



Review Date: Annual review

Review Officer: Deputy Head of Secondary/Assistant Head of Primary

Assessment, Recording and Reporting Policy
Rationale
Assessment is a vital component of teaching and learning and as such needs to be planned and administered carefully by all staff. The policy's purpose, in keeping with Kilimanjaro British School's mission statement of "Aspiring to Excellence; Building Futures; Celebrating Diversity" is to help each pupil achieve their full potential as a learner.
Aims
At Kilimanjaro British School we aim to help all pupils become effective learners by: <ul style="list-style-type: none">● Providing quality, ongoing feedback to all pupils so they can make progress in their learning.● Engaging pupils in dialogue about their work and assessment to enable them to reflect on and assess themselves and others against criteria set by their teacher.● Regularly analysing planning to ensure that it is adapted, with sufficient challenge so that will support learning and enable all pupils to make personal progress.● Enable pupils, parents and teachers to track progress through regular data that is shared.● Inform all stakeholders of pupil / subject / school attainment and progress.● Evaluating the success of teaching methods and the impact of assessments on pupil performance.● Enable teachers to appraise teaching methods in light of assessment outcomes.● Celebrate the success of individual pupils in subject areas.● Identify pupil weaknesses and to apply intervention strategies, informing all stakeholders of intended interventions.● Identify pupils underperforming across a range of subjects at an early stage and to take appropriate action to provide both pastoral and academic support.● Allow various target groups of pupils' progress to be analysed effectively so that a support plan can be implemented.

Procedures

This policy will inform department assessment, as such there will be a variety of strategies implemented which will reflect the different styles and assessment needs of all subjects. However, underpinning this, is the need to provide regular feedback to pupils to enable them to make progress in their learning. Pupils need to know at what level they are performing and what they need to do to move to the next level.

Target Setting:

All students at Kilimanjaro British School will be given targets for their performance. These targets will be realistic but challenging, in order to raise standards.

In the Foundation Stage, pupils will be set age-related targets linked to Development Matters and assessed on a continuous basis, with evidence gathered by teachers. Teachers will use EYFS Baselines to inform a snapshot of where the students are upon entry into the phase and then ongoing teacher assessment will be used to further inform planning and targets.

At Key Stages 1 and 2, pupils will receive ongoing verbal feedback in lessons through Pupil Conferencing, including targets set in conjunction with teacher discussion and pupil input. Targets will be recorded and accessible, ensuring they are age appropriate, as per agreement within each Key Stage.

At Key Stage 3, pupils will be given a MEG (Minimum Expected Grade) level for the end of each academic year based on a variety of assessments to include the CATS if challenged grade from the CATS test carried out at the end of Year 6, department baseline assessment, Key Stage 2 achievement and teacher professional judgement.

At Key Stage 4, pupils will receive a MEG IGSC grade for the end of the key stage based on the CATS if challenged grade from the CATS test sat in Year 9, department baseline assessment, Key Stage 3 achievement and teacher professional judgement.

At Key Stage 5, pupils will receive a MEG AS/A2 grade for the end of the key stage based on the CATS if challenged grade from the CATS test sat in Year 11, IGCSE achievement, departmental baseline assessment and teacher professional judgement.

In Secondary, teachers have the opportunity to increase pupil target grades when students exceed their target or when their professional judgement informs that a target level is too low. Any change in target grade will only be considered through discussion with the line manager.

Assessment:

Assessment supports each pupil in the achievement of their full potential. It is the process of collecting, analysing and interpreting data for use by both pupils and teachers to enable review, planning and improvement of learning.

There are two key elements to assessment; these are summative and formative assessment.

Summative assessment is assessment of learning and determines the quality of work that has been submitted by the pupil, it ensures teachers can identify the outcomes that the pupil is achieving and determine overall performance levels.

Formative assessment is assessment for learning and is about the pupils' understanding of the work they have covered. This is achieved by giving pupils feedback about their work,

where they have gone wrong and what they have to do to improve. This feedback can be given orally, in writing or collectively.

Assessment for Learning:

Teachers should incorporate the following Assessment for Learning (AfL) strategies into their teaching and learning.

- Learning objectives clearly communicated at the start of each lesson / task.
- Success criteria shared with pupils, outlining exactly what is required from a particular task.
- Effective questioning used to give more thinking time for students (eg: think/pair/share)
- Formative assessment to include feedback given against success criteria and that can include peer and self assessment. Feedback given to pupils should be about the quality of his/her work with advice on how to improve.

Recording:

Consistent record keeping by all teachers allows for the effective monitoring of pupil progress. Teacher records can inform reporting, both formal and informal, to all stakeholders.

It is expected that all teachers keep an accurate record of pupil performance in all aspects of their subject. Departments should support staff by implementing electronic, centralised data collection on class performance including assessments. In Foundation Stage, this is completed on the EYFS Baseline spreadsheets and portfolio records for all students. In KS1 and KS2, this is completed on the KBS Primary Shared Drive. In KS3 to KS5, this is centralised onto our MIS platform, SIMS.

Homework:

Effective Home learning provides all students with the skills to learn independently, practice key skills and enhance their learning. Home learning can also help teachers to evaluate student progress and therefore aid planning and teaching and learning.

For more information refer to *Home Learning Policy*.

Marking:

Effective marking allows students to make progress in all subjects. High quality marking undertaken regularly informs students of current strengths, current levels/grades, and areas for improvement. Effective marking also informs teachers of student weaknesses and hence should aid planning and preparation.

Refer to *Feedback Policies*.

Reporting:

Reporting ensures regular and relevant communication of pupil performance to all stakeholders.

In Primary at Kilimanjaro British School there will be two forms of report:

- Half termly report with grades based around behaviour and attitude
- End of Term report that will give attainment and effort grades for all subjects taught and include a class teacher comment about the whole child with general student data added on. End of Year Ministry % requirements will be met on the End of Term Report in T3.

In Secondary at Kilimanjaro British School there will be three forms of report:

- Progress Reports - this will be issued twice per year during term 1 and term 2. This will include attainment, predicted, attitude to learning along and MOEHE % equivalency along with percentage attendance, number of merits, behaviour points and number of lates.
- Tutor Reports - these will be issued in term 1 and include behaviour, merits and percentage attendance.
- End of Year Subject reports - these are issued at the end of term and include overall attainment, attitude to learning, MOEHE % equivalency along with percentage attendance, number of merits, behaviour points, number of lates and tutor comment.

The school holds a parents' evening for the parents of FS1 - Y13 students twice a year, with dates and times outlined in the school calendar. On these occasions parents can discuss pupil progress on a one-to-one basis.

Review and Monitoring:

Analysis of reporting data is designed to inform all stakeholders about the progress made by individual pupils, groups of pupils, classes and year groups.

The senior leadership team with responsibility for ARR, along with IT support staff and the Exam Officer, will be responsible for producing analysis of report data at appropriate times of the year. Analysis will be shared with all relevant stakeholders.

Middle Leaders, with a relevant responsibility, are responsible for the tracking of pupil performance and the implementation of intervention strategies where required. Heads of Department will also be responsible for Performance Review analysis of their subject after each examination series.

Evaluation

This policy will be updated following consultation and agreement of any changes through working parties, and at the end of the academic year. Any changes to be clearly communicated to all teaching and learning teams.

Appendices

Recording:

To keep clear concise formative records of the pupils' achievements and experiences. Take a positive approach to pupil progress which is reflected in their records.

Various methods of recording:

Pupil portfolios/folders/books
Teacher mark books/ marksheets
Virtual Assessment Platform (Shared Drive)
Class Registers
Progress Reports
School Reports

Each department has discretion with respect to the means used for recording assessment outcomes.

Reporting:

To inform parents of pupil progress.
To encourage parents to become involved in pupil progress and to contribute to it. To provide a summative record of achievement.
To celebrate achievement.

Intervention

After each report cycle, student progress data will be analysed to identify underperforming and at risk students (hereafter 'Focus Five' students). Heads of Pastoral / Department will ensure all stakeholders have a list of these students and are also responsible for the implementation, recording and analysis of intervention strategies put in place to support these individuals.

Assessment:

To ensure that assessment is an integral part of planning, teaching and learning.

Various assessment methods:

Pupil self-assessment
Peer assessment
Teacher-pupil interactions
Teacher observations
Coursework and homework
Class testing
End of module tests
End of Year exams
Formal examinations

Internal Assessment

In Primary:

- EYFS will continue with their baseline and observation process - no formal assessment week required.
- Pupils in Year 1 - 6 will take part in a formal assessment week once a term, where standardised tests will be facilitated in English Reading, English Writing and Maths.
- Year 6 students will take part in transition assessments with Secondary in Term 3 of the academic year.
- Outside of formal assessment weeks, the use of testing materials in class should be carefully considered to ensure sufficient teaching time is still dedicated to the curriculum and a range of assessment methods are used.
- Formal testing of Primary students should be used to identify gaps in learning and for adaptation of planning and this should be in conjunction with ongoing formative assessment in class.

Teachers will be expected to use formative assessment methods to assess students in all subject areas – this data should be updated, at least once a month, onto the internal school tracking system using the 1-4 grading system that is used for formal school reports. Marking codes are attached at the bottom of this policy in line with Primary expectations for Marking and Feedback.

In Secondary:

Maximum number of internal assessments for each key stage

- KS3 Core subjects: 2 formal assessments/ tests sat in Term 1 and EOY.
KS3 All other subjects: 1 per year sat at EOY
*NB this is a maximum, departments may opt not to provide formal assessments/ tests.

Throughout the year departments will set 'feedback opportunities.' The focus of these is to provide students with necessary feedback provided by the teacher, self or peers. The feedback may be written or verbal.

This 'feedback opportunity' is not a test. It is not going to be used as the sole piece of data to inform reports. It is used to provide students with feedback on what they are doing well and how they can continue to improve. It is also to inform the teacher's planning.

All data entered on reports will be holistic and drawn from a range of information teachers have on the students in their classes.

This will be communicated clearly with students through assemblies and through a consistent message from all staff in a bid to reduce any student misconception and stress surrounding 'tests.'

- KS4: Maximum 2 'Mocks' - December and EOY (Year 10)/ March (Year 11) (IMPORTANT - students must be provided with sufficient notice for these mocks - minimum 2 weeks notice). A mock calendar will be created for KS4 for departments to log when their mocks will take place.
In addition, Throughout the year departments will set 'feedback opportunities.' (see note above)
- KS5: The number of mocks at KS5 will vary based on whether a subject is modular or not.
Departments can offer mocks in November/ December (prior to January exam series) and March (prior to May/ June exam series). A mock calendar will be created for KS5 for departments to log when their mocks will take place.

In addition, Throughout the year departments will set 'feedback opportunities.' (see note above)

* Note - students are not to be permitted to miss any lessons, under any circumstances, prior to an internal test. This will be communicated clearly to students.

External Assessment

Pupils will be entered for the appropriate IGCSE/BTEC/AS/A2 examinations by each department. Resit examinations can only be entered with the acceptance of the relevant Head of Department, parents and students.

KBS regularly participates in international examinations such as TIMSS, PISA and PIRLS under the directives of the MoE. This is used to benchmark our pupils against internationally agreed standards.

CAT (Cognitive Ability Tests)

These assessments are carried out in Y6, Y9 and Y11 to gather externally verified data, which can be used as a benchmark when forming minimum expected grades. We use the CATS if challenged grade. This is compared against all internal grades throughout and external grades achieved in KS4 and KS5.

Modular Assessment

In Year 12/13 departments may elect to enter students for courses with a modular route. Information can be obtained from individual department handbooks.

Coursework

Departments may have a coursework component to their curriculum. Departments are responsible for the administration of the coursework guidelines and the moderation of the coursework.

Deadlines and the consequences of missing deadlines will be outlined by each department.

Pupil Progress & Moderation

Primary staff will be expected to engage in regularly planned pupil progress meetings throughout the year, which will analyse current student data and inform future target setting. Moderation has been mapped into the CPPD calendar per term and is also expected to be part of team meetings throughout the year. Staff are expected to share their core subject work and moderate these, as a team, to come to agreed grades for students, ensuring consistency of marking and grading across the year & phases. The work that has been moderated will be submitted to the Primary team and will be put into a portfolio of work that all teachers will have access to which will support grading at the end of each term.

Secondary staff will be expected to engage in pupil progress meetings led by Heads of Progress throughout the year. Student data will be shared with subject teachers by Heads of Progress using centralised tracking documents along with Focus 5 and High Achievers intervention lists to support the tracking and progress of these groups of students. These will analyse current student data, identify at risk (Focus 5) students and inform future target setting and intervention. Moderation will be carried out throughout the year during department CPPD time which has been mapped into the CPPD calendar each term. These moderation sessions will provide opportunities for departments to share students' work and moderate these, as a team, to come to agreed grades for students, ensuring consistency of marking and grading in each year group. IGCSE, AS and AL moderation sessions will utilise exam board training materials to support the accuracy of internal moderation.