

# 2.3 Assessment & Reporting Policy



**British  
International  
School of Tunis**

A school under the management of **Britus Education**

<i>Date Amended</i>	September 2022	<i>Staff Responsible</i>	Karyn Walton & Stephen Phipps
<i>Date to Review</i>	September 2024	<i>Version</i>	V1
<i>Approved By:</i>			
Karyn Walton	Primary Principal		
Stephen Phipps	Secondary Principal		
Saher Gilani	Head of Education - Britus Education		
Darren Coxon	COO - Britus Education		

## Rationale

The purpose of this policy is to support school improvement and the raising of standards in progress and achievement for all our pupils.

This policy intends to:

- Make clear the vision of assessment as part of teaching and learning at BIST.
- Provide clear guidelines for the implementation of the policy.
- Make transparent the procedures in place for monitoring and evaluating assessment practices.
- Define clear responsibilities in relation to assessment.
- Provide clear definitions and purposes for different types of assessment.

## Fundamental Principles of Assessment

All assessment should:

- Enable individual pupils to make progress in their learning.
- Relate to shared learning objectives/success criteria.
- Be underpinned by the fact that **every** pupil can make progress.
- Help all pupils to demonstrate what they know, understand and are able to do.
- Include reliable judgments about how learners are performing related, where appropriate, to BIST and international standards.
- Involve both teacher and pupils reviewing and reflecting upon assessment information.
- Provide feedback which leads to pupils recognising the 'next steps' in their learning and how to work towards achieving these.
- Enable teachers to plan more effectively.
- Provide us with information to evaluate our work, and set appropriate targets at whole school, class and individual pupil levels.
- Enable parents to be involved in their child's progress.

## Roles and Responsibilities

**Teachers and Teaching Assistants are responsible for:**

- Carrying out summative, formative and standardised assessments (See Appendix 1) with individual pupils, small groups and whole classes, depending on the context. Where appropriate should always be shared - appropriate to age, these outcomes will be shared with pupils as part of an ongoing dialogue with pupils about their learning progress.
- Reporting the outcomes of summative assessments to the Senior Leadership Team.
- Sharing the outcomes of summative, formative and standardised assessment with parents at Parents' Evenings and in the pupil's reports.

**The Principal is responsible for ensuring that:**

- Each class teacher uses pupil tracking to analyse performance of individual and vulnerable groups, then to set progress targets in English and Mathematics, through engaging in half termly Pupil Progress Meetings.

- Data is analysed to inform future planning, identify gaps and areas requiring further challenge. It should also be used for recruitment, acquisition of resources and to inform the SDP and related Action Plans.
- Assessment tasks are used to inform overall teacher assessment judgements each term and that the data is collated centrally.
- All staff are familiar with current policy and practice.
- Report to Governors at Board Meetings.

**The Senior Leadership Team is responsible for:**

- Monitoring standards in all subject areas.
- Supporting subject leaders and class teachers to monitor standards in other subjects.
- Analysing pupil progress and attainment, including individual pupils and specific pupil groups and reporting this to the Board.
- Identifying pupil groups who are vulnerable to underachievement in relation to age expectations and prior attainment.
- Prioritising key actions to address underachievement of individuals and groups.
- Reporting to the Board on all key aspects of pupil progress and attainment, including current standards and trends over previous years.
- Holding teachers accountable for the progress of individual pupils towards their end of year targets through Performance Management and PPMs.

**Teachers are responsible for**

- Ensuring they are familiar with the Assessment Policy, practice and guidance for their particular subject/year group.
- Ensuring that assessments of individual pupils are being carried out, recorded and shared with parents and SLT as required.
- Monitoring standards in their subject/class according to assessment criteria set out in the English National Curriculum.

## Monitoring, Moderation and Evaluation

Senior leaders will take overall responsibility for ensuring the Assessment Policy is put into practice in the school. Policy and practice will be reviewed regularly with staff.

Teachers are encouraged to engage in moderation in school on a regular basis. More formal moderation is planned every term as part of the CPD programme in school. This involves in-school cross year and key stage moderation for horizontal and vertical articulation. A consistent approach to moderation across the school has been developed in order to ensure that the process is rigorous and challenging.

## Appendix 1: Assessment Strategies and their purpose in school

### Summative Assessment

Strategy	Purpose
<p><b>National Non-Statutory Tests:</b>            Commercially produced (Standardised) tests – GL assessments.            These are administered in the Autumn term as a baseline and then again in the Summer term.            Reading assessments – NTS – Years 1 – 6.            White Rose Hub assessments.            Externally produced tests, purchased by school.            RWI for EYFS, KS1 and EAL in KS2.            CAT4 for Years 7-9</p>	<p>To provide an opportunity for the school to keep track of pupil’s progress and teachers’ expectations, and to enable schools to monitor progress through summative means at different points in the key stage.            We currently use NTS (Hodder) tests for reading each term for Years 1 to 6.            Analysis to inform practice, planning, resourcing and staffing needs.</p>
<p><b>Baseline Assessments:</b>            Teacher assessments made at the beginning of entry to Reception using the assessment stands (standards) in the guidance for Development Matters.</p>	<p>To establish pupils’ abilities at the beginning of YR, so that subsequent progress in achievement can be compared with, and measured against, expected norms.            They can also be used formatively, to identify strengths and areas to develop and support teachers in providing appropriate learning experiences for individual pupils.            These assessments are made based on all round teacher assessment and observation in the first few weeks of the academic year.</p>
<p><b>Half termly Teacher Assessments:</b>            Teacher assessments using school assessment criteria for all subjects on a termly basis.            Year Group Expectations from the National Curriculum are used to inform teacher assessments.            The data is on iSAMS.</p>	<p>These are used to monitor progress and attainment at the end of each half term for all subjects.            Teachers assess whether children have <i>met the expected standard</i> for their year group, <i>met the standard at greater depth</i> or are <i>working towards the expected standard</i>.            Half Termly Pupil Progress Meetings are led by the Principal to challenge and improve attainment and progress of classes, groups and individuals.</p>
<p><b>End of year Teacher Assessments:</b>            Teacher assessments using school assessment criteria for all subjects on a termly basis.</p>	<p>To provide information to parents and to the next year’s teaching team.            To track progress across an academic year and from end of key stage to end of key stage.</p>

Year Group Expectations from the National Curriculum are used to inform teacher assessments.  
 GL assessments in English and Maths – Years 2-6 standardised.  
 Plans for Cambridge check point tests in Maths, English and Science to be introduced at Secondary.

**Formative assessment/ Assessment for Learning**

<b>Strategy</b>	<b>Purpose</b>
<p><b>Planning:</b>            Identifies valid learning and assessment objectives that ensure differentiation and progression in delivery of the National Curriculum.</p>	<p>Ensures clear learning objectives, differentiation and appropriate delivery of the National Curriculum; short-term plans show how assessment affects next steps by the development of activities and contain assessment notes on pupils who need more help or more challenge.</p>
<p><b>Sharing learning objectives and success criteria with pupils:</b>            Pupils know and understand the learning objective and success criteria for every task.</p>	<p>Ensures that pupils are focused on the purpose of each task, encourages pupil involvement and comments on their learning; keeps teachers clear about learning objectives.</p>
<p><b>Pupil self-evaluation and peer evaluation:</b>            Pupils are trained and encouraged, in oral or written form, to evaluate their own and their peers' achievements against and beyond the learning objective and reflect on the successes or otherwise, of the learning process.</p>	<p>Empowers each pupil to realise his or her own learning needs and to have control over future targets; provides the teacher with more assessment information - the pupil's perspective.</p>
<p><b>Feedback:</b>            Must reflect the learning objectives of the task to be useful and provide an ongoing teacher/pupil dialogue; can be oral or written. Live marking and reflection clears up any misunderstandings.</p>	<p>Tracks progress diagnostically, informs the pupil of successes and weaknesses and provides clear strategies for improvement. Feedback and Marking will be in line with the Feedback for Learning Policy.</p>

<p><b>Target setting:</b> Targets set for individuals, over time in English and Mathematics. Multiplication grids.</p>	<p>Ensures pupil motivation and involvement in progress; raises achievement and self-esteem; keeps teacher informed of individual needs; provides a full record of progress.</p>
<p><b>Celebrating Achievement:</b> Making links between achievements explicit; treating all achievements in the same way and thus creating an inclusive learning ethos.</p>	<p>Celebrates all aspects of achievement, provides motivation and self-esteem, thus enabling pupils to achieve academic success more readily. This is through strategies such as assembly certificates and house points which lead to earning team and class rewards.</p>

**Appendix 2**  
**Primary Assessment and Reporting Calendar**

	EYFS	Years 1 & 2	Years 3 - 6
Autumn	Teacher Judgement using Development Matters.  RWI Phonics assessment	Teacher Judgement using Programmes of Study E-AsTTle writing task White Rose Maths RWI Phonics assessment	GL English, Maths and Science.  E-AsTTle writing task White Rose Maths RWI Phonics assessment (EAL)
	Pupils set targets. PPMs. Parent Teacher Consultations. EoT Reports.	Pupils set targets. PPMs. Parent Teacher Consultations. EoT Reports.	GL parent reports. Pupils set targets. PPMs. Parent Teacher Consultations. EoT Reports.
Spring	Teacher Judgement using Development Matters.  RWI Phonics assessment	Teacher Judgement using Programmes of Study White Rose Maths RWI Phonics assessment	Teacher Judgement using Programmes of Study White Rose Maths RWI Phonics assessment
	Pupils set targets. PPMs. Parent Teacher Consultations. EoT Reports.	Pupils set targets. PPMs. Parent Teacher Consultations. EoT Reports.	Pupils set targets. PPMs. Parent Teacher Consultations. EoT Reports.
Summer	Teacher Judgement using Development Matters. ELGs Assessment RWI Phonics assessment	Teacher Judgement using Programmes of Study E-AsTTle writing task White Rose Maths RWI Phonics assessment Y2: GL for English, Maths & Science	GL English, Maths and Science.  E-AsTTle writing task White Rose Maths RWI Phonics assessment (EAL)
	Pupils set targets. PPMs. Parent Teacher Consultations. EoY Reports.	Pupils set targets. PPMs. Parent Teacher Consultations. Y2 GL parent reports. EoY Reports.	Pupils set targets. PPMs. Parent Teacher Consultations. GL parent reports. EoY Reports.

## Secondary School overview of reports and PTCs for Academic Year 2022-2023

	Term 1		Term 2		Term 3	
Year 7	Parent/ Teacher Meet & Greet 11.10.22  Interim Report 24.10.22	Full Report 16.12.22	PTC 31.01.23		PTC 02.05.23	Full report 30.06.22
Year 8	Interim report 24.10.22	Full Report 16.12.22	PTC 31.01.23		PTC 02.05.23	Full report 30.06.22
Year 9	Interim report 24.10.22	PTC 06.12.22	Full Report 17.02.23		PTC 09.05.23	Full report 30.06.22
Year 10	Interim report 24.10.22	PTC 06.12.22  Interim + Form Report 16.12.22	Full report 17.02.23		PTC 09.05.23	Full report 30.06.22
Year 11	Interim report 24.10.22	PTC 07.12.22  Interim + Form Report 16.12.22	16.01.23 Mock Exams  PTC 07.02.23  Full Report 17.02.23		Exams	Exams



<b>Year 12</b>	<b>Interim report 24.10.22</b>	<b>PTC 07.12.22 Interim + Form Report 16.12.22</b>	<b>16.01.23 Mock Exams PTC 07.02.23 Full Report 17.02.23</b>		<b>Exams</b>	<b>Exams</b>
<b>Year 13</b>	<b>Interim report 24.10.22</b>	<b>PTC 07.12.22 Interim + Form Report 16.12.22</b>	<b>16.01.23 Mock Exams PTC 07.02.23 Full Report 17.02.23</b>		<b>Exams</b>	<b>Exams</b>

PTC- Parent Child Conference (Parents evening)

#### Secondary Data/ Assessment points

Academic Year 2022-23	Data/ Exams
10th Oct- 14th Oct	Data entry Autumn Half term 1
28th Nov- 7th Dec	End of term exams Date entry Autumn 2
16th Jan- 20th Jan	11,12,13 Mock Exams
13th Feb- 17th Feb	Spring 1 Data entry
27th- 31st March	Spring 2 Data entry. End of term exams
12th June-16th June	Summer Exams- Data entry
19th- 23rd June	Summer Exams- Data entry