



SECONDARY ASSESSMENT AND REPORTING POLICY

Rationale

At BISL we expect our staff to use formative and summative assessments to track progress over time of all students in their care. This will differ between departments for weekly monitoring; however, all staff must feed into the common reporting windows which are strategically placed throughout the year.

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 measure progress over the year and track progress over time in Key Stage 3. At Key Stage 4 and 5, PTE and PTM are used along with external examination grades (IGCSE, AS and A2).

Every student in every subject should complete a summative assessment twice a term. This is recorded in the subject department mark book.

All formative assessment and homework tasks are recorded on Canvas.

Reporting Dates

- Term 1 – Parent Evening 10th and 11th October: 3-6pm
- Term 2 – Parent Evening Wednesday 31st Jan, year 11, 12, 13
- Term 2 – Parent Evening 5th (face to face) and 6th (online) March, Year 7-10

Term	Year	Type of report	Cycle opens	Deadline on iSAMS	Deadline for proofing	Reports issued to parents
1	11, 12, 13	Data	9th Oct	18 th Oct	23 rd Oct	25 th Oct
1	7, 10	Data	26 th Oct	15 th Nov	20 th Nov	22 nd Nov
1	8, 9	Data	15 th Nov	29 th Nov	4 th Dec	6 th Dec
2	11, 12, 13	Mock exam transcript	10 th January	26 th Jan	26 th Jan	30 th Jan
2	11, 12, 13	Full	22 nd Jan	2 nd Feb	14 th Feb	WC 12 th Feb
2	7-10	Data	20 th Feb	5 th March	11 th March	13 th March
3	7-10	Full	3 rd June	12 th June	14 th June	17 th June

Data reports will include a BISL grade, ATL and next step comment.

- **BISL grade:** a currently working at holistic grade that includes all assessments to date, homework, classwork and teachers professional judgment.
- **ATL:** Attitudes to learning. Scale is given below.
- **Next step:** A single sentence in the form of a target to support the student with improving their grade or ATL.

Data points:

- It is the responsibility of the class teacher to input the relevant information:
 - There should not be an instance where a data point grade increases by more than one grade between data points, except in exceptional circumstances.
 - A positive change in grade should not be accompanied by a negative change in ATL and vice versa, except in exceptional circumstances.
 - Data should be in line with formative data recorded on canvas and summative assessments recorded in department trackers.
- Initial data/report check is to be completed by Head of Department/KS coordinator. Line managers are checking for a coherent set of data and should challenge staff if questionable data has been provided.
- Staff should flag any students to the line manager where data is an anomaly before report data is entered.
- Final check rests with SLT.

BISL Grade

KS4 and KS5 current grades are determined using previous exam boundaries.

KS3 current grades are determined by judging the progress each student has made along the **taught curriculum and grading system below:**

Grade	Descriptor	
A+	How do I know if the student has <u>mastered</u> the taught curriculum?	
A		
A-		Evidence of learning is exemplary, demonstrating a superb understanding of the curriculum knowledge and skills taught.
Mastered		Summative assessments (2 per term) demonstrate an excellent application of subject knowledge/skills taught in that topic. Teacher judgement , based on classroom presentations, homework, group work, verbal contributions. Demonstrate a mastery of the taught curriculum and the above data points support it. Proactively engaged in their own independent study to broaden or deepen what they have learnt,

	<p>engaging with additional materials beyond what is set by the teacher.</p>
<p>B+ B B- Well Developed</p>	<p>How do I know if a student has a <u>well developed</u> understanding of the taught curriculum?</p> <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.</p> <p>Teacher judgement, based on classroom presentations, homework, group work, verbal contributions</p> <p>Demonstrate a very good understanding of the taught curriculum and the above data points support it.</p>
<p>C+ C C- Developing</p>	<p>How do I know if a student is <u>developing</u> their understanding of the taught curriculum?</p> <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.</p> <p>Teacher judgement, based on classroom presentations, homework, group work, verbal contributions</p> <p>Demonstrate a good understanding of the taught curriculum and the above data points support it.</p>
<p>D+ D D- Beginning</p>	<p>How do I know if a student is <u>beginning to develop</u> their understanding of the taught curriculum?</p> <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.</p>

	<p>Teacher judgement, based on classroom presentations, homework, group work, verbal contributions</p> <p>Demonstrate an emerging understanding of the taught curriculum and the above data points support it.</p>
<p>E+</p> <p>E</p> <p>E-</p> <p>Foundation</p>	<p>How do I know if a student <u>has a foundational understanding</u> of the taught curriculum?</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.</p> <p>Teacher judgement, based on classroom presentations, homework, group work, verbal contributions</p> <p>Demonstrate a lack of understanding of the taught curriculum and the above data points support it.</p>

ATL – Attitude to Learning - This will give you an indication of the child’s attitude, motivation and application in the subject. Please refer to the descriptor grid below:

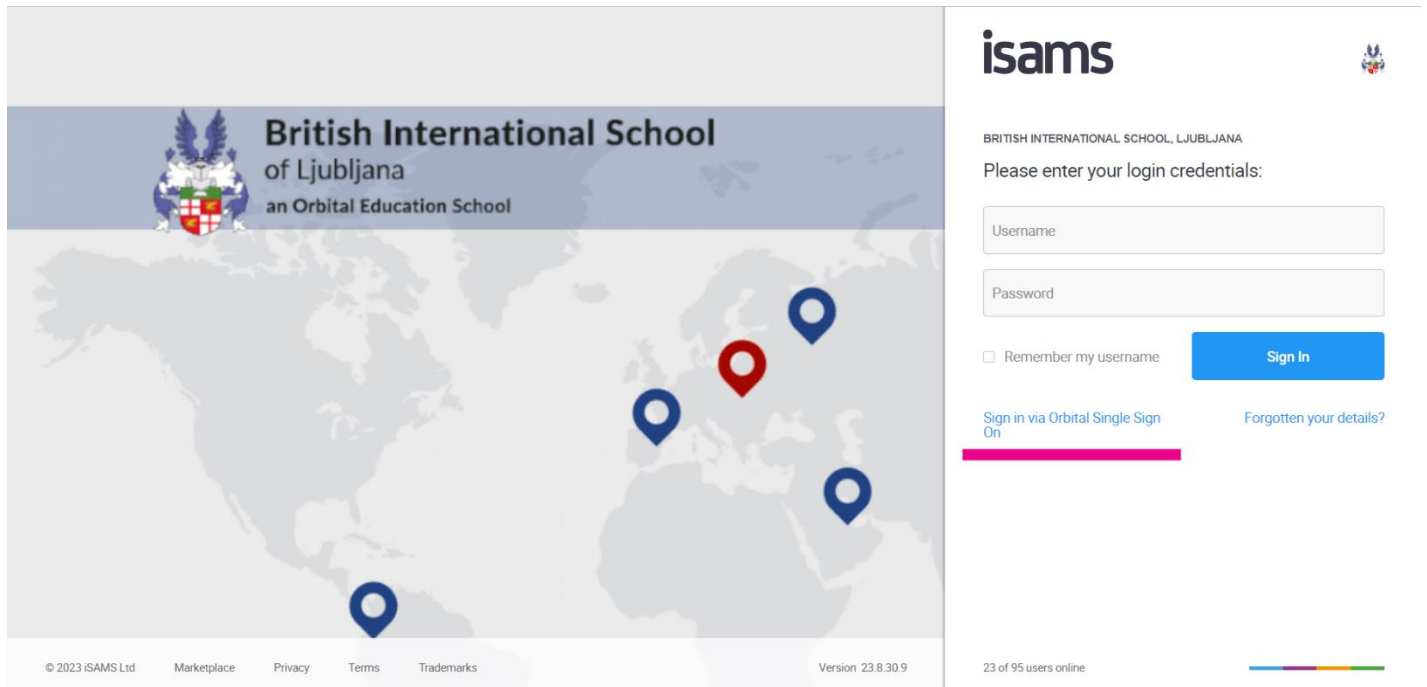
Outstanding	Rare. Exemplary subject engagement and clear passion for the subject. Absolutely consistent in attentive productivity in all lessons. Impressive and unprompted level of independent learning through wider reading and extra learning. Is an example to others in the classroom. May enable others 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.

Next step:

A single sentence (chosen from the comment bank on the final page) to explain the grade or ATL and how a student can improve this. This can be based on skills, knowledge or ATL.

Adding data to iSAMS

Log into iSAMS using the sign in via Orbital Single Sign On



British International School of Ljubljana
an Orbital Education School

isams

BRITISH INTERNATIONAL SCHOOL, LJUBLJANA

Please enter your login credentials:

Username

Password

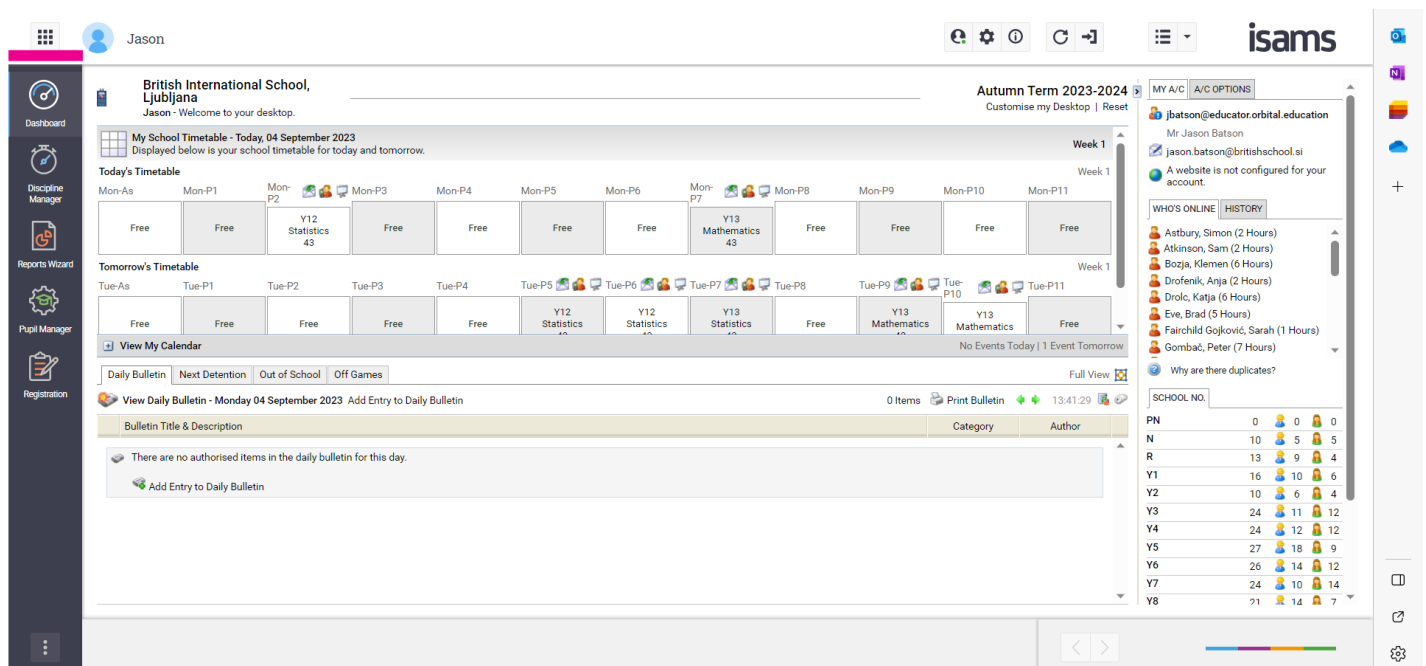
Remember my username

Sign In

[Sign in via Orbital Single Sign On](#) [Forgotten your details?](#)

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Select Report Wizard – if it is not on your dashboard, click the square of dots in the top left corner which will take you to the All Modules homepage



Jason

British International School, Ljubljana
Jason - Welcome to your desktop.

Autumn Term 2023-2024
Customise my Desktop | Reset

MY A/C A/C OPTIONS
jbatson@educator.orbital.education
Mr Jason Batson
jason.batson@britishschool.si
A website is not configured for your account.

WHO'S ONLINE HISTORY

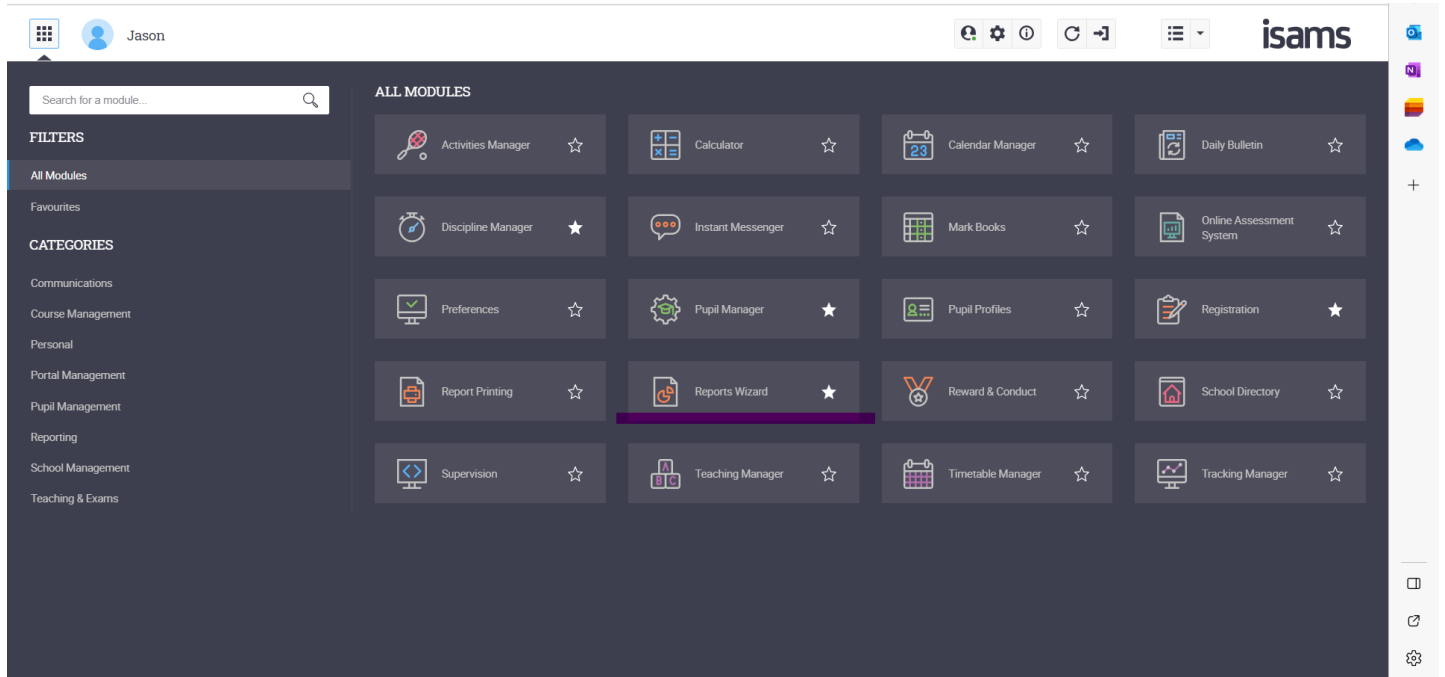
- Asbury, Simon (2 Hours)
- Atkinson, Sam (2 Hours)
- Bozja, Klemen (6 Hours)
- Drofenik, Anja (2 Hours)
- Drolc, Katja (6 Hours)
- Eve, Brad (5 Hours)
- Fairchild Gokjović, Sarah (1 Hours)
- Gombač, Peter (7 Hours)

Why are there duplicates?

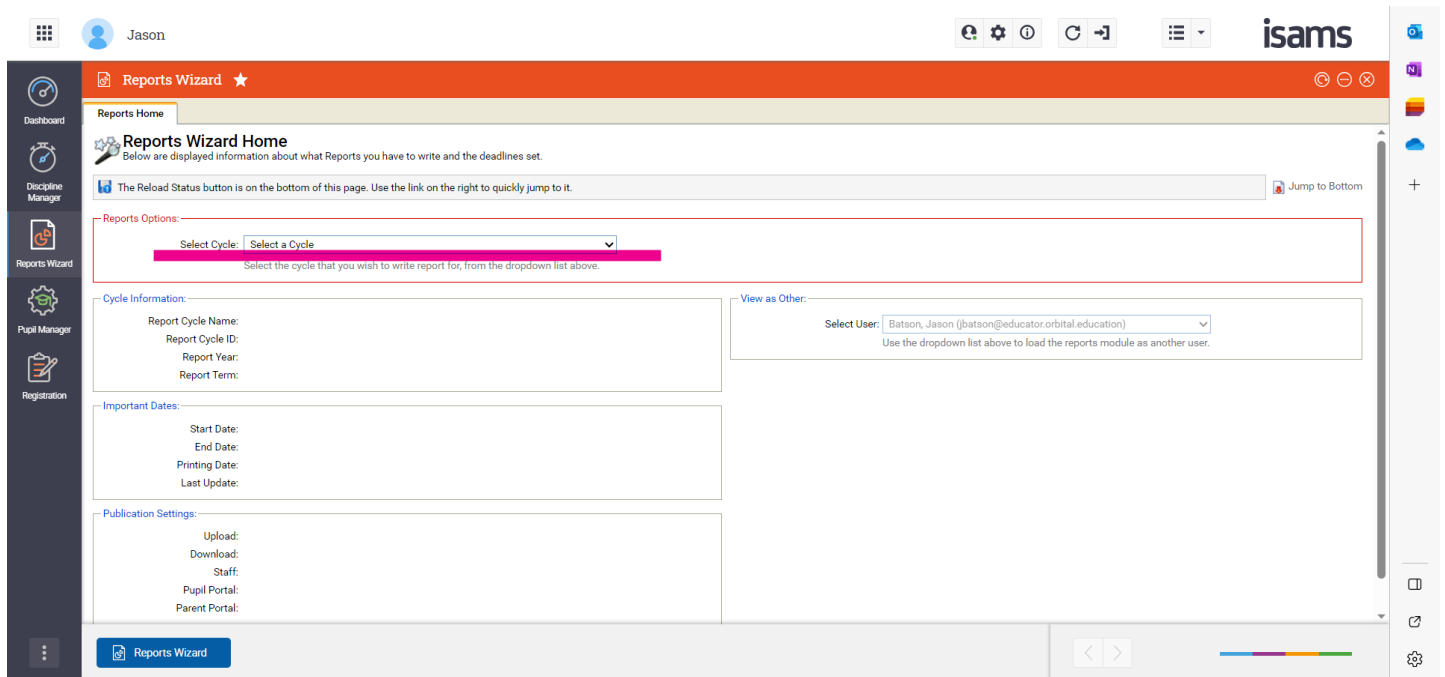
SCHOOL NO.

PN	0	1	2	3	4	5
N	10	5	5	5	5	5
R	13	9	9	9	9	4
Y1	16	10	10	6	6	6
Y2	10	6	6	4	4	4
Y3	24	11	11	12	12	12
Y4	24	11	12	12	12	12
Y5	27	18	18	9	9	9
Y6	26	14	14	12	12	12
Y7	24	10	10	14	14	14
Y8	21	14	14	7	7	7

On the All Modules homepage, select Report Wizard



In the box names Reports Option, use the drop down menu to select the correct reporting cycle Term 1/2/3 Secondary



Select your class and input the data, remembering to click either save & next or save & close as you are going along.

Full Reports

Full reports will include the BISL grade, ATL and written comments. The written component will be split into two sections:

Strengths – positive comments about the student, their engagement and progress in lessons. Can be written as a paragraph.

Targets – Up to 3 targets that can be linked to academic content, skills or behaviour. Bullet points (see example below for formatting).

This will be accompanied by a comment from the Form Tutor (overall review of the subject reports and general school attitude/clubs/commitments etc) and a comment from the Principal.

Content

1. Every student should be referred to by their official full first name on iSAMS.
2. Subject specific abbreviations – write the phrase in full the first time, and then abbreviate if another reference is made (eg. PE)
2. Everything written in the reports must be in full sentences
3. Keep 100% relevant to pupil performance in your subject over the course of the year
4. Avoid only giving generic comments about behaviour, participation, work rate
5. First reference to pupil in both sections (highlights *and* concerns / targets) should be by name. After that it is at your discretion.
6. Always write about the student, not to them (avoid '*Well done*' for example)
7. Teacher comment has a character limit of 350-500 characters set up. Keep this section as positive as possible.
8. Targets section – please keep to a maximum of three targets. These should be written as bullet points. Number, full stop, one space and sentence. No line spaces between targets. For example:
 1. X should focus on reviewing the topic of Y by completing exam questions regularly outside of the lesson.
 2. X would benefit from creating a list of key words and definitions and apply these to her answers in assessments.
 3. X needs to work on his organisation skills and hand homework tasks in by the deadline every week.

Spelling

Always ensure you check your spelling in English (U.K.)

Eg: recognise / finalise / behaviour / definitely

Use the pattern:

(the) advice / practice *but* (to) advise / practise

'He needs to practise his evaluation skills'

'Regular practice of past papers would be beneficial'

(the) effect *but* (to) affect

Recommended spelling - focused & focusing as opposed to focussed & focussing

number (can be counted) / amount (cannot be counted)

fewer (can be counted) / less (cannot be counted)

Punctuation

Apostrophes:

1. Never use to contract in reports (eg "It's been a positive start" = **It has**)
2. Only use for the possessive (eg "Rosie's work / Thomas's work")
3. Should not be applied to plurals (**ECAs Year 9s**)

Semi-colons:

(;) Use to link 2 complete, grammatically correct sentences which have a close, logical connection

'Lara is an excellent student; she studies hard every day.'

BISL consistency

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

- 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 **h**omework (not home learning)
- refer to **a**ssessment not examination unless referring to external (eg ...in his recent assessment)

external examinations refer to as '**f**inal **G**CSE / **I**GCSE / **A**-level **e**xamination(s)', do not abbreviate to exam(s)

Examples:

X requires constant reminders to stay focused in lesson and get his work completed. However, he has some very thought provoking ideas when he applies himself. X can give basic information in a narrative account but needs to focus on the finer details to increase his grade. He works well with others and takes part in class discussions asking interesting questions. His written work is of a good standard, but often does not use his time wisely and therefore, does not always complete tasks set.

X is an able scientist who relishes the challenge found in the subject and grasps new concepts with ease. She always works hard in lessons and strives to achieve or exceed her potential. She maintains an excellent standard of homework and classwork. X carries out practical tasks in the laboratory quickly and with confidence. She uses the correct scientific vocabulary to explain difficult concepts in scientific investigations.

X is a competent scientist who enjoys the study of the subject and understands new concepts with relative ease. He is generally a well-motivated student, although he is inclined at times to waste time chatting in class. X takes account of patterns when drawing conclusions and is beginning to relate conclusions to scientific knowledge and understanding in scientific investigations.

X is an excellent learner, he is very outgoing and enthusiastic in class. He has a positive influence on other students in Music. He is very good at following direction and taking part in group activities. He is quiet when expressing and creating his own ideas. He puts effort into his work which was evident in his dance project. Overall he is progressing well in Music. He is a good student and well mannered.

X is an active member of the class she is willing to ask pertinent questions and respond to a challenging query. She is always willing to explain her work to others and demonstrates good leadership skills. The quality and quantity of her written work are excellent and have shown steady improvement throughout the year. X has worked hard toward following instructions and avoiding careless errors in assessments.

X contributes well to class discussions. At times, his class notes are not fully completed even when he has not been absent from class. A good set of notes is crucial for effective learning so it is essential to keep them up to date in the future. He is generally a well-motivated student, although he is inclined at times to waste time chatting in class. X has made steady progress this year and is beginning to make connections across topics.

Targets (minimum one, maximum three)

1. To use a range of sources to comment on utility with reference to a particular enquiry.
2. To confidently construct an explanation about change and continuity within and across periods of time using well selected historical knowledge.

1. To develop his line of knowledge and use this to make judgments about why changes are significant in a period studied.
2. To construct an analytical argument which is clearly directed at the question asked with supporting knowledge.

1. X needs to keep a glossary of terms that she can refer to in order to improve her use of scientific terms both in her writing and verbal responses.

1. To be able to read and recognise music notation, note values and simple time signatures to help compose her own musical composition.
2. To improve listening skills to help with her sense of pitch and rhythm.

Next Step comments:

- To improve her ATL, X needs to complete homework tasks every week.
 - To improve his ATL, X should consider completing the challenge tasks in lessons.
 - To improve his ATL, X should attempt to answer a question every lesson.
 - To improve his ATL, X should attempt to ask a question every lesson.
 - To improve his ATL, X should offer to lead during the next group work activity.
-
- 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 30 minutes a day.
- To improve his current grade, X should revise the topic X by completing three exam questions per week.

Comment banks:

[Maths](#)

[Psychology](#)

[Computer Science](#)

[English](#)

Science

[Biology](#)

[Chemistry](#)

[Physics](#)

MFL

Performing Arts

PE

EAL

Humanities