

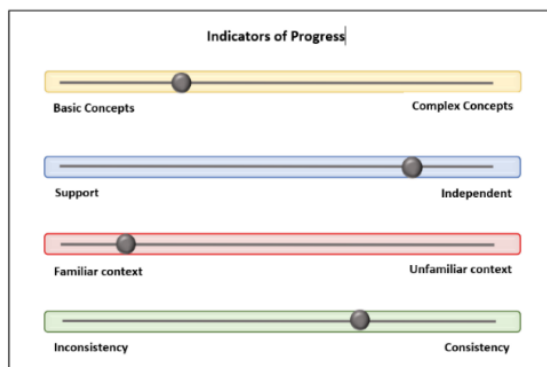


KYLE ACADEMY

Assessment, Tracking and Reporting Strategy 2022-23

Broad General Education

Learning, Teaching and Assessment



This year, we will align our work on managing cognitive load with our approaches to assessment in the BGE. The indicators of progress can support us to control cognitive load and plan day-to-day learning and assessment that meets the needs of pupils at different stages in their learning. This will allow us to assess, in an ongoing way, what a learner knows, understands and can do.

On-going assessment will support accurate tracking at department level. **At two points in the session,**

teachers should look across this data to make a holistic judgement about where a pupil is in their learning. They will use the 4 stages of progress to do this. It will be entered on Seemis Progress and Achievement module and used for whole school tracking data and reports to parents (timings below).

We will also continue to use standardised assessments in literacy and numeracy in line with South Ayrshire policy. Data from these assessments will provide diagnostic assessments to inform interventions for individuals and areas for development in the curriculum. It will also support staff to measure progress and complement professional judgement.

Stage	School Tracking	Standardised Assessments	Comparison Data
S1	Dec and May		P7 GL Assessment (May 2022) P7 SNSA (June 2022)
S2	Nov and May	S2 GL Assess – March 2023	S1 GL Assess (June 2022)
S3	Dec and May	S3 SNSA Numeracy - December Literacy - February	P7 SNSA (June 2020 – Covid?) S2 GL Assessment (June 2022)

Reporting

Parents will receive two reports per session, **one full report** and **one tracking report**.

- The full report will include comments written by class teachers. These will focus on progress made, how effectively pupils have applied subject skills and their next steps for improvement.
- The Tracking Report will be shared along with a **Reflecting on Progress and Learning Report**. These reports are pupil-led. Pupils will reflect on their progress and learning through learner conversations and capture this in the report.

S1	Tracking	Reporting
October		S1 Settling-In Report (Pupil-led/PTG)
December	S1 Tracking entered using 4 stages of progress Behaviour, effort and homework ratings completed	S1 Tracking Report (CfE levels; behaviour, effort and homework ratings). S1 Reflecting on Progress and Learning Report. Pupils capture learning conversations.
May	S1 Tracking entered using 4 stages of progress Behaviour, effort and homework ratings completed	S1 Full Report to capture summary of progress and next steps.

S2	Tracking	Reporting
November	S2 Tracking entered using 4 stages of progress Behaviour, effort and homework ratings completed	S2 Full Report to capture summary of progress and next steps.
April	S2 Tracking entered using 4 stages of progress Behaviour, effort and homework ratings completed	S2 Reflecting on Progress and Learning Report. Pupils create report/S2 Profile outlining progress and achievement. This is shared with parents with Tracking Report (CfE levels; behaviour, effort and homework ratings).

S3	Tracking	Reporting
December	S3 Tracking entered using 4 stages of progress Behaviour, effort and homework ratings completed	S3 Full Report to inform subject choice with comments on progress and next steps.
May	S3 Tracking entered using 4 stages of progress Behaviour, effort and homework ratings completed	S3 Profile. Pupils create S3 Profile outlining progress and achievement. This is shared with parents with Tracking Report (CfE levels; behaviour, effort and homework ratings).

Senior Phase

Assessment, Tracking and Sharing Progress with Parents and Carers

It is important that we use robust and reliable assessment in an on-going way to gather evidence of predicted attainment for SQA estimates. Assessments will have low, medium or high predictive value and this should be taken into account when making judgements. Two evenly-spaced tracking periods will ensure we are periodically looking at evidence of demonstrated attainment and making judgements about progress against national standards.

- **November** – assessment evidence with high predictive value should be used to determine working grades
- **February** – assessment evidence from Winter Assessment Diet should be used holistically with previous high predictive value assessment evidence to determine working grades

In addition, we will continue to communicate timeously with pupils and parents where there are concerns about progress in national courses. Staff will enter concerns on the central **Communications Spreadsheet** at two points (end of September and December). In this way, every 6 weeks Senior Phase parents will be updated if their child is falling below expectations. Conversations with pupils and parents will focus on agreed actions to support improvement.

S4/5/6	Tracking	Reporting
September	<ul style="list-style-type: none"> ▪ Aspirational targets entered by class teachers 	Communications Spreadsheet Pd 1 completed and parents contacted by SLT/PTs/mentors
November	<ul style="list-style-type: none"> ▪ Evidence gathered to make informed comments about progress/target areas/ strategies to support improvement ▪ Tracking data entered with comments re next steps ▪ Behaviour, effort and homework ratings completed 	Tracking Report shared with parents
December		Communications Spreadsheet Pd 2 completed and parents contacted by SLT/PTs/mentors
February	<ul style="list-style-type: none"> ▪ Evidence gathered to make informed comments about progress/target areas/ strategies to support improvement. ▪ Tracking data entered with comments re next steps ▪ Behaviour, effort and homework ratings completed 	Tracking Report shared with parents
March/April	<ul style="list-style-type: none"> ▪ Estimates entered 	Tracking Report with estimated grades shared with parents

Monitoring

Whole school data is collated and reviewed by SLT, PTs and departments, to monitor pace and progress and plan interventions where required. This is built into our Self-Evaluation Calendar.

Assessment, Tracking and Reporting Calendar – 2022/23

	Sept	Oct	Nov	Dec	Jan	Feb	Mar	April	May	June
S1	Baseline tracking (SLT)	Settling in report (PTG) 7 Oct Issue: 13 Oct		Enter tracking using 4 stages of progress Close: 22 Dec					Enter tracking using 4 stages of progress	
		S1 Parent Evening 27 October		Reflecting on Progress Report Learner Conv: 29 Nov- 16 Dec Issue: 20 Dec					Report with comments Open: 20 April Close: 16 May Issue: 19 May	
S2	Baseline tracking (SLT)		Enter tracking using 4 stages of progress	S2 Parent Evening 7 December	Options Issued: 11 Jan Return: 4 Feb		Standardised Assessments tbc		Enter tracking using 4 stages of progress Close: 25 May	Reflecting on Progress Report Issue: 15 June
			Report with comments Open: 25 Oct Close: 24 Nov Issue: 29 Nov							
S3			Numeracy SNSAs tbc	Enter tracking using 4 stages of progress	S3 Parent Evening 17 January	Literacy SNSAs			Enter tracking using 4 stages Close: 23 May	
				Report with comments Open: 22 Nov Close: 13 Dec Issue: 16 Dec					Options Issued: 11 Jan Return: 6 Feb	
S4/5/6	Enter Target grades 15 Sept (Sept Hol)	Communication spreadsheet completed By 30 Sept	Tracking Report with next steps Open: 11 Oct Close: 4 Nov Issue: 10 Nov	Communication spreadsheet completed By 9 Dec tbc	Options S4 Issued: 16 Jan Return: 24 Feb S5/6 Issued: 13 Jan Return: 3 Mar	Tracking Report with next steps Open: 10 Jan Close: 17 Feb Issue: 21 Feb	S4 Parent Evening (targeted S5/6) 1 March	Enter SQA estimates Tracking report issued to parents – no comments		
			S5/6 Parent Evening (targeted S4) 15 November							