

DE LA SALLE COLLEGE



ASSESSMENT, RECORDING AND REPORTING POLICY (ARR)

“ALL SCRIPTURE IS BREATHED OUT BY GOD AND PROFITABLE FOR TEACHING, FOR REPROOF, FOR CORRECTION, AND FOR TRAINING IN RIGHTEOUSNESS.”

TIMOTHY 3:16

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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 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 ongoing 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’ understanding is explored through careful and skilled questioning.
- 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 Grades (MEGs) 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.
- Advent and Lent Term assessments are completed in all year groups and subjects.
- Teachers will work together to moderate work on a regular basis.

Secondary Summative Assessment

Summative assessments will be undertaken and use the following tests:

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

Year 9 and Year 10 – Cognitive Ability Tests, Progress Tests in English and Mathematics (Advent of Year 9 only). Progress Test in Science (Year 9 only) and Finals in all subject areas annually in the Ascension term. GCSE Mocks in March of Year 10, where appropriate. GCSE and iGCSE sat in the Ascension term of Year 10, as appropriate.

Year 11 - GCSE mocks in all subjects after half term in the Advent and Lent Terms of Year 11. iGCSE examinations are held in the Advent term and May/June of Year 11 or Year 10, as appropriate, for individual students in conjunction with ongoing Controlled Assessment assignments.

Year 12 and Year 13 – Regular end of topic tests in the curriculum areas being studied. AS & A2 mocks in all subjects after half term in the Advent and Lent Terms of Year 12 and Year 13. AS Internal exams or A2 module examinations in May/June as required by each specification of the Examination Board being used. GCSE/iGCSE resits for students as necessary in October/November and May/June.

Secondary 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 for each student 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 College Director, Deputy Director (Secondary), relevant staff and parents/guardians.

Subject teachers in the Secondary school 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.

Teachers and Parents use the 'Class Charts' facility to liaise with each other concerning areas of difficulty. This 'Class Charts' facility informs students and parents of the homework via the app. This enables parents to monitor work set.

Secondary 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 College Director, to report to all other stakeholders as required.
- Deputy Director (Secondary) 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, e.g., Education Department.

Reporting Structure

- Parents/Guardians are sent both an original and an electronic copy of all reports and a copy will be kept on the student files or our electronic administrative systems as appropriate.
- The Heads of Department are responsible for the quality assurance of all full written reports.
- 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 Secondary Vice College Director is advised.

Years 7-10

- All subjects will provide data for a one-page periodic report in Years 7-10. Reports will be sent to parents at the end of the Advent and Lent term. The periodic Report will give parents feedback of their son's progress, indicating % scored, Current Grade achieved, Minimum Expected Grade for the current year, effort, homework and behaviour. A summary chart is included to enable parent to track progress.
- Teachers will meet parents during a formal session in the Lent term in Years 7 to 10.
- At the end of the Ascension term in Years 7-10, there will be an annual, full written report to inform parents of their son's progress. This report will be 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.
- For every subject studied a report comprising of a summative statement of current performance will be produced at the end of Years 7-10. This report will be based on historical GCSE criteria using three subdivisions, e.g., 3+, 3, 3-, 2+ etc with 3+ being higher than 3.

Years 11-13

- In Year 11, the full written report will be distributed at the end of the Advent term. Periodic reports will be distributed at the end of the Lent term after the Mock exams.
- At the end of the Advent term in Year 11, the grades are reported as summative statements of current performance, which will relate to the most recently available GCSE criteria. Subdivisions of the grade will continue to be reported.
- In Years 12 and 13, periodic reports are distributed at the end of the Advent term. Parent meetings are toward the end of the Advent term and full written reports are distributed at the end of the Lent term. In Year 12, a periodic report is also distributed at the end of the Ascension term.
- 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.

Primary Specific Assessment and Reporting

Foundation Stage (Pre-Reception and Reception)

All assessment in the Foundation Stage is based on the recommendations and regulations of the “Early Years Foundation Stage” (EYFS). Monitoring of each child’s progress throughout the Foundation stage is essential to ensure that the child is making progress and that difficulties in any of the areas of learning are identified and addressed. Close monitoring of progress also ensures that a child’s achievements can be celebrated. Progress and significant steps through the EYFS are identified in the document “Development Matters” which gives ages-specific guidance. On-line Learning Journeys on the Tiny Tracker portal enable staff and parents to evidence significant or notable steps in learning and progress.

Pre-Reception

When a child enters De La Salle College at Pre-Reception, the teachers immediately begin to observe them, recording these observations. Initial assessments are undertaken with the logging of each child’s use of particular activities or play. As skills and different learning activities are introduced, the child’s individual progress is recorded on the EYFS profile document and on Tiny Tracker.

Observations of children are recorded using written observations and use of photographic evidence. Discussions with the children, observing them individually and in groups and assessing outcomes such as paintings, drawings, emergent writing and models all give an insight into what children understand and where they may need support. Throughout the year, the development of numbers, letters, shapes and colours are monitored by the use of Development Matters guidance.

The ‘EYFS Profile’ is completed during this year. The teacher records assessment on the profile itself. Assessment data is sent to the Department of Education for Jersey as required in October and June.

Assessment opportunities are identified in medium-term plans and also occur spontaneously during classroom activities.

Parents are regularly informed of their child’s progress through parent/teacher interviews that are held in October and March of each year and through informal conversations on a

day-to-day basis. A more formal report is sent to the parents at the end of the Ascension term.

At the completion of the Ascension term, the Pre-Reception teachers will meet with the Reception teacher to pass on information about each child's progress. This will be recorded on the EYFS Profile.

Reception

As in Pre-Reception, the main form of assessment undertaken is through observation and formal evaluation. The staff take many notes, focusing on all of the areas of learning, and record significant steps on Tiny Tracker. Achievement is recorded against the 17 learning goals of Development Matters.

The 'EYFS Profile' is completed during this year. The teacher records assessment on the profile itself. Assessment data is sent to the Department of Education for Jersey as required in October and June.

A parent/teacher interview is held in October and March. Informal conversations to report concerns and achievements are held on a daily basis. A more formal report is sent to the parents at the end of the Ascension term.

At the completion of the Ascension term, the Reception teacher will meet with the Year 1 teacher to pass on information about each child's progress.

How do we use our assessments?

Ongoing assessment is used to inform planning and opportunities for extension. Pre-Reception and Reception teachers provide support and extension work for all children. This ensures that all children are challenged and working towards next step targets. Children are seen as individuals and are given personalised learning opportunities in all areas of learning.

Key Stages 1 and 2

A range of formal and informal assessment tools are used throughout Years 1 to 6. Summative Assessment is a record of learning and understanding attained at a particular time; it is usually some form of written "test". Formative Assessment is more of an ongoing process, enabling the student and teacher to reflect on learning achieved, identify any gaps, and plan future learning; it is exemplified by ongoing marking in a student's workbooks and direction for improvements.

Summative Assessments

The school uses Abacus Evolve Maths, Science Bug and Wordsmith Literacy as base schemes for the core areas. Pupils are assessed using the materials within these schemes half termly and termly. Percentage attainment is recorded and provided to pupils and parents.

Spelling is formally assessed twice yearly using the Single Word Spelling Test and standardised scores are recorded.

Baseline assessments are taken early in the Advent term using the Cambridge CEM assessment tools online. In Year 6, boys also take the GL Assessment CAT tests in the Advent term.

Throughout the year, students are assessed against the Year Group objectives in the Jersey Curriculum. This is recorded and at the end of the year each student can be assessed as being Secure, Developing or Emerging against the Year Group objectives (or a previous year group, in exceptional cases).

At the end of Reception, Year 2 and Year 6 these Year Group objectives are moderated as part of the Island Moderation process.

In Year 6, students take the English End of Key Stage tests in Comprehension, Spelling, Grammar and Punctuation, and Maths.

Formative Assessment

Formative Assessment is a powerful way of raising pupils' achievement. It is based on the principle that pupils will improve most if they understand the aim of their learning, where they are in relation to this aim and how they can achieve the aim.

Formative Assessment is ongoing throughout the Primary school. It supports both teacher and pupil in reviewing learning and target setting.

The most common forms of Formative Assessment are book-marking and discussions with individual students.

Reporting to Parents

Parent/teacher meetings are held in October and March. At this time, parents are also given a short, written report. Informal conversations to report any concerns and achievements are held on a need basis, with regular communication taking place via the homework diary. A more formal report is sent to the parents at the end of the Ascension term.

At the completion of the Ascension term, the class teachers will meet with the next teachers to pass on information about each child's progress.

At all points throughout the year, staff are available to parents to discuss assessment and progress. This "Open Door" policy ensures that any concerns or issues can be raised and addressed early on. Further parental concerns can be raised with the senior teachers in each area of the primary School or with the Head of Primary.

Moderation

The primary school takes part in the Jersey Education Moderation process. Reception, Year 2 and Year 6 are currently moderated by the Education Department.