EY AND PRIMARY ASSESSMENT AND REPORTING POLICY

Rationale

At BISL we expect our staff to use formative and summative assessments to track the progress over time of all students in their care.
Every student in every subject should complete a summative assessment twice a term per core subject(English, Maths and Topic). This is recorded in the Primary assessment tracker as well as ATL.

Baseline, pre-topic, diagnostic, formative and summative assessments are all used at BISL.
Assessments are used at the start of the year in the form of CAT4 to identify potential abilities, learning styles, educational needs and more.
External standardised assessments in English (PTE) and Maths (PTM) are used at the end of the year to measureprogress over the year and track progress over time.

Throughout the year teachers are to complete summative and formative assessments from schemes such as Literacy Tree and White Rose and all skills assessed from the NationalCurriculum.

Reporting Dates:

- Term 1 – Parent Evening 22nd October (face to face) and 23rd October (online), all class teachers and specialists: 3-6pm

- Term 3 – Parent Evening 1st April (face to face) and 2nd April (online) all class teachers and specialists: 3-6pm.

Term	Year	Type of report	Cycle opens	Deadline on iSAMS	Deadline for proofing	Reports issued to parents
1	EY and Primary	Class teacher and specialists – Full reports.	23rd September	11th October	16th October	21st October
2	EY and Primary	Class Teachers and specialists – Data report.	7th Jan	20th Jan	27th Jan	31st Jan
3	EY and Primary	Class teacher and Specialist Teachers - Full reports.	24th May	6th June	13th June	24th June

Early Years Assessment

The Early Learning Goals are the goals or targets for children to achieve at the end of their EYFS Reception year. They will be working towards these goals throughout their time in Early Years. EYFS outcomes are theresult of ongoing observations and assessments of individual children, ensuring that they are developing at the rate expected and spotting any areas where the child may need further support. These goals will be tracked through Tapestry where parents can also see their progress.

The 7 Areas of Learning covered by the EYFS framework are broken down into 3 Prime Areas and 4Specific Areas of Learning:

Prime Areas:

• Communication and Language • Physical Development • Personal, Social and Emotional

Development Specific Areas:

• Literacy • Mathematics • Understanding the World • Expressive Arts & Design

These areas are, of course, interlinked and overlapping, and are enhanced by the Free-Flow learningapproach.

Area	Aspect	Early Learning Goal
Personal, Social and Emotional Development	Self-Regulation	Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly. Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate. Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions.
	Managing Self	Be confident to try new activities and show independence, resilience and perseverance in the face of challenge. Explain the reasons for rules, know right from wrong and try to behave accordingly. Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices
	Building Relationships	Work and play cooperatively and take turns with others. Form positive attachments to adults and friendships with peers. Show sensitivity to their own and to others' needs.
Communication and Language	Listening, Attention and Understanding	Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions. Make comments about what they have heard and ask questions to clarify their understanding. Hold conversation when engaged in back-and-forth exchanges with their teacher and peers.
	Speaking	Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary. Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, nonfiction, rhymes and poems when appropriate. Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.
Physical Development	Gross Motor Skills	Negotiate space and obstacles safely, with consideration for themselves and others. Demonstrate strength, balance and coordination when playing. Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.
	Fine Motor Skills	Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases. Use a range of small tools, including scissors, paintbrushes and cutlery. Begin to show accuracy and care when drawing.
Literacy	Comprehension	Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary. Anticipate (where appropriate) key events in stories. Use and understand recently introduced vocabulary during discussions about stories, nonfiction, rhymes, poems and during role play.
	Word Reading	Say a sound for each letter in the alphabet and at least 10 digraphs. Read words consistent with their phonic knowledge by sound-blending. Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.
	Writing	Write recognisable letters, most of which are correctly formed. Spell words by identifying sounds in them and representing the sounds with a letter or letters. Write simple phrases and sentences that can be read by others.
Mathematics	Number	Have a deep understanding of number to 10, including the composition of each number. Subitise (recognise quantities without counting) up to 5. Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts
	Numerical Patterns	Verbally count beyond 20, recognising the pattern of the counting system. Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity. Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally
Understanding the World	Past and Present	Talk about the lives of the people around them and their roles in society. Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class. Understand the past through settings, characters and events encountered in books read in class and storytelling.
	People, Culture and Communities	Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps. Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class. Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and (when appropriate) maps.
	The Natural World	Explore the natural world around them, making observations and drawing pictures of animals and plants. Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class. Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.
Creative Development	Creating with Materials	Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. Share their creations, explaining the process they have used. Make use of props and materials when role playing characters in narratives and stories
	Being Imaginative and Expressive	Invent, adapt and recount narratives and stories with peers and their teacher. Sing a range of well-known nursery rhymes and songs. Perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time with music

The children in Early Years are assessed against the Early Years Goals from the EYFS Curriculum document. A portfolio for each child through ongoing assessment through Tapestry (online app). Parents will be given a code they can see how their child is progressing.

In the Early Years, students will receive a report three times a year.
1. Term 1 - Class teacher and specialist report, level per subject and comments.
2. Term 2 - Class teacher and specialist report, level per subject and next step comment.
3. Term 3 - Class teacher and specialist report, level per subject and comments.

Early Years Goals:
Communication & Language
Physical Development
Personal, Social and Emotional
Development Literacy
Mathematics
Understanding the World
Expressive Art and Design

Reports:
Children in reception will be assessed against the Early Learning Goals and given a level, as seen on the report below:
- Working towards
- Expected

An overview will be added to the report to give a summary of the learning for each subject that has taken place throughout the year. Click on 'edit General Comment' and add the summary in the pop up box (see screenshots below).

BISL grading system for Early Years Reception:

Level	Descriptor
Met	**Evidence of learning** at least **meets** the expectations of the Early Learning Goals. **Formative assessments:** Ongoing via Tapestry
Working Towards	**Evidence of learning** is incomplete, demonstrating a **developing** understanding of the Early Learning Goals. **Formative assessments:** Ongoing via Tapestry

Primary Assessment

	Maths	English	Topic
Per Term	2 assessments per term. Assessed through rubrics from the White Rose curriculum.	Writing - 2 assessments per term. Reading – 1 assessment per term (September, February, April). Formative reading assessment is added to the rate sheet. Summative assessments use the rubrics and are added to the rate sheet. One assessed Literacy Project per year. Book 7 is not assessed due to PTE in the final term. Reading age (At the beginning of each term).	2 assessments per term. Assessed through rubrics linked to the skills from the National Curriculum.

In the Primary, students will receive a report three times a year.
1. Class teacher and specialist data report (Term 1) - grade per subject (average of all assessments from term 1) and comments (strengths as a short paragraph and targets as numbered bullet points, see below).
2. Class teacher and specialist data report (Term 2) - grade per subject (average of term 1 and 2 assessments) and next step comment.
3. Class teacher and specialist data report (Term 3) - grade per subject (average of all assessments from term 1,2 and 3) and comments (strengths as a short paragraph and targets as numbered bullet points, see below).

BISL grading system for Primary:

Grade	Descriptor
5+ 5 5- **Mastery**	**Evidence of learning** is exemplary, demonstrating a superb understanding of the curriculum knowledge and skills taught. **Summative assessments** (2 per term) demonstrate an **excellent** application of subject knowledge/skills taught in that topic. Proactively engaged in lessons and engaging with additional materials beyond what is set by the teacher.
4+ 4 4- **Exceeding**	**Evidence of learning** is very good, demonstrating a **well-developed** understanding of the curriculum knowledge and skills taught. **Summative assessments** (2 per term) demonstrate a **well-developed** application of subject knowledge/skills taught in that topic. Nearly all of the curriculum objectives are met by the student and they demonstrate a very good understanding of the taught curriculum.
3+ 3 3- **Secure**	**Achieved age specific average against the National Curriculum skills** **Evidence of learning** is good, demonstrating a **secure** understanding of the curriculum knowledge and skills taught. **Summative assessments** (2 per term) demonstrate a **secure** application of subject knowledge/skills taught in that topic. The majority of the curriculum objectives are met by the student and they demonstrate a good understanding of the taught curriculum.
2+ 2 2- **Developing**	**Evidence of learning** is incomplete, demonstrating a **developing** understanding of the curriculum knowledge and skills taught. **Summative assessments** (2 per term) show that understanding of knowledge/skills is only **beginning to develop** in that topic. Some of the curriculum objectives are met by the student and they demonstrate a developing understanding of the curriculum taught. your child is getting EAL support, this may be a factor to why they are in this bracket as skills assessed against British standards. Please speak to the teacher about this.
1+ 1 1- **Foundation**	**Evidence of learning** is weak and/or incomplete, demonstrating a **weak** understanding of the curriculum knowledge and skills taught. **Summative assessments** (2 per term) show a **limited/superficial** understanding of subject knowledge/skills taught in that topic. Few of the curriculum objectives are met by the student and they demonstrate a lack of **understanding** of the taught curriculum. your child is getting EAL support, this may be a factor to why they are in this bracket as skills assessed against British standards. Please speak to the teacher about this.

Writing a data report:

1. Go to Reporting then select Reporting Wizard
2. Select the Cycle: EYFS and Primary (relevant Term/year) Subjects tag: Your Subject will appear
3. Select the Year group

Each report consists of:
- **BISL grade:** a currently working at holistic grade that includes all assessments to date, homework, classwork and teachers professional judgment. (Average grade will automatically be created from assessments throughout the year (see final column on mark book), however, please review this and adjust according with your professional judgment, ie. to include classwork and homework if needed).
- **Next step:** A single sentence in the form of a target to support the student with improving their grade (this can link to their attitude to learning).

Example next steps:
- To improve his current grade, X should review the topic of Y, focusing on calculating YXZ.
- To improve his current grade, X needs to practice drawing graphs and ensure he labels the axis accurately.
- To improve his current grade, X should increase his vocabulary by reading for 10 minutes a day.
- To progress further, X needs to consider his peers and try not to distract others around him.

Writing a full report:

1. Go to Reporting then select Reporting Wizard.
2. Select the Cycle: EYFS and Primary (relevant Term/year) Subjects tag: Your Subject will appear and select the Year group.
3. To write a comment common to the course (i.e. the same for all students) go to the green box labelledwith the general comment. In here, you would write a few sentences to include the units/topics or skills covered in your subject area up to this date. This comment would need to be typed in once only.

4. To write comments for individual students, select the student from the list. Strength and Target boxes appear for you to fill in. Please make as complete when finished. Save and Close or Save and Next (to move to the next student automatically). Limited character count for each box is 500.

5. Strengths and targets should be formatted as below:

Strengths:
A paragraph to include the student's attitude to learning, ability in the subject, specific skills.

Targets: (1. Space and sentence. At least 2, maximum 3, no gaps between lines)

1. Dsa.
2. Dsa.
3. Dwa.

6. Form tutor comment – this should be a general comment including the student's attitude to learning and overall behaviour.
7. The front page is generated automatically (so you do not need to do anything).
8. Once your reports are complete, you can view them as PDF files (see instruction below for printing).

<u>BISL consistency</u>

Please feel free to add to this list, or query anything on it. We should all agree to adopt these terms:

- Student name on report should be their formal name on iSAMS (not the part in brackets).
- Reference to taught subjects capitalised and written in full eg **F**rench, **C**omputer **S**tudies, **M**athematics but not the wider subject area. '*He participates well in **H**istory / He demonstrates a passion for **h**istory*'
- Topics should have capital letters, for example, 'In Science x should review the topic of Atomic Structure'.
- …achieve **G**rade 4/5/6/7/8/9… (not level)
- …in **P**aper 1… / …in **U**nit 1… / …in **T**erm 2… / …in **K**ey **S**tage **3/4/5**… / **D**ata **P**oint **1/2/3**
- …in **Y**ear 11…
- …the **S**chool **C**ouncil… / …a **H**ouse **C**aptain… / **S**chool **P**refects
- …in the **U**nder-**16** football team…
- refer to **homework** (not home learning)

<u>Word limit</u>: In order to keep the format of the report the same for all Primary, please stick to the set guidelines:
Targets and Strengths: numbered points/short comments for each (no more than 500 characters as a guideline). The general comment box limit is 500 characters. Each subject report must fit on one page! (to check, view as a PDF file).

<u>Proofreading</u>: The Class Teachers swap reports to proofread the reports. Year 1 with Year 2. Year 3A with 3B. Year 4 with Year 5 and Year 6 A with Year 6 B.

Teachers proofreading on iSAMS: Once you log in and go to Reports Wizard, in the Reports Home tag, you should be able to Select User. You should select the teacher whose reports you would like to see (in this case all of the specialist subject teachers. Make sure that you save any changes and mark as complete the sections you have proofread. You are able to view all teacher reports, so be careful not to change anything unless you are proofreading.

<u>Printing</u>: In order to print the reports, they must be marked as complete. To print reports:
1.Select Report Printing
2. Go to tag Bulk Printing
3. Select Template (Ljubljana Primary Report Class teacher only) and Report Cycle EYFS and Primary (select appropriate term/year). Select Year group or individual students (leave the rest as all).
4. Choose the report format as PDF. Please save the document as it will be sent to parents via email.