

2023-2026

**DCS
ASSESSMENT,
RECORDING
& REPORTING
ARRANGEMENTS**

Focus: DCS SCHOOLS & SETTINGS

VERSION: 2

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DEVELOPMENTAL ASPECTS

Our Educational & Care Strategy sits at the core of eight Developmental Aspects



Website



Publicity



Communication



Education Policy



Procedure

Standardisation,
Alignment &
Empowerment

Cultural Identity
& Leadership

DCS Educator



**Education
& Care
Strategy**



DCS Child &
Parent



DCS Curriculum



DCS Learning &
Teaching



Care for All



Safeguarding



SEND



Transition



Language



Pastoral

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INTRODUCTION

This guidance is to be read alongside the DfE Assessment and Reporting Arrangements (ARA) which is published yearly.

The DfE Assessment and Reporting Arrangements (ARA) documents set out the statutory requirements for the EYFS, Key Stages 1, 2, 3, 4 & 5 National Curriculum 2014 assessment, recording and reporting procedures for each academic year.

Secondary schools guidance: Guide for schools and colleges: GCSEs, Vocational Courses and Post 16 education should be read alongside this document.

This document is not a duplication of the DfE Assessment and Reporting Arrangements documents. This document does however, lay out DCS Schools and Settings' expectations for assessment recording and reporting procedures which will be found in all schools and settings.

DATES

Head Teachers must ensure that they abide by the correct dates for all statutory testing as laid out by the DfE and that those dates are published widely within their school.

These dates can be found on the .Gov website and in the DfE ARA document. Additionally reminders will be sent to schools from DCS Schools and Settings at regular intervals during the academic year.

Early Years & Primary dates: Due to the diverse nature of DCS Schools and their individual timetables, set dates for EYFS and Primary assessment must be extrapolated from the generic timetables laid out in this document on Page 21.



RESPONSIBILITIES

1. Head Teacher

All references to the Head Teacher includes an Acting Head Teacher or anyone with delegated authority in the absence of the Head Teacher.

The Head Teacher has a duty to ensure that:

- The requirements set out in both the DfE ARA and this ARRA are implemented within their school and that teachers and other staff fully comply with the documents.
- Both Statutory and DCS Schools and Settings deadlines in relation to assessment recording and reporting are timetabled and met.
- They have read, understood and disseminated the guidance in the DfE ARA in relation to the following:
 - Access Arrangements
 - Privacy Notices
 - Storage of test scripts and papers
 - Administration
 - Maladministration
 - Monitoring visits
 - Head Teachers Declaration Form (HTDF)
- They have read, understood and follow JSP342

2. Teachers

All references to Teachers include Class Teachers, Subject Specialist Teachers, and any qualified member of staff who has a regular long term teaching commitment for an individual child, group of children or whole class responsibilities.

3. DCS Schools and Settings (SaS)

DCS HQ or SaS are led by the Chief Education Officer (CEdO) who may delegate the responsibilities in this ARRA to a suitable department, team or person acting on their behalf.

DCS HQ are required to take reasonable steps to ensure that Schools are following statutory guidance and the requirements stipulated in this document. This includes:

- Ensuring leadership updates are shared with Head Teachers & Setting Managers in all schools and settings.
- Ensuring that senior leaders (especially those new in post) are offered support on all aspects of the assessment process.
- Carrying out monitoring visits at Primary Schools surrounding the storage of test materials, test administration and script packaging.

- Carrying out external moderation activities in the core Key Stage 2 subjects in line with government guidance.
- Providing a statutory reporting framework including a framework for pupils leaving after the first half term of a new academic year. This will be called the Interim Report and it will help mitigate the process of mobility allowing a child to settle quicker into a new school.
- Providing a statutory reporting framework for schools to use at the end of the academic year for each pupil in line with government guidance.
- Ensuring the outcome of tests are shared and celebrated on the DCS website as per statutory guidance.
- Ensure that the Secondary Schools Exam Officer is supported in the carrying out of their duties in relation to the exam board specifications.

TERMINOLOGY

Assessment is the process of gathering and discussing information from multiple and diverse sources in order to develop a deep understanding of what students know, understand, and can do with their knowledge as a result of their educational experiences;

Attainment is the successful completion of a level or stage of education matched against age related expectations.

Progress is a students achievement over a period of time or from a select starting point.

Recording is the process of collecting assessment data which could include Attainment, and / or Progress for the purpose of analysing trends, tracking groups or individual progress.

Reporting is the process used to communicate knowledge gained from assessing student learning. The purpose of reporting is to provide relevant information about a student's progress to students, parents, support staff and other teachers.

It is the school's responsibility to ensure that parents know and understand the terms listed above



ASSESSMENT PRINCIPLES

Head Teachers are to set the Assessment Principles for their own school or setting, ensuring it is updated annually.

Head Teachers and Setting Managers Assessment Principles are to be available as per all school policy documents for staff and parents.

ASSESSMENT TYPES

DCS Schools and settings view assessment as an integral part of the learning and teaching process which is inextricably linked to curriculum coverage.

There are three broad overarching forms of assessment:

In-school Formative Assessment

Effective in-school formative assessment enables teachers to identify how children are performing on a continuing basis and to use this information to provide appropriate support or extension, evaluate teaching and plan future lessons.

In-school Summative Assessment

Effective in-school summative assessment enables teachers and school leaders to monitor the performance of classes, vulnerable groups, student cohorts and helps identify where interventions may be required.

School Leaders should always look to make formative judgments from assessments that are primarily summative.

Leaders work with teachers to ensure students are fully supported to achieve sufficient progress and attainment.

Teachers to evaluate learning at the end of a unit or period, and the impact of their own teaching.

Nationally Standardised Summative Assessment

Nationally standardised summative assessment enables school leaders to monitor the performance of student cohorts, identify where interventions may be required, and work with teachers to ensure pupils are supported to achieve sufficient progress and attainment.

Nationally standardised summative assessment enables teachers to understand national expectations and assess their own performance in the broader national context.

LEVELS OF ATTAINMENT

DCS Primary Schools use the following language when discussing levels of ability in relation to internal attainment data.:

Working Towards Expected Standard
Shortened to **WTS**

Working at Expected Standard
Shortened to **EXS**

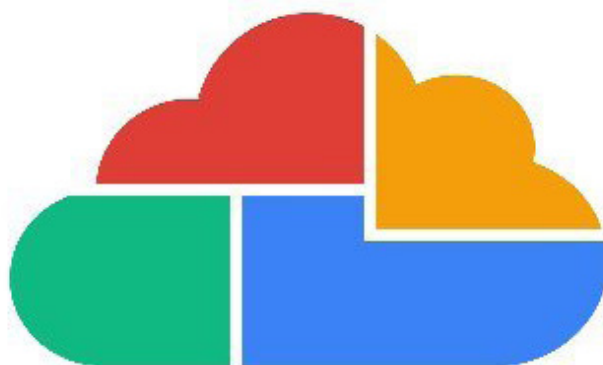
Working at Greater Depth Standard
Shortened to **GDS**

Notes:

- 1) When following statutory data submissions other codes may be required.
- 2) During Terms 1.1 to 3.1 the statement '**On Track to**' must be used to indicate where a child is in a particular subject i.e. **Child A is On Track to meet the Expected Standard.**
- 3) If a child is working below the Key Stage, Head Teachers must follow guidance in **Pre-key stage 2: pupils working below the national curriculum assessment standard** booklet which can be found on the .gov website.

BROMCOM

Head Teachers are to use the DCS Schools & Settings Management Information System (Bromcom) for their data returns and termly assessment drops.



Bromcom

TEACHER ASSESSMENT

Teachers are responsible for the assessment, attainment and progress of every child they teach and are expected to understand the assessment processes laid out by the school so that they can make a professional judgment against year group expectations.

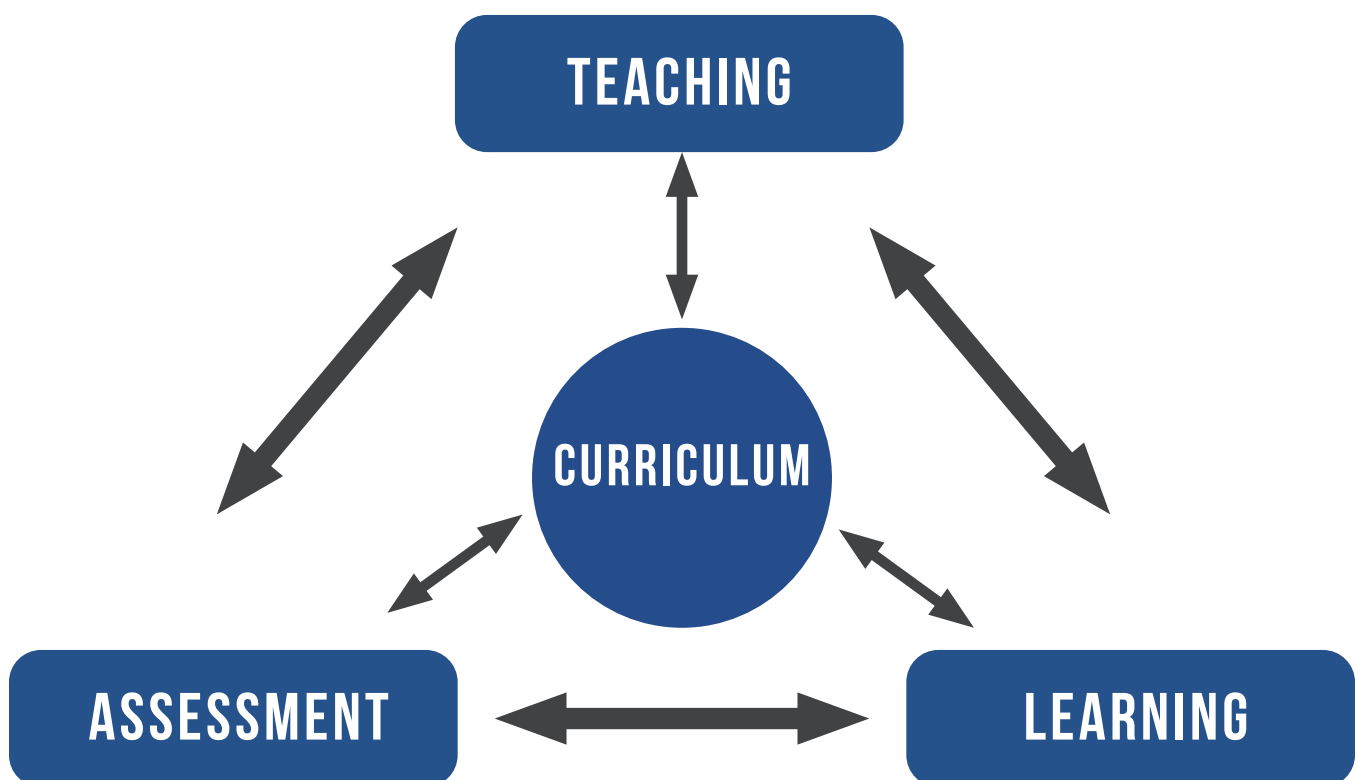
Teachers in Years One to Six are expected to upload assessment data at three specific times each year (see page 19) onto Bromcom in the following subjects:

**English Reading,
English Writing,
Phonics (Years One and Two only),
Mathematics**

In Years Seven to Thirteen, the Core Visits Programme with either the School Improvement Advisor or the Teaching & Learning Advisor will include aspects of data collection and / or data analysis. These will be added to Bromcom as per Secondary submission dates.

Head Teachers and Senior Leaders will use Teacher Assessment (TA) data for conversations surrounding expectations, progress and value added at Termly Progress Meetings.

As per the DfE ARA, the Head Teacher will submit statutory TA data for Year Six onto the Primary Assessment Gateway (PAG) within the time period stipulated.



MODERATION

External Moderation

External moderation of writing at Key Stage 2 is statutory for all schools. It gives confidence that schools' TA judgments are accurate and consistent with national standards, as specified in the TA frameworks and exemplification materials provided by the STA.

DCS HQ is required, on behalf of the Secretary of State for Education, to validate a sample of KS2 TA judgements in English writing. This ensures that schools are assessing accurately, and the system is fair to all pupils.

DCS HQ is required to externally moderate at least 25% of schools each year. Additionally, it is expected that each school will receive a TA moderation visit:

At least once every 4 years.
When a teacher is new to the year group
When a Head Teacher is new to the school.

Internal Moderation

Head Teachers at both primary and secondary schools must ensure that teachers have regular opportunities to carry termly moderation sessions for a sample of children in their class against age related expectations.

All schools must attend at least one Standardisation Meeting each academic year.

Note: Internal moderation can consist of working with other DCS schools, international or partnership schools.



ON-ENTRY ASSESSMENT

Primary

During the first two weeks after arrival at the school, all new children are expected to undergo a low stakes On-Entry Assessment in the Core subjects which will be added to Bromcom by the class teacher as a baseline. If children arrive with reports and assessment information from previous schools and the Head Teacher chooses to use the information provided, this can become their On-Entry Assessment.

Secondary

During the first two weeks after arrival at the school, all new children are expected to undergo a low stakes On-Entry Assessment in the Core subjects which will be added to Bromcom by the subject teacher. This can be recorded either on Bromcom and in the teachers assessment journal.

BASELINE ASSESSMENT

Primary

At the start of a new academic year, teachers will either:

- Carry out a baseline assessment in the core subjects for all children in their class or
- Use the previous end of year assessment data as baseline for the new academic year.

DCS Data Lead will ensure Bromcom automatically transfers data from the end of one academic year to become the baseline for the next academic year.

Secondary

At the start of a new academic year, teachers will use previous years data to form the baseline for the present academic year.

END OF YEAR

Teachers must submit an end of year assessment score for all core subjects at least two weeks before the end of the academic year.

Head Teachers may choose to use an end of year assessment test to support teachers assessment processes.

INCLUSION

This DCS ARRA Document applies to all pupils, including those with special educational needs or disabilities (SEND).

It is expect assessment to be used diagnostically to contribute to the early and accurate identification of pupils' special educational needs and any requirements for support and intervention.

MOBILITY

Children who have recently arrived at a school or setting are the responsibility of school in terms of progress and attainment from the first day.

Head Teachers must follow DfE guidance as set out in the ARA in regards to reporting procedures for those newly arrived in school.

FOUNDATION STAGE

Head Teachers are to ensure they have read and disseminated the statutory guidance for the Reception Baseline Assessment - known as RBA which is undertaken in September each year.

On transition to Year 1, Foundation Stage 2 (Reception) children will receive an end of year report on their learning achievements to date. This will be shared with parents

Head Teachers are to report termly of learners on track to achieve GLD using the codes WTS or EXS

KEY STAGE 1

DCS Schools will continue to use the non statutory assessment tests for Year 2 (Key Stage 1) published by the QCA.

These tests can be carried out at a time decided by the Head Teacher but must be completed no later than 3 weeks before the school closes at the end of Term 3.

KEY STAGE 2

Head Teachers will ensure that they follow statutory guidance for Key Stage 2 Annual Test cycles as set out in the DfE ARA documents; published yearly.

Head Teachers will ensure that all test papers, test scripts and test materials are securely stored until use as per administration guidance in the DfE ARA document and / or administration guidance from the STA. Following the test date, Head Teachers will follow guidance in the DfE ARA document in relation to the correct labeling and posting of Test Scripts. Head Teachers will pay specific attention to the section within the DfE ARA which is labeled MOD Schools.

Head Teachers will keep parents informed of the process and procedures surrounding Foundation Stage Baseline and end Key Stage 2 tests. This is led by the Head Teacher and can be carried out at using any or all of the following:

- Parent meeting
- Via Newsletter
- Via Fact-sheet
- Indicating parents to a specific area for support on the DCS website.

GCSE, AS & A-LEVEL

Head Teachers are to ensure that relevant staff know and understand the assessment requirements for pupils sitting GCSE, AS and A-Level exams as per government guidance.

REPORTING

Head Teachers will ensure that parents are informed of their child's attainment and progress at regular intervals.

At DCS Schools have the following reporting procedures:

Parent Meetings
Mid Year Data Reporting from Bromcom
Annual Reporting

MID YEAR DATA REPORT

Primary

At the 2nd Parent Evening (Term 1.2) each parent will receive a Mid Year Data Report for their child stating where they were at the end of the previous academic year and the progress they have made. The teacher can use this to discuss the child's next steps in learning and what progress they need to make to reach the Age Related Expectations in the core subjects (and Phonics for Year 1 Parents).

The data report is printed from Bromcom.

There is no expectation that a teacher produces a written mid year report.

ANNUAL REPORT

Head Teachers at DCS Schools that close at the end of the academic year prior to the announcement of:

- GLD (FS2)
- Phonics (Year 1)
- Multiplication Testing (Year 4)
- SATs (Year 6)
- Secondary results as laid out by the DfE

must provide parents their child's results within **15 school days** of receiving it.

Schools must prepare an Annual Report for every child from FS 1 to Year Six. The report must start from the day after the last report was given, or the date of the pupil's admission to the school. It must be available to parents at least two weeks before the end of the academic year.

As per DfE guidance, Annual Reports include:

- Personal Achievements in the Core Subjects and Phonics
- General progress
- Teacher Assessment. In Year six this includes:
 - The scaled score and whether the child met the expected standard
 - Comparative information about the attainment of pupils of the same age
- Attendance record
- SEND information

For pupils in Year 4, Head Teachers must report to parents either:

- Their child's MTC score (including pupils who have since left the school)
- Or the reason their child did not participate in the check, or whose results are affected by maladministration

TRANSFERRING RECORDS

Head Teachers must ensure the correct transferring of records to the child's next school including the completion of the CTF.

PROGRESS MEETINGS

The Head Teacher will decide the schools expectations around Pupil Progress Meetings.

DCS expect that schools carry out at least two Pupil Progress Meetings each academic year. One in Term 1.2 and the other in Term 2.2. For more information see individual schools Assessment Procedures.

DCS HQ

Head Teachers will notify DCS Governance and Performance Lead on the arrival of the SATS and Phonics materials in a timely manner.

DCS comply with the DfE ARA guidance in terms of collection, storage and returns of SATs and Phonics materials.

ASSESSMENT CALENDAR EXAMPLE (PRIMARY)

Terms 1 & 2 (typically a 14 week block of learning with a one week break)

Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12	Week 13	Week 14
	Baseline assessment carried out on new children to the school.			Child & Parent Meetings FS2 – Y6			Class Teachers participate in internal moderation activities					School TA Data Drop deadline	DCS will view MIS data reports for analysis

Terms 3 & 4 (typically a 10 to 12 week block of learning with a one week break)

Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12
	Baseline assessment carried out on new children to the school since Christmas.			Child & Parent Meetings FS2 – Y6 Meeting to include Mid Year Data Report and predictions for the end of the academic year.			Class Teachers participate in internal moderation activities			School TA Data Drop deadline	DCS will view MIS data reports for analysis

Terms 5 & 6 (typically an 8 to 10 week block of learning with a one week break)

Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8
	Baseline assessment carried out on new children to the school since Easter.			Class Teachers participate in internal moderation activities	School TA Data Drop Deadline	Annual Reports sent to parents with details of attainment and progress. Year 5 & 6 Learning Journey Discussions	Open Day - informal discussions about Annual Report

Baseline Assessment

DCS Children in FS2 to Year 6 will have a baseline assessment carried out in the first two weeks of arriving at a MOD School unless they have joined from another MOD School.

Child & Parent Meetings

Along with the normal procedures surrounding a Child and Parent Meeting, in Term 3 parents will receive a one page attainment and progress sheet for the Core Subjects the sheet will be produced from the MIS system based on assessment provided by the teacher.

Secondary Assessment

Secondary Schools are to follow their own internal processes for determining the dates for assessment and parent meetings.

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Developmental Aspect 6

DCS ARRA

*On assessment: measure
what you value instead
of valuing only what you
can measure!*