



# Llandoverly College

CO-EDUCATIONAL DAY AND  
BOARDING SCHOOL FOR BOYS AND GIRLS AGES 3 - 18  
SITUATED IN THE TOWN OF LLANDOVERLY  
IN RURAL CARMARTHENSHIRE

## ASSESSMENT AND REPORTING POLICY

Rev: 1021



## **Rationale**

Throughout each academic year, in all year groups, we seek to establish numerical data relating to each pupil's attainment. This data is founded in both summative assessment data and teacher assessment, and provides useful indicators about each pupil's attainment and progress,

At Llandovery College, we do not believe that children can or should be measured solely by numbers. Children develop at different rates, in different areas, each following a unique pattern of growth and learning.

From a management perspective, numerical data enables us to self-evaluate our own effectiveness, to enable us to be accountable to parents, governors and inspectors. We aim to establish Baseline (on-entry) attainment levels, predicted results for the end of each Key Stage, and actual attainment throughout and at the end of each year, in order to establish value added by the school, as well as to monitor progress.

### **1. Aims**

This policy aims to:

- Provide clear guidelines on our approach to formative and summative assessment
- Establish a consistent and coherent approach to recording summative assessment outcomes and reporting to parents
- Clearly set out how and when assessment practice will be monitored and evaluated
- Establish and clarify the coordination of assessment and reporting

### **2. The reasoning behind assessment and reporting**

1. To provide a comprehensive measurement and understanding of a pupil's progress
2. To motivate pupils
3. To improve teaching
4. To inform parents of their child's progress
5. To inform planning

### **2. Principles of assessment**

Llandovery College follows clear principles of assessment:

1. Assessment should be valid and effectively measure attainment of intended learning outcomes at the appropriate level

2. Assessment should be reliable and consistent with clear and consistent processes for the setting, marking, grading and moderation of assignments
3. Information about assessment should be explicit, accessible and transparent with timely feedback that promotes learning and facilitates improvement
4. Assessment should be inclusive and equitable for any group or individual
5. Assessment tasks should primarily reflect the nature of the discipline or subject but should also ensure the development of a range of generic skills and capabilities
6. The amount of assessed work should be manageable and not overload staff or students.
7. Formative and summative assessment should be incorporated to ensure that the purposes of assessment are adequately addressed
8. Staff should receive assessment training

### **3. Assessment approaches**

At Llandovery College assessment is an integral part of teaching and learning, and it is inextricably linked to our curriculum.

We use three broad overarching forms of assessment: day-to-day in-school formative assessment, in-school summative assessment and nationally standardised summative assessment.

#### **3.1 In-school formative assessment**

Effective in-school formative assessment, such marking and feedback, regular dialogue between teacher and pupil, questioning, self and peer-assessment, observations, 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

#### **3.2 In-school summative assessment**

Effective in-school summative assessment, such as prep tasks, end-of-year exams, end-of-topic or unit tests, reviews for pupils with particular needs, enables:

- **School leaders** to monitor the performance of pupil cohorts over longer periods of time, 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

### 4.3 Nationally standardised summative assessment

Nationally standardised summative assessment enables:

- **School leaders** to monitor the performance of pupil cohorts over longer periods of time, 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 for the Prep School include:

- National Curriculum tests and teacher assessments at the end of Key Stage 1 (year 2) and Key Stage 2 (year 6)

Nationally standardised summative assessments for the senior school:

- GCSEs
- AS levels, A-levels and BTEC qualifications

## 5. Using data

Whilst summative results are made available to children as a way of helping them to identify their strengths and weaknesses (going through the work is an important follow up activity), results of tests referenced against a norm or national criteria such as CAT tests are currently kept confidential within the School and are not disclosed to pupils or parents, rather they are used to inform planning. In some circumstances results may be discussed with parents if it is necessary to make them fully aware of their child's ability compared to a reliable national standard. We are aware that only over time will the progress of a child be more defined. The results of CAT have a range of scores and children remaining in the range will then be seen to be making appropriate and consistent progress.

## 6. Reporting

We believe that regular reporting to parents and guardians, through interim and termly reporting, parents' evenings and responding to ad hoc requests for information, is an intrinsic part of home-school liaison.

Reporting from the College over the course of the year should include:

- details of achievements, highlighting strengths and areas for development
- Comments on general progress, including pastoral development
- Levels and challenges grades as appropriate

## 7. Assessment and Reporting schedules

The coordination of assessment and reporting is vital to maximise the positive impact of the learning journey.

Year	Michaelmas	Lent	Trinity
Reception	CEM Baseline Assessment  Parents Evening (Pastoral)  Interim Reports	Parents Evening (Academic)	Full Academic Report
Year 1- 6	New Group Reading and Single Word Spelling Tests, Cognitive Abilities Tests  Abacus Maths tests  Targets set for English and Maths (two each)  Parents Evening (Pastoral)  Interim Reports	Parents Evening (Academic)  Abacus Maths tests	Abacus Maths tests  Progress Test in English Progress Test in Mathematics  Full Academic Report
Middle School	New Group Reading and Single Word Spelling Tests, Cognitive Abilities Tests  Parents Evening (Pastoral)	Parents Evening (Academic)	Internal Examinations  Full Academic Report

	Interim Reports		
Year 9 & 10	Year 9 Cognitive Abilities Testing  Year 10 YELLIS testing  Interim Report	Academic Parents' Evening	Internal Examinations  Full Academic Report
Year 11	Full Academic Report	Mock Examinations  Mock Examination Summary Report  Academic Parents' Evening	External Examinations  End of phase summary of achievements report
Year 12	ALIS testing  Interim Report	Academic Parents' Evening	Internal Examinations  Full Academic Report
Year 13	Full Academic Report	Mock Examinations  Mock Examination Summary Report  Academic Parents' Evening	External Examinations  End of phase summary of achievements report

## 8. Roles and responsibilities

### 8.1 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

### 8.2 Warden

The Warden is responsible for:

- Ensuring that the policy is followed
- 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

### **8.3 Teachers**

Teachers are responsible for following the assessment procedures outlined in this policy



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## Sixth Form Michaelmas Term Report, 2021

Pupil Name		Form	
Attendance	Detentions	Merits	Demerits

Individual Learning Profile	<i>Academic Tutor</i>
Independence	<i>Dropdown menu</i>
Resilience	<i>Dropdown menu</i>
Organisation	<i>Dropdown menu</i>
Contribution to College Life	<i>Dropdown menu</i>

English	<i>Teacher's Name</i>
Attitude to Learning: <i>Dropdown Grade</i>	Predicted A'Level Grade:      On Track? Y/N
<i>Comment</i>	
Target:	

Mathematics	<i>Teacher's Name</i>
Attitude to Learning: <i>Dropdown Grade</i>	Predicted A' Level Grade:      On Track? Y/N

*Comment*

Target:

Another Subject

*Teacher's Name*

Attitude to Learning: *Dropdown Grade*  
Y/N

Predicted A' Level Grade:

On Track?

*Comment*

Target:

House Master's/Mistress' Comment

*Pastoral comment*

Warden's Comment



## Learning Profile Dropdown Grades

Independence		
Internal use only	Click below	
1		Highly independent, demonstrating initiative and resourcefulness
2		Able to demonstrate initiative and independence of thought
3		Demonstrates some initiative and independence of thought
4		Needs support to begin and complete a task

Organisation		
Internal use only	Click below	
1		Highly organised and systematic in approach
2		Arrives in lessons with appropriate equipment and completed prep
3		Demonstrates some personal organisation of equipment and timely completion of prep
4		Needs support to organise equipment and prep

Resilience		
Internal use only	Click below	
1		Robust and determined, even when experiencing a high level of challenge
2		Increasingly able to keep on trying, even when experiencing challenge
3		Shows some determination in the face of challenge
4		Needs support to keep on trying in the face of challenge

Contribution to College Life		
Internal use only	Click below	
1		A highly enthusiastic and committed contributor, taking full advantage of opportunities within the classroom and beyond
2		Demonstrates commitment and willingness to participating in classroom and extra-curricular opportunities
3		Demonstrates some commitment to participating in classroom and extra-curricular opportunities
4		Needs encouragement to contribute to classroom learning and to take up opportunities beyond the curriculum



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## Notes for Interim Report Writing

I am always available should anyone want to discuss any aspect of their reports, before committing to paper (iSAMS). Please do not hesitate to ask if you are unsure about anything!

### What do parents want from a school report?

These first Interim reports are the first formal communication with parents of the academic year, and a chance to reflect on how well the pupil has settled, their attitude to learning, and the next steps to ensure an appropriate level of progress. **There should be no surprises in the report – any concerns should be discussed with parents in advance.** Primarily, parents will be keen to know:

- ✓ Is their child making an appropriate level of progress?
- ✓ What is their attitude to learning?
- ✓ Is there anything that they, as parents, could do to further support their child?
- ✓ Does the teacher genuinely know and understand their child?
- ✓ Is their child liked/happy?
- ✓ Is their child viewed with positivity and warmth?

### Report Grades

In Years 9-12, 'Attitude to Learning' Grades will be given for every curriculum subject.

Please use the following grid as a guide when giving attainment grades in English and Maths:

Attitude to Learning	
Grade Statement	Please consider: Punctuality; organisation; commitment; contribution in class; prep; team work; working around the subject
Exemplary	
Good	
Room for Improvement	
Unsatisfactory	

## Targets

There will be a box to complete a target for each subject area. These should be formatted as follows, please:

‘To work harder to learn new spellings; to use more grammatically complex sentences.’

Please remember that targets should begin with the word ‘To’ (capitalised), followed by an active verb, and don’t forget the full stop!

Targets should be: Specific

Challenging

Achievable

Measurable

## House Tutor/Form Teacher Comment

Please take care to write individual tutor reports rather than relying on copy and paste. It is important to include the following, as far as is relevant to each child:

- Comments on specific areas of strength/ weakness, and progress made/opportunities enjoyed;
- Attitude to school, self, peers, learning;
- Learning profile – co-operation, organisation, team work, leadership, resilience, communication, initiative;
- Co-curricular activities, including sports, team contributions, concerts, plays, charity work, Eco-Schools; assemblies/worship;

Sometimes you will have to highlight less than positive attitudes to work or behaviour patterns. Please do not shy away from doing so but always suggest constructive ways in which to approach the following school year.

Please remember that your report should indicate, as far as possible, how well you actually know the pupil as an individual. It is insulting to both parents and pupils if your report reads as a generic piece of writing. You should comment on an individual’s particular strengths. If he/she is not strong academically, then find something positive to say about their attitude, organisation, perseverance, group work, etc. It is always a good idea to support your comments with examples, where appropriate.

## Typing the reports

When typing your reports please use a **DOUBLE SPACE** after a full stop, but a single space after a comma, colon or semi-colon. Please use neither abbreviations (examinations, not exams; it is, not it's) nor bullet points.

If you are writing more than one paragraph, please leave a space between the two; do not indent.

## Reminders on how to avoid some common mistakes

Every year, checking reveals a range of common mistakes. Please take time to double-check that these are not being reproduced in any of your reports this year.

- ✓ If referring directly to the pupil at the end of the report, please note that you need to use a comma before adding the pupil's name. E.g. **A good term's work, George.**
- ✓ Do use the name of the pupil as printed out on the iSAMS header throughout the report. Pupils whose parents wish us to use their abbreviated names will have this name in brackets. E.g. **Romany (Romy) Sloane.**
- ✓ Practice = noun and practise = verb. (*her piano practice* or *she must practise the piano*)
- ✓ If referring to a subject, or a programme, please begin all key words with a capital letter
- ✓ Do not use an apostrophe when making reference to all those in a year group. It is not *All Year 8's...*; this should be written as **All Year 8s...**
- ✓ (You only use an apostrophe here if you need to show possession e.g. Year 9's charitable contribution was outstanding.)
- ✓ Always make reference to the year group as follows in the interest of uniformity throughout all subject reports: **Year 12** (*not Y12 or year 12 or year twelve etc*).
- ✓ Year 10 **pupils have...** (plural noun/verb instead of Year 10 have)
- ✓ the **group has...** (singular noun/verb instead of the group have)
- ✓ the **class has...** (singular noun/verb instead of the class have)
- ✓ As a general rule, please do not create very long sentences which include a number of sub-clauses. Simple and concise is preferred and of most use to the recipients.
- ✓ Please do not refer to other pupils by name in a report. E.g. **She has worked well with Emma who usually sits next to her.** Instead, put: **She has worked well in pair and group work.**
- ✓ Please don't use colloquial expressions or brackets as a 'chatty aside'. These reports are a formal document.

Please remind yourself of the following:

- Semi-colon between principal clauses:  
e.g. *He is capable of doing well; however, he is showing little interest in the subject.*
  
- Comma after any element preceding the subject of the sentence:  
e.g. *Unfortunately, she did not work well.*  
  
*In addition, she showed an excellent grasp of facts in her presentation.*  
  
*However, this will improve with further practice.*

- Please avoid using dashes ( - ) as this is a formal piece of writing.
- Alternate using the child's name with using he/she.

**Please proof-read your own reports very carefully as this will save hours of time in the long run.**

**Spell checking will not reveal all spelling mistakes.** Always read the suggested spelling carefully, otherwise this may result in some very strange reports!

## Remember!

- Some families will treasure these documents.
- They may well be circulated throughout the family.
- They are a lasting legacy of each child's time with you as an individual and as a professional.
- Even if a child has not endeared themselves greatly to you or anyone else, it is our job to highlight their good qualities!

Thank you in advance for all your hard work on these reports; it is highly valued.