



# Llandoverly College

CO-EDUCATIONAL DAY AND  
BOARDING SCHOOL FOR BOYS AND GIRLS AGES 3 - 18  
SITUATED IN THE TOWN OF LLANDOVERLY  
IN RURAL CARMARTHENSHIRE

## ASSESSMENT AND REPORTING POLICY

Rev: 0325





Coleg Llanymddyfri  
Llandoverly College

## **Assessment and Reporting Policy**

March 2025

## **Rationale**

As a non-selective independent school, we pride ourselves on supporting all learners to reach their academic potential. In order to do this, we use a variety of quantitative and qualitative data to help us determine individual learning profiles and needs. We capture this data through both formative and summative approaches which are determined by the type of subject and qualification breakdowns, for example a practical and theoretical element. Individual teachers alongside their Heads of Faculty work collaboratively to determine the most appropriate assessment processes within their subjects.

As leaders we use this data to identify learners that are both underperforming and excelling. In both cases we provide various interventions whether that is targeted intervention, a review of learner profiles to determine how effectively access arrangements are being used or move learners to different qualifications or tiers if required. We also use aspirational CAT targets as an initial start point to determine end of key stage targets to work towards. These targets can be revised in line with additional information gathered throughout assessment processes.

The data we collate is shared on a termly basis with parents alongside other elements of qualitative data. The data profile is also regularly discussed with leaders through line management meetings to review curriculum provision and outcomes.

### **1. Aims**

This policy aims to:

- Provide clear guidelines on our approach to formative and summative assessment
- Establish a consistent and coherent approach to recording summative assessment outcomes and reporting to parents
- Clearly set out how and when assessment practices will be monitored and evaluated
- Establish and clarify the coordination of assessment and reporting

### **2. The reasoning behind assessment and reporting**

- To provide a comprehensive measurement and understanding of a learner's progress
- To motivate learners
- To improve teaching and learning
- To inform parents of their child's progress
- To inform planning

#### **2.1 Principles of assessment**

Llandovery College follows clear principles of assessment:

- Assessment should be regular and accurately measure progress in learning
- Assessment should be robust and honest
- Information about assessment should be explicit, accessible and transparent with timely feedback that enables learning and drives improvement

- Assessment should be inclusive and equitable for all learners
- Assessment tasks should primarily reflect the nature of the discipline or subject to give an overall picture of learner progress
- The amount of assessed work should be manageable and not overload staff or learner
- Formative and summative assessment should be used to determine progress in learning
- Professional learning sessions should regularly link to assessment and reporting

### **3. Assessment approaches**

At Llandovery College assessment is an integral part of teaching and learning, and it is inextricably linked to our curriculum.

We use different forms of assessment: in class formative assessment, in class and formal mock summative assessments and nationally standardised summative assessment.

#### **3.1 In class formative assessment**

Effective in class formative assessment should use a variety of approaches examples include effective questioning, use of mini white boards, cold calling and interactive technology. Staff should use the evidence gathered to inform planning and adapt teaching where necessary.

Written formative feedback should provide personalised individual feedback which enables a learner to fill gaps in their knowledge and progress in their learning. Learners are to use the written formative feedback they receive to complete DIRT (Directed Independent Reflective Task) tasks.

#### **3.2 In class summative assessment**

Effective in class summative assessment, such as end of topic tests, half-termly assessments, mock exams and end-of-year exams, enables us to:

- Monitor and review learner progress over time, identify potential interventions and provide bespoke professional learning to teachers to ensure all learners progress in their learning
- Continuously evaluate our teaching and inform our planning
- Support learners to understand their own progress and potential gaps in learning that need filling
- Inform parents about their child's academic achievement and progress in learning

#### **3.3 Nationally standardised summative assessment**

Nationally standardised summative assessment including Level 2, and 3 qualifications enables us to:

- Monitor and review the performance of different cohorts over longer periods of time, identify the need for specific interventions, and support individual teachers to improve their own teaching and learning.
- Compare our outcomes nationally and assess our performance in the broader national context
- Support learners and parents to understand how they are performing in comparison to learners nationally

### **4. Using data**

As previously stated, we use CAT testing as our initial data assessment to determine an aspirational data profile which is used to set end of year and key stage targets as well as using the information

when picking Key Stage 4 and 5 options. Individual CAT profiles are shared with staff, parents and learners so we can work collaboratively to support individual learners to reach their academic potential. We also use 'live' data to review current progress and working grades and change targets when required for both over and achieving learners. When we share classroom-based data with parents through reports we share a current working grade alongside their predicted grade so parents can see the learning journey they are making.

A data capture is completed every half-term to determine current working grades and identify any learners who are currently working below academic expectations. Following a data analysis, we work with the identified learners to draw up personalised academic support plans with clear measurable actions. These plans are reviewed termly and if necessary, learners can be taken off the plan if they have made sufficient progress. All plans are shared with parents, and they receive progress updates.

## 5. Reporting

We believe that regular reporting to parents and guardians, through interim and termly reporting, parents' evenings and responding to ad hoc requests for information, is an intrinsic part of home-school liaison. Reporting from the College over the course of the year should include:

- Termly progress report
- Annual full report
- Face to face parents evenings and online for parents who are unable to attend
- Individual CAT reports
- Annual Pastoral meeting (middle school)

In order to enable our learners to experience the reality of results day we have a mock results day on the first day of the Lent Term to raise the importance of the exam performance and identify learners that need additional support with examination preparation.

## 6. Assessment and Reporting schedules

The coordination of assessment and reporting is vital to maximise the positive impact of the learning journey.

Phase	Michaelmas	Lent	Trinity
Prep School	Parents evening (pastoral)	Parents Evening (academic)	End of Year Progress Assessments
	Termly Progress Report for numeracy and literacy	Termly Progress Report for numeracy and literacy	Full Academic Report
Middle School	Parents Evening (pastoral)	Year 8 – Options Evening	Parents Evening (academic)
	Termly Progress Report	Termly Progress Report	End of Year Examinations
Year 9 & 10	Mock Exams for External Examinations	Mock Results Day	Full Academic Report
	Termly Progress Report	Mock Exams for External Examinations	End of Year Examinations
		Parents Evening (academic)	Full Academic Report

		Termly Progress Report	
Year 11	Mock Exams for all subjects  Parents Evening (academic)  Termly Progress Report	Mock Results Day  Mock Examinations for all subjects  Full Academic Report	External Examinations
Year 12	Mock Exams for all Subjects  Parents Evening (academic)  Termly Progress Report	Mock Results Day  Mock Exams for External Exams  Termly Progress Report	External Examinations  End of Year Examinations  Full Academic Report
Year 13	Mock Exams for all Subjects  Parents Evening (academic)  Termly Progress Report	Mock Results Day  Mock Exams for External Exams  Full Academic Report	External Examinations

## **7. Roles and responsibilities**

### **7.1 Governors**

Governors are responsible for:

- Being familiar with statutory assessment systems as well as how the school's own system of non-statutory assessment captures the attainment and progress of all learners
- Holding school leaders to account for improving learner and staff performance by using robust and honest data effectively

### **7.2 Warden**

The Warden is responsible for:

- Ensuring that the policy is followed
- Monitoring standards in core and foundation subjects
- Analysing learner progress and attainment, including individual learners and specific groups
- Prioritising key actions to address underachievement
- Reporting to Governors on all key aspects of learner progress and attainment, including current standards and trends over previous years

### **7.3 Teachers**

Teachers are responsible for following the assessment procedures outlined in this policy.

<b>SLT owner</b>	GB
<b>Reviewed by SLT</b>	Y
<b>Effective from</b>	March 2025
<b>Next review</b>	March 2026
<b>Governor approval (Y/N)?</b>	Y
<b>Approved by Board of Governors (if Y)</b>	Y