



## **Assessment and reporting to parents**

At Bedale High School we ensure that all assessment is ongoing, accurate and meaningful. There is a clear assessment model for KS3 and KS4 that have a common language and we also have a whole school cycle of 'revise, assess, AFL' that allow teachers to respond to all emerging issues identified from assessments.

### **The Forms of assessment that we use are:**

1. Day-to-day in-school formative assessment, for example:

- Low stakes silent starter – daily reviews
- Weekly review quizzes
- Question and answer during class
- Feedback on pupils' work
- Observational assessment
- Regular short re-cap quizzes

2. In-school summative assessment, for example:

- End of year exams
- AP assessments
- Topic Tests

3. Nationally standardised summative assessment, for example:

- GCSE exams
- BTEC entries
- National Curriculum tests at the end of Key Stage 2

All students will be set an agreed target step that we expect them to achieve based on their KS2 SATs but we increase many of these at the end of KS3 to ensure they are aspirational enough. We have introduced yellow sheets in every subject so students and parents are engaged in what they are learning and how they are doing throughout their journey at Bedale High School. Pink sheets are used for AFL lessons and regular low stakes, testing ensure that pupils embed knowledge into their long-term memory.

As mentioned above, our students are assessed by a combination of peer, self and teacher assessments. Summative assessment will take place at least once per half term. Following each assessment, incisive intervention to fill gaps in knowledge means that pupils make rapid progress.

Parents receive reports 3 times per year. The reports will indicate the progress that students have made towards their target grade and an indication of their behaviour and attitude to learning along with attitude to home learning. Then at one point during the year all parents will receive a written comment on their child's progress in each subject. There is also one



scheduled parent evening every year where parents are invited to discuss their child's progress with each subject teacher.

Although we do not share every test with parents/carers, we ask staff to summarise student progress and report this to parents on three occasions throughout the year. As aforementioned, each report will give information about a student's progress towards their target grade, attitude to learning and behaviour and home learning.

The reports are our main way of communicating with parents about the progress that their son/daughter is making. When reports are issued it is also an opportunity for parents to talk with their son/daughter about the progress he/she is making in lessons. If the report raises issues, parents should contact either the subject leader (if it is in a specific subject) or the year leader (if there are concerns in a number of subject areas).

Below is a rough timetable for issuing reports each academic year:

Year	Report 1	Report 2	Report 2
7	October	February	June
8	November	February	July
9	November	March	July
10	November	March	July
11	October	December	March