



Assessment, Recording and Reporting Policy

Vision:

At BST, Assessment, Recording and Reporting (ARR) is consistently outstanding and ensures that student learning is measured, recorded and shared with accuracy and clear significance. The ARR cycle is cohesive across the school with key events and dates strategically placed, in order to maximise student attainment and progress.

Rationale

In the application of this policy, BST will strive to reflect the whole school aims to ensure the happiness of all individuals who are members of our community. ARR is integral to the learning process and central to our drive for excellence. At BST, we are dedicated to a professional, cohesive and robust approach to ARR.

Aims

This policy is set out to inform staff of the expectations and support them with the consistent approach to ARR across BST whilst:

- Developing outstanding ARR across BST.
- Providing clear guidelines for ARR across BST to ensure consistency.
- Understanding when and how assessment takes place throughout the year.
- To ensure the ARR cycle is cohesive across BST with dates and events strategically placed to maximise attainment and progress.
- To ensure assessment enables students to reach their highest potential.
- To establish clear ARR expectations for all stakeholders.
- To raise the level of student attainment and progress across the school.

Assessment BST

At BST, our approach to assessment is based upon knowledge of the key theory and evidence informed practice. When implementing and embedding assessment practices, we employ the following: purpose, validity, reliability and value.

Purpose

Currently, we all live in an information age, where the quantity of information in our lives outweighs the quality of it. As a school, we must know what we want to measure and why. Ultimately, this allows us to select the right tool to achieve our purpose.

Validity

Validity, in assessment, refers to:

- The ability of the assessment to test what it intends to measure.
- The ability of the assessment to provide information which is both valuable and appropriate for the intended purpose.

Reliability

Reliability in the assessment of student learning is about accuracy and consistency over time and context.

Value

It is important that the value of assessment information at BST adds to the learning process. We ensure that assessments have more of a positive effect rather than a negative one. Our intended effects of assessment are to promote the love of study and to provide high-quality feedback for learning. By having information derived from well-designed, purposeful, planned assessments which bridges the gaps between teaching and learning, we maximise the positive effects and minimise the negative effects.

Whole School Approach to Assessment

At BST, we believe that effective assessment is to inform planning for the next steps in learning for all students in order to support progress and attainment. Within lessons, outcomes of students should provide clarity in assessing progress.

Achievement

The success that students gain in any area of learning or life, for example, academic, sporting, artistic and creative.

Attainment

The academic outcomes that students reach in assessments and exams and these are recorded as either judgements, grades, scores, including percentages. This will also demonstrate the students end of Key Stage results.

Progress

Changes in students' knowledge, skills and understanding, measured against a starting point and/or against a learning intention, and sustained over a period of time. For example, in a unit of work or from the start of a course to the end (for example, end of any stage).

Types of Assessment

At BST we use three complementary types of assessment:

1. Assessment **for** learning
2. Assessment **of** learning.
3. Assessment **as** learning.

Assessment for learning (formative assessment) involves the use of assessment in the classroom and it is founded on the principles that that students will improve most if they understand the aim of their learning, where they are in relation to the learning and how they can close the gaps they have in knowledge and skills. Self-evaluation through reflection and dialogue is a key component of assessment.

Effective in-school formative assessment (assessment for learning) 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 intentions, 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.

Assessment of learning (summative assessment) involves judging students' performance against the UK National Curriculum in the subjects they take. Teachers make these judgments at the end of a unit of work, termly and at the end of each academic year.

Effective in-school summative assessment (assessment of learning) 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. 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

Assessment as Learning is the use of ongoing self-assessment by students in order to monitor and track their own learning. Assessment as learning develops and supports students' metacognitive skills. This form of assessment is crucial in helping to increase student agency and an advocacy to create independent, lifelong learners.

Effective in-school assessment as learning enables:

- Pupils to reflect on their own learning and make the required adjustments so that they achieve a deeper understanding.
- Pupils to engage in peer and self-assessment, they learn to make sense of information, relate it to prior knowledge and use it for new learning.
- Pupils to develop a sense of ownership and efficacy when they use teacher, peer and self-assessment feedback to adjust, make improvements and changes to what they understand.
- Pupils to set achievable goals for themselves and objectively measure their progress.

Methods of Assessment

Teachers use a variety of methods for assessment, which include:

- Self-evaluation
- Multiple choice, low stakes questioning
- Questioning and immediate verbal feedback
- Collaborative assessment and feedback
- Quality feedback for learning / marking
- Examinations and key assessments (see Appendix 1: Annual Schedule of Assessments)
- Controlled assessments
- Homework / coursework tasks
- Self and peer assessment

Types of Feedback

We believe strongly in a variety of feedback, with verbal being as important as written feedback. A BST student will understand how to progress. Their involvement in the review process raises standards and empowers students to take ownership of their targets in learning. Marking, assessment and feedback enables us to monitor the performance of individuals and classes, make informed decisions when planning and develop strategies to support learning.

Feedback in practice:

1. Immediate / responsive feedback
2. Midway / Mini Plenary feedback
3. End of lesson/task feedback – summary
4. Asynchronous feedback – review
5. Next lesson feedback

Types of feedback may include:

- Peer assessment
- Self-assessment
- Live marking (when the teacher marks work during the lesson)
- Verbal feedback
- Written feedback
- Whole class feedback

Feedback should:

- Be predominately encouraging and constructive
- Relate to learning outcomes
- Challenge pupils to think for themselves
- Create opportunities for pupil dialogue
- Give students time to read the comments on written feedback
- Next steps should be manageable and achievable
- Offer opportunities for the teacher to model how to achieve the next steps

Across BST, we have bespoke departmental marking, assessment and feedback policies.

External Assessments

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.

We undertake a variety of external assessments as follows:

GL Progress Tests

These are split into three categories across English (PTE), maths (PTM) and science (PTS). These assessments provide a clear picture of students' current understanding in English, maths and science. They provide details of what students can do and what they need to further develop. These are taken in Term 3 each year from Year 3 - 10. Please see the description in more detail below for each of these assessments.

- Progress Test in English (PTE): These assessments look at students' technical English skills (spelling, grammar, and punctuation) and reading comprehension.
- Progress Test in Maths (PTM): These assessments monitor students' mathematical skills and knowledge, in areas such as number, shape, data handling and algebra, as well as their mathematical reasoning and problem-solving skills.
- Progress Test in Science (PTS): These assessments measure two dimensions of science learning: science content knowledge and understanding and working scientifically (applying science skills).

Recording at BST

Recording is ongoing throughout BST and provides the outcomes from our assessments. Student information is recorded from both pastoral and academic assessment and informs interventions to support and maximise students' attainment and progress. As explained above in the assessment section, various assessment can be recorded for students so that overall, best fit judgements can be made. In Primary, assessment is recorded mainly on OTrack. In secondary, internal tracking systems.

Reporting at BST

Throughout the year, across BST, each child receives written reports, data reports and parent teacher consultations (PTCs):

The table below gives an overview of this for each year.

Stage	YEAR GROUP	DATA REPORT	WRITTEN REPORT	PTC
EYFS	Playgroup		Term 3	Terms 1, 2, 3
	Nursery		Term 3	Terms 1, 2 and 3
	Reception		Term 3	Terms 1, 2 and 3
KS1	1		Term 3	Terms 1, 2 and 3
	2		Term 3	Terms 1, 2 and 3
KS2	3		Term 3	Terms 1, 2 and 3
	4		Term 3	Terms 1, 2 and 3
	5		Term 3	Terms 1, 2 and 3
	6		Term 3	Terms 1, 2 and 3
	7	Terms 1 and 2	Term 3	Terms 1 and 3 (optional)
	8	Term 1 and 2	Term 3	Terms 1 and 3 (optional)
	9	Term 1 and 2	Term 3	Term 1 and 2 (optional)
KS4	10	Term 1 and 2	Term 3	Term 1 and 3 (optional)
	11	Term 1 and 2	*	Term 1
KS5/6 th FORM	12	Term 1 and 2	*	Term 1
	13	Term 1 and 2	*	Term 1

*For Years 11, 12 and 13, PTC in Term 2 for underachieving students.

Roles and Responsibilities

This policy underpins department specific assessment practices pertinent to their subject areas.

The Academic Director:

- The Academic Director has an overall responsibility for the systems of assessment, recording and reporting that are in place.

The Heads of School will:

- Support the Heads of Department, Key Stage Leads and Subject Leads, in the monitoring of ARR.
- Monitor and track data for internal and external assessments and liaise with the Heads of Department, Key Stage Leads, Subject Leads and Class Teachers to analyse and triangulate results.
- Meet with Heads of Department and Key Stage Leads for pupil progress meetings to identify trends, gaps and next steps. As a result of the outcomes, subject action plans will be amended and they will liaise with the ND staff (SEND), class teachers and supporting staff to share their action

Heads of Department / Key Stage Leads and Subject Leads will:

- Create and monitor subject-specific stage assessments and feedback policy in-line with this whole school approach and ensure all staff are held accountable to its application.
- Monitor the standard and consistency of assessment and feedback within their subject area / department.
- Ensure that schemes of work are designed to allow both summative and formative assessment to take place as an ongoing and embedded part of the curriculum.
- Manage and measure the ongoing impact of assessment on learning through the use of a diagnostic tracking system to identify underperformance and trends.
- Manage the teaching staff in their departments / key stages to ensure internal assessment data is recorded alongside written reports as per deadlines set.
- Comment specifically upon the quality and efficiency of assessment when conducting individual performance management reviews with staff.

Teachers will:

- Use a departmental/ subject specific agreed procedures to assess students on whether the standards are below, meeting or are exceeding expectations.
- Update and review their formative assessment weekly so that information recorded can be used to inform lesson planning.
- Provide time and/or opportunity for students to action their feedback after giving assessed work back.
- Support whole school initiatives and exam board criteria to promote literacy by highlighting SPAG errors in a section of written work.
- Use House Points to celebrate success.
- Upload data and high-quality written reports for students to meet deadlines.
- Conduct Parent Teacher Consultations (PTCs) with professionalism and a in depth knowledge of the student.

Students will:

- Correct, improve or repeat their work as instructed by implementing feedback provided, within the guidelines and timescale outlined by their teacher - action any of the basic marking key corrections on written work.
- Demonstrate evidence of learning from successes and mistakes by acting on assessment feedback
- Reflect on their successes and act upon targets for further development (verbally or through written work).
- React to verbal feedback through demonstrating their understanding of what is required.
- Seek further clarification for assessment comments should they require it.

Parents will:

- Be able to identify current standards of work through a combination of marked work, verbal feedback, assessment and reporting and know what the next steps are for their child to make progress.
- Support and encourage their child to complete their next steps, liaising with teachers if required.
- Provide an environment for students to complete their independent work or ensure their child uses homework clubs.
- Talk to their child about their work, the progress they are making and look through work checking

standards of work such as presentation before it is handed in.

- Attend PTCs to support their child to maximise their attainment and progress.
- Take an active role when receiving data or written reports regarding their child.
- Contact class/subject teachers where required throughout the academic year.

Date for review: September 2023

Appendix 1: Annual schedule of assessments

Early Years Annual Schedule of Assessments (See Early Years policies)

Area:	Year groups to complete:	When to be completed:	To be completed by:
Baseline assessment	Playgroup Nursery Reception	Autumn term or when new child starts	By keyworker
Child individual next steps/targets	Playgroup Nursery Reception	Ongoing	By both Teacher and Assistants
Tapestry Observations	Playgroup Nursery Reception	Ongoing	By both Teacher and Assistants
Next steps observations- implications for next planning	Playgroup Nursery Reception	Ongoing	By Keyworker
Long Observation	Playgroup Nursery Reception	Autumn Term Spring Term Summer term	By Teacher
Checkpoint forms	Playgroup Nursery Reception	Autumn Term Spring Term Summer term	By both Teacher and Assistants
Literacy profiles Maths assessment Action word assessment	Reception	Autumn Term Spring Term Summer term	By both Teacher and Assistants
Objectives checklist	Playgroup Nursery Reception	Summer term	By both Teacher and Assistants
ACE Writing	Reception	Summer term	By Teacher
Check at age two	Playgroup	After a child has turned two	By Teacher
Yearly Reports	Playgroup Nursery Reception	Summer term	By Teacher

Key Stage 1 and 2 Annual Schedule of Assessments

	Area	Autumn Term	Spring Term	Summer Term
Term start	Reading	Schonell reading test	Schonell reading test	Schonell reading test
	ARE Targets	<ul style="list-style-type: none"> Writing (baseline writing) Maths (using GL data) 	<ul style="list-style-type: none"> Writing (using ACE writing Autumn Term) Maths (using WR Term 1 Assessments) 	<ul style="list-style-type: none"> Writing (using ACE writing Spring Term) Maths (using WR Term 2 Assessments)
Half term	Reading	<ul style="list-style-type: none"> Y1-Y6 Comprehension* 	<ul style="list-style-type: none"> Y1-Y6 Comprehension* 	<ul style="list-style-type: none"> Y1-Y6 Comprehension*
End of term	Reading	<ul style="list-style-type: none"> YR-Y2 Phonics Check Y1-Y6 Comprehension* 	<ul style="list-style-type: none"> YR-Y2 Phonics Check Y1-Y6 Comprehension* 	<ul style="list-style-type: none"> YR-Y2 Phonics Check Y1-Y6 GL PTiE Series (Reading)
	Writing	<ul style="list-style-type: none"> YR-Y6 ACE Writing YR Levelled Writing 	<ul style="list-style-type: none"> YR-Y6 ACE Writing YR-Y6 Levelled Writing 	<ul style="list-style-type: none"> YR-Y6 ACE Writing YR-Y6 Levelled Writing Y1- Y6 PTiE Series (SpaG)

	Mathematics	<ul style="list-style-type: none"> Y1-Y6 WR end of Term 2 assessments: <ul style="list-style-type: none"> Paper 1 (Arithmetic) Paper 2 (Reasoning) 	<ul style="list-style-type: none"> Y1-Y6 WR end of Term 2 assessments: <ul style="list-style-type: none"> Paper 1 (Arithmetic) Paper 2 (Reasoning) 	<ul style="list-style-type: none"> Y1-Y6 GL PTiM Series
	Science	*See Science below	*See Science below	<ul style="list-style-type: none"> Y3-6 PTiS Series *See Science below
	Data Tracking (Otrack Summative)	<ul style="list-style-type: none"> Speaking and listening, Reading, Writing Vocabulary, Grammar and Punctuation Mathematics Science 	<ul style="list-style-type: none"> Speaking & listening, Reading, Writing Vocabulary, Grammar and Punctuation Mathematics Science 	<ul style="list-style-type: none"> Speaking & listening, Reading, Writing Vocabulary, Grammar and Punctuation Mathematics Science
Continuous/periodic	Reading	<ul style="list-style-type: none"> Reading records (continuous): Y1-6 		
	Science*	<ul style="list-style-type: none"> *End of topic assessments (periodic, approximately half termly): Y1-6 		
	Data Tracking	<ul style="list-style-type: none"> OTrack Formative Assessments: speaking and listening, reading, writing, VGP, mathematics and science (continuous): Y1-6 		

*See reading assessment schedule below

	Autumn Term		Spring Term		Summer Term
	End of half term	End of term	End of half term	End of term	End of Term
Y1	Rising Stars Assessment	Phonics screen Rising Stars Assessment	Rising Stars Assessment	Phonics screen	PTiE 6
Y2	Rising Stars Assessment	Phonics screen	Rising Stars Assessment	Phonics screen	PTiE 7
Y3	Non-fiction KS1 SATs 2003 Vincent Van Gogh	Fiction KS1 SATs 2003 Billy's Sunflower	Non-fiction KS1 SATs 2004 Oscar Needs a Friend	Fiction KS1 SATs 2004 Playtime	PTiE 8
Y4	Non-fiction OAM 2003 (Y3) Beach Detective	Fiction OAM 2003 (Y3) Gifts from the Sea	Non-fiction OAM 2006 (Y3) Making a Treasure Map	Fiction OAM 2006 (Y3) The Hunt for the Secret Treasure	PTiE 9
Y5	Non-fiction OAM 2003 (Y4) Feet First	Fiction OAM 2003 (Y4) Leg's Race	Non-fiction OAM 2006 (Y4) Antarctica Race to the South Pole	Fiction OAM 2006 (Y4) Visiting Antarctica	PTiE 10
Y6	Non-fiction OAM 2003 (Y5) The New Explorers Can we live in Space?	Fiction OAM 2003 (Y5) The Boy From Far Away	Non-fiction OAM 2006 (Y5) Did you Know? Dazzling Dragonflies Carnival in Britain	Fiction OAM 2006 (Y5) The Dragonfly	PTiE 11

Key Stage 3 Annual Schedule of Assessments

Key Stage 4 Annual Schedule of Assessments

Key Stage 5/6th Form Annual Schedule of assessments

