



BISL Reporting Process

Early Years:

The children in Early Years are assessed against the Early Years Goals from the EYFS Curriculum document.

In the Early Years, students will receive a report three times a year.

1. Class Teacher Full Report and Specialist Teacher Data Report (Term 1)
2. Class Teacher and Specialist Teacher Data Reports (Term 2)
3. Class Teacher and Specialist Teacher Full Reports (Term 3)

Early Years Goals:

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

Reports

Children will be assessed against the Early Learning Goals and given a level, 'Working Towards' or 'met':

BISL grading system for Early Years:

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

Primary:

In the Primary school, students will receive a report three times a year.

1. Class Teacher Full Report and Specialist Teacher Data Report (Term 1)
2. Class Teacher and Specialist Teacher Data Reports (Term 2)
3. Class Teacher and Specialist Teacher Full Reports (Term 3)

In the reports, students will be given an attainment grade for each subject. This is a holistic grade that the student is currently working at, mainly based on assessments with consideration of classwork and homework. The fine grading (+ and – with each grade), is included so you can see where within a grade your child is. For example, a 4- denotes a child is on the lower end of a grade 4, where as a 4+ denotes a child on the higher end of a grade 4. Grade 3 is expected and where we would like all students to be by the end of the year. Comments will include their attitude to learning.

BISL grading system for Primary:

Grade	Descriptor
5+ 5 5- Mastery	<p>Evidence of learning is exemplary, demonstrating a superb understanding of the curriculum knowledge and skills taught.</p> <p>Summative assessments (2 per term) demonstrate an excellent application of subject knowledge/skills taught in that topic.</p> <p>Proactively engaged in lessons and engaging with additional materials beyond what is set by the teacher.</p>
4+ 4 4- Exceeding	<p>Evidence of learning is very good, demonstrating a well-developed understanding of the curriculum knowledge and skills taught.</p> <p>Summative assessments (2 per term) demonstrate a well-developed application of subject knowledge/skills taught in that topic.</p> <p>Nearly all of the curriculum objectives are met by the student and they demonstrate a very good understanding of the taught curriculum.</p>
3+ 3 3- Secure	<p>Achieved age specific average against the National Curriculum skills</p> <p>Evidence of learning is good, demonstrating a secure understanding of the curriculum knowledge and skills taught.</p> <p>Summative assessments (2 per term) demonstrate a secure application of subject knowledge/skills taught in that topic.</p> <p>The majority of the curriculum objectives are met by the student and they demonstrate a good understanding of the taught curriculum.</p>

<p>2+</p> <p>2</p> <p>2-</p> <p>Developing</p>	<p>Evidence of learning is incomplete, demonstrating a developing understanding of the curriculum knowledge and skills taught.</p> <p>Summative assessments (2 per term) show that understanding of knowledge/skills is only beginning to develop in that topic.</p> <p>Some of the curriculum objectives are met by the student and they demonstrate a developing understanding of the curriculum taught.</p> <p>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.</p>
<p>1+</p> <p>1</p> <p>1-</p> <p>Foundation</p>	<p>Evidence of learning is weak and/or incomplete, demonstrating a weak understanding of the curriculum knowledge and skills taught.</p> <p>Summative assessments (2 per term) show a limited/superficial understanding of subject knowledge/skills taught in that topic.</p> <p>Few of the curriculum objectives are met by the student and they demonstrate a lack of understanding of the taught curriculum.</p> <p>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.</p>

Secondary:

In the secondary school students will receive a report three times a year. The first two reports will be data reports. They will consist of three parts:

- BISL grade
- ATL
- Next step comment

BISL grade – a holistic grade that the student is currently working at, mainly based on assessments with consideration of classwork and homework. The table below is for KS3 students only, KS4 and KS5 grades are based on the exam board grade boundaries. For our BISL grade, we also apply fine grading (+ and -) to KS4 and KS5 students show that you can see where within the grade your child is.

Grad	Descriptor
<p>A+</p> <p>A</p> <p>A-</p> <p>Mastered</p>	<p>Evidence of learning is exemplary, demonstrating a superb understanding of the curriculum knowledge and skills taught.</p> <p>Summative assessments (2 per term) demonstrate an excellent application of subject knowledge/skills taught in that topic.</p> <p>Proactively engaged in their own independent study to broaden or deepen what they have learnt, engaging with additional materials beyond what is set by the teacher.</p>

B+ B B- Well Developed	<p>Evidence of learning is very good, demonstrating a well-developed understanding of the curriculum knowledge and skills taught.</p> <p>Summative assessments (2 per term) demonstrate a well-developed application of subject knowledge/skills taught in that topic.</p> <p>Nearly all of the curriculum objectives are met by the student and they demonstrate a very good understanding of the taught curriculum.</p>
C+ C C- Developing	<p>Evidence of learning is good, demonstrating a developing understanding of the curriculum knowledge and skills taught.</p> <p>Summative assessments (2 per term) demonstrate a developing application of subject knowledge/skills taught in that topic.</p> <p>The majority of the curriculum objectives are met by the student and they demonstrate a good understanding of the taught curriculum.</p>
D+ D D- Beginning	<p>Evidence of learning is incomplete, demonstrating a partial understanding of the curriculum knowledge and skills taught.</p> <p>Summative assessments (2 per term) show that understanding of knowledge/skills is only beginning to develop in that topic.</p> <p>Some of the curriculum objectives are met by the student and they demonstrate an emerging understanding of the taught curriculum.</p>
E+ E E- Foundation	<p>Evidence of learning is weak and/or incomplete, demonstrating a weak understanding of the curriculum knowledge and skills taught.</p> <p>Summative assessments (2 per term) show a limited/superficial understanding of subject knowledge/skills taught in that topic.</p> <p>Few of the curriculum objectives are met by the student and they demonstrate a lack of understanding of the taught curriculum.</p>

ATL – Attitude to Learning, based on the descriptors below:

Outstanding	Rare. Exemplary subject engagement and clear passion for the subject. Absolutely consistent in attentive productivity in all lessons. Impressive and unprompted level of independent learning through wider reading and extra learning. Is an example to others in the classroom. May enable others to progress further as a result of their contributions/passion demonstrated for the subject. May only be one or two students per class.
Very good	Very good level of subject engagement. Contributing within class to discussions by taking risks and questioning key concepts. A consistent and productive approach throughout all lessons. All classwork and homework completed to the best of their ability.
Good	Work is completed to a good standard, meeting age expected and personalised standards of performance. Consistent in terms of attentiveness and productivity throughout lessons. All homework is completed and handed in on time. Minimum expectation of a BISL student.
Requires improvement	Inconsistent engagement with subject; lesson participation is sporadic. Homework appears rushed, incomplete and/or of poor quality. Deadlines have not been met more than once; low response to advice, guidance or feedback – not enough.
Concern	Attitude to learning is poor and entirely unacceptable for BISL shows little or no enthusiasm for the subject with minimal attentiveness and/or productivity. Deadlines are usually missed and exam failure/underachievement is highly likely.

Full reports will consist of:

- BSL grade
- ATL
- Full written comment that includes strengths and targets.