science Assessments (ISAs), Assessed Practical or Controlled Assessment (CA) assignments. GCSE mocks will be sat in all subjects at the start of the summer term. GCSE and AS examinations as appropriate to be sat in May/June

Year 12 and Year 13 – Regular end of topic tests in the curriculum areas being studied. AS or A2 module examinations in May/June as required by each specification of the Examination Board being used. GCSE resits for students as necessary in November and May/June.

RECORDING

At De La Salle College we recognise that we are required to keep updated records of students' achievements. The primary purpose of record keeping is formative but it also provides the basis for report writing and parent consultation sessions.

Teachers are required to complete the annual full written report at the appropriate time in the academic year.

Information tracking the teacher assessments and summative reports for each student are recorded and shared as appropriate with the Head Master, Assistant Headmaster-Curriculum, relevant staff and parents/guardians.

Subject teachers will keep regular results of tests and homework.

All teachers throughout the school will be given a Teacher Planner to record results and outline lesson plans.

In Year 12 and Year 13 performance grades are recorded each half term on the school assessment database.

Teachers and parents use the Student Planner issued to every child at De La Salle College from Years 7-11, or the Sixth Form Diary, to liaise with each other concerning areas of difficulty. This is also a publication which students will use for recording homework, enabling parents to monitor work set.

REPORTING

Reporting not only fulfils legal requirements but is also a vital part of our relationship and communication with parents and the wider community. Effective reporting serves to support and promote our students' learning.

Who is subject to receiving/accessing reports?

- The Head Master, to report to all other stakeholders as required.
- Assistant Headmaster-Curriculum in order to analyse, report and inform about areas of strength and areas needing attention at De La Salle College.
- Class Teachers, to report to parents and students as necessary.
- Parents/Guardians.
- Students as appropriate.
- Curriculum co-ordinators, to enable effective monitoring.
- Support teachers, to identify individual student needs.
- The Governing Body.
- Other outside agencies as appropriate, eg OFSTED.

Reporting Structure:

- To give parents in Years 7 to 10 feedback of progress, a one page periodic report indicating minimum expected levels or grades and the likelihood of reaching those levels or grades by the end of the year, across all subjects, will be sent to parents at the end of the autumn and spring terms.
- In Years 7 to 11 there is one formal session in the spring term when teachers will meet parents.
- In years 7 to 10 there will be an annual, full written report at the end of the summer term to inform parents of their son's progress based on continuous formative assessment and recent performance in summative assessments. The report will comprise constructive feedback indicating strengths and the way forward for any recognised weaknesses and a summative statement of current performance.

- In Year 11 the full written report will be distributed at the end of the autumn term. Periodic reports will be distributed at the end of the spring term and after the Mock exams at the end of April.
- In Years 12 and 13 periodic reports are distributed at half term in autumn and spring, parent meetings are toward the end of the autumn term and full written reports are distributed at the end of the spring term.
- For any full written report; quality assurance is the responsibility of each Head of Department.
- At the end of Years 7 and 8, a national curriculum (Jersey) level, using three subdivisions (eg 5a, 5b, 5c, 4a etc with 5c being higher than 4a), will be reported as a summative statement of current performance for every subject studied.
- At the end of Years 9 and 10, and at the end of the autumn term in Year 11, the grades reported as summative statements of current performance, will relate to GCSE criteria. There will be no subdivisions of the grade reported.
- In the Sixth Form, the grades reported will be specific to AS and A2 areas of study (A to U). Grade “E” being the first “pass” grade at AS or A2 level. There will be no subdivision of the grade reported.
- Parents/Guardians are sent an original copy of all reports and a copy kept on the student files or our electronic administrative systems as appropriate.
- De La Salle College also promotes an ‘open door’ policy whereby parents are encouraged to discuss any academic concerns at other times. Early communication with the Assistant Headmaster-Curriculum is advised.