

## *Our Lady and St Patrick's College, Knock*



# ASSESSMENT, RECORDING AND REPORTING POLICY

### Policy Details

Legal Status	Adopted	Version Date	Last Review	Next Review	Responsible
Non-statutory	October 2016	May 2016	N/A	June 2018	P McCormick

### Related Documents and Location

1. Homework Policy - Private Folders and [www.knock.co.uk](http://www.knock.co.uk)
2. Examinations and Controlled Assessment Policies - Private Folders and [www.knock.co.uk](http://www.knock.co.uk)
3. Controlled Assessment Policy - Private Folders and [www.knock.co.uk](http://www.knock.co.uk)
4. Curriculum Policy - Private Folders and [www.knock.co.uk](http://www.knock.co.uk)
5. Internal Assessment and Reports Calendar - Private Folders
6. Heads of Department / Coordinators' Calendar - Private Folders
7. Together Towards Improvement (ETI,DE, 2010) - [www.deni.gov.uk](http://www.deni.gov.uk)
8. School Improvement Plan, 2015-18 - Private Folders and [www.knock.co.uk](http://www.knock.co.uk)

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## **1. INTRODUCTION**

Assessment, recording and reporting are at the heart of high quality education provision. Every day, teachers in Our Lady and St Patrick's College use their professional judgment to assess how students are performing and what needs to be done to support them in achieving their full potential. Assessment is a core element of curriculum planning and is inseparable from learning and teaching. It provides information to help improve learning and teaching and has a major role to play in increasing levels of attainment within the College. It is vital that the three strands of assessment, recording and reporting are linked together into a coherent framework that allows teachers to track student progress, plan for improvement and raise levels of attainment.

## **2. AIM**

To improve standards of attainment throughout the College by promoting high quality assessment, recording and reporting procedures and practices that are consistent with our Mission Statement, Aims, Objectives and School Improvement Plan.

## **3. OBJECTIVES**

The purpose of this policy is to:

- provide a framework that explains how assessment, recording and reporting are conducted and monitored in the College;
- provide a coherent approach to assessment, recording and reporting in the College that is in line with statutory requirements and the DE *Together Towards Improvement* Quality Indicators on assessment, recording and reporting;
- raise attainment levels by promoting best practice in assessment, recording and reporting;
- keep staff, students, parents, Governors and external agencies informed about the processes of assessment, recording and reporting in the College.

## **4. TYPES OF ASSESSMENT**

**Assessment** is the process of evaluating how effectively learning is occurring. It is primarily undertaken by teachers, students or by examination bodies. A wide range of activities undertaken by teachers and students can provide information on learning.

**Assessment of Learning (Summative Assessment)** takes place *after* the learning and tells us what has been achieved.

**Assessment for Learning (Formative Assessment)** focuses on the *learning process* rather than the end product and attempts not to prove learning has occurred, but rather improve it. It is a way of taking stock during the learning process and can help inform how the learning is progressing.

AoL and AfL are not opposing practices. The use of AfL in the classroom does not mean that teachers should no longer mark students' work; summative assessment will always have a place in educational practice. Instead, they are complementary approaches, as the use of AfL can help students perform better on summative assessment tasks and summative assessment can reflect the impact of AfL.

## **5. ASSESSMENT OF LEARNING (SUMMATIVE ASSESSMENT)**

The **main purpose** of summative assessment is **to measure students' level of achievement at the end of a unit or course of study**. Teachers routinely sum up what their students have learned, allowing them to see the progress

that they have made over a period of time. Its **other purposes** include:

- measuring students' progress for parents;
- helping decide which classes students should be placed in (e.g. GCSE Mathematics or Further Mathematics);
- helping students to decide which optional GCSE or AS-/A-level courses to select;
- forming all or part of an external qualification at GCSE and AS-/A-level;
- helping students move on to the next level (e.g. from Key Stage 4 to the Sixth Form, from school to university);
- providing information for the DE on the standards reached by students in the College; and
- comparison of the levels of attainment in the College achieved at GCSE and AS-/A-level with similar schools.

Summative assessment in the College includes:

- GLA transfer tests at 11;
- internal end of term/year examinations;
- GLA Progress Tests in English and Mathematics tests at age 11 and 14;
- Key Stage 3 Teacher Assessed Levels of Progression in English and Mathematics;
- GCSE controlled assessment and external examinations;
- OECD PISA (Programme for International Student Assessment);
- AS-/A-level coursework and external examinations

## **6. ASSESSMENT FOR LEARNING (FORMATIVE ASSESSMENT)**

The **main purpose** of the AfL approach is **to help students attain a higher level of performance**. It can be **formal** (for example, a short test) or **informal** (for example, classroom questioning). AfL is conducted during day-to-day classroom practice and takes place **during** learning. It also gives students an active role in the assessment process. Students work with the teacher to determine what is being learned and to identify what the next steps should be. Both parties then use the feedback (which includes information on how the students are learning, their progress, the nature of their understanding and the difficulties they are having) to improve the learning.

This emphasis is not on the teacher's role, but on the students' role in the learning process.

In AfL:

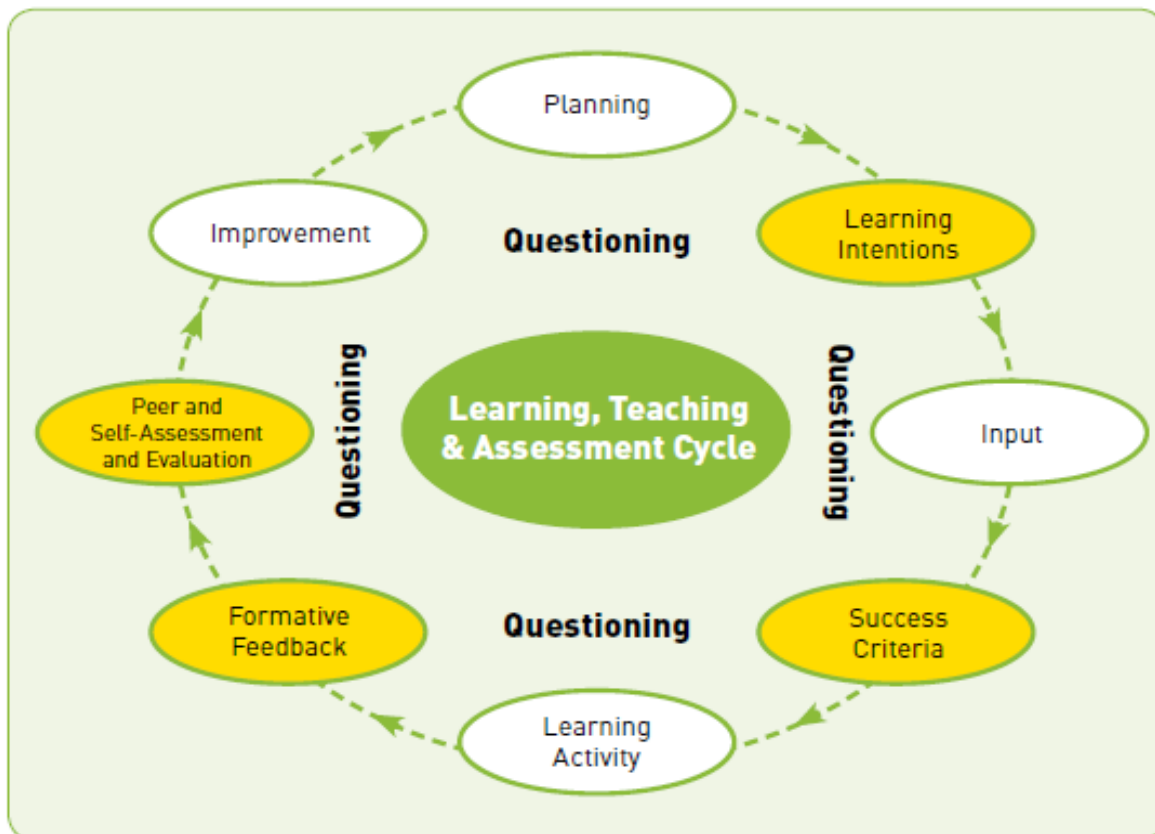
- there is a high emphasis on *transferable learning*;
- assessment becomes a much more *transparent process* because it is based on critical information that is shared with learners; and
- learners are able to *take responsibility* for their own learning and, eventually, for their own assessment.

AfL should integrate into normal classroom practice with **all classes (Year 8 - 14)** and will involve the following key actions:

- sharing *learning intentions*;
- sharing and negotiating *success criteria*;
- giving *feedback* to students;
- effective *questioning*; and
- encouraging students to *assess and evaluate their own and others' work*.

If the *results* from an assessment can be used to adjust teaching plans in order to improve learning for *current* students, the assessment can be said to be **formative**. If the results are simply used as a final measure of what students have learned at the end of a course, unit of work or term, then the assessment is **summative**.

**Diagnostic assessment** is a particular type of AfL that is intended for determining the nature of a student's learning problems (for example, a reading test for a student with reading difficulties).



[http://ccea.org.uk/sites/default/files/docs/curriculum/assessment/assessment\\_for\\_learning/ks3\\_afl\\_guidancebooklet.pdf](http://ccea.org.uk/sites/default/files/docs/curriculum/assessment/assessment_for_learning/ks3_afl_guidancebooklet.pdf)

Extensive research indicates that an AfL approach has a very positive effect on learning and teaching:

- it improves examination performance;
- it improves student morale, motivation and their willingness to take risks in order to learn;
- it enhances teacher-student relationships by increasing two-way communication;
- it helps teachers plan lessons that suit the learning needs of their students.

The AfL approach also links well with **Thinking Skills and Personal Capabilities**, as both promote the concepts of:

- setting open-ended challenges;
- making thinking important;
- making thinking and learning explicit;
- effective questioning;
- enabling collaborative learning;
- promoting independent learning; and
- making connections.

## **7. PRINCIPLES OF GOOD ASSESSMENT PRACTICE**

Assessment is essential to effective teaching. In high quality teaching, **teachers constantly assess learning**, sometimes formally, sometimes informally. They recognise the need to be in tune with what students are thinking, and use this to stimulate student progress. In order to improve the quality of assessment practice in the College, it is useful to establish the broad principles of good assessment practice.

1. Assessment of any kind should ultimately improve learning.

2. Assessment methods should enable progress in all important learning goals to be facilitated and reported.
3. Assessment procedures should include explicit processes to ensure that information is valid and is as reliable as necessary for its purpose.
4. Assessment should promote public understanding of learning goals relevant to students' current and future lives.
5. Assessment of learning outcomes should be treated as approximations, subject to unavoidable errors.
6. Assessment should be part of a process of teaching that enables students to understand the aims of their learning and how the quality of their achievement will be judged.
7. Assessment methods should promote the active engagement of students in their learning and its assessment.
8. Assessment should enable and motivate students to show what they can do.
9. Assessment should combine information of different kinds, including students' self-assessments, to inform decisions about students' learning and achievements.
10. Assessment methods should meet standards that reflect a broad consensus on quality at all levels from classroom practice to national policy.

*(Changing Assessment Practice, Assessment Reform Group, 2008)*

## **8. TOGETHER TOWARDS IMPROVEMENT QUALITY INDICATORS (ETI, September 2010)**

### **Assessment: How effective is assessment in promoting learning?**

- The school's assessment policy reflects statutory requirements and provides clear guidance about the purposes of assessment, the methods to be used, the range and types of evidence to be retained, and the uses to be made of assessment information.
- Teachers use an appropriately wide range of assessment for learning strategies, including, self and peer-assessment and formative use of summative assessment outcomes.
- The students' work is marked regularly, frequently and consistently in ways which highlight the strengths and give feedback on what the student needs to do in order to improve.
- Students identify personal learning targets.
- Appropriate and realistic targets are set, monitored and tracked for individual students for learning, and attainment in end of key stage assessments and public examinations.
- The school communicates to parents the students' progress and achievement.

## **9. ASSESSMENT AND STUDENT MOTIVATION**

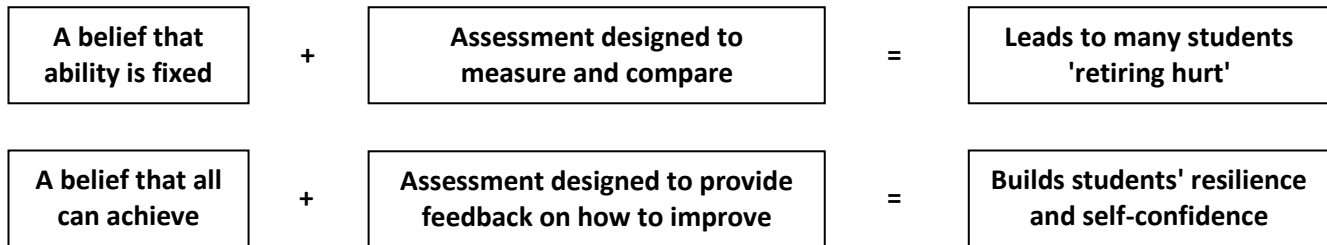
The AfL approach can help students become more motivated if their teachers:

- emphasise real progress and achievement rather than failure;
- praise effort rather than ability;
- emphasise progress against personal best and avoid or play down comparisons with others;
- are aware of the effect comments, marks and grades have on learners' confidence and self-esteem.

When the focus in the classroom is primarily on achieving high grades or a high position in the class ranking, students will inevitably:

- look for ways to obtain the best marks rather than address their learning needs; or
- seek to 'get by' and avoid difficult tasks; or
- simply give up and 'retire hurt'.

To prevent this happening, teachers in the College need to create a culture of success, backed by a belief that **all** can achieve. One way to do this is to ensure that feedback to any student is about **the particular qualities of their work, with advice on what he or she can do to improve**, without comparison to others in the class.



(*Inside the Black Box*, Paul Black and Dylan Wiliam, 2006)

## 10. ASSESSMENT STRATEGIES

In the classroom, assessment may be carried out by teachers, by individual students (**self-assessment**) by fellow students (**peer assessment**) or via the web or a computer programme. **Formal assessment** will be pre-planned by the teacher while **informal assessment** can be intuitive, undertaken in response to what is happening in the classroom at a particular moment in time, and unrecorded. Equally, assessment can be pre-planned, focussed on a particular issue, and recorded by the teacher.

Teachers in the College are required to use **varied forms of assessment**, including teachers' observations, discussions with students, marking, written tests and other structured assessment tools, which are matched well to the students' ages and stages of development. The assessment tasks should have **clearly identified purposes which are understood by the students**. A student in the College should experience a variety of forms of assessment, especially at Key Stage 3 and 4, including those listed below:

### Assessment through writing:

- short answer assignments;
- extended writing assignments;
- end-of-unit of work tests;
- coursework or controlled assessment tasks.

### Assessment through practical activities:

- experiments in the Sciences;
- fieldwork assignments in Geography, History and Business Studies;
- Home Economics, Art, Music, Drama, Technology & Design, Computing/ICT practical activities.

### Assessment through talking and listening:

- oral and aural tests;
- verbal questioning of students;
- listening to student discussion groups.

### Web or computer-based assessment:

- Online subject assessments;
- Career or higher education aptitude tests.

### **Baseline Assessment:**

- GLA CAT 4 Tests (carried out at the start of Year 8, 11 and 13);
- GLA Progress Tests in English and Mathematics tests at age 11 (carried out at the start of Year 8);
- GLA New Group Reading Tests (for Junior School students with reading difficulties);
- GLA Progress Tests in English and Mathematics tests at age 14 (carried out at the end of Year 10);
- GLA PASS Tests (carried out at the start of Year 8, 11 and 13);
- OECD PISA (carried out every three years with a sample of Year 11 and 12 students).

## **11. FEEDBACK ON STUDENT LEARNING**

Students need information and guidance on how they are progressing in order to **plan the next steps in their learning**. Teachers should pinpoint each student's strengths and advise on how to develop them. They should also identify weaknesses and how they might be addressed. Research shows that giving students **frequent quality feedback** with opportunities to review and discuss their work, can help them to improve their learning (Black et al., 2011; Harlen, 2005).

### **11.1 Marking of Students' Work**

The marking of students' work by the teacher is an important and traditional way of giving feedback on student learning. (However, the AfL approach, backed up recent research, also strongly supports the use of **peer assessment** and **self-assessment**).

- Teacher marking needs to be regular and kept up-to-date, with scripts being returned promptly to students.
- It should be used to monitor progress, celebrate achievement and diagnose learning problems.
- Students need to understand the marking criteria and the grading system used in advance of the assessment.
- **Marking to the specific learning intentions** of a topic helps teachers construct relevant feedback comments which will help students to improve.
- Marking should **usually include comments**, not just ticks. The comments should not be too cursory. They need to be encouraging, but not merely congratulatory. **It is particularly important that the comments tell students how to improve their work.**
- Marking comments may include instructions to students on how to re-draft their work or correct mistakes. When students are asked to correct or repeat their work, it is important to check that they do so.
- Errors in students' written work should be corrected. There may be a case for not correcting every error, where, for example, to do so might discourage a student. However, significant errors should not be left uncorrected.
- Students' work in preparation for external examinations should be marked using the mark schemes of the examinations.
- Internal standardisation may be needed to produce consistent marking standards between different teachers in a department. (Make it the focus of a Department Meeting)
- Marking in all subjects needs to include the students' use of English, particularly spelling, punctuation and grammar.
- Teachers should promote the good practice outlined in the College's **Common Marking Grid for Literacy, Whole School Presentation Strategy** and **Pupil's Writing Checklist** (Refer to the College's Literacy Policy).
- A **standard Assessment Cover Sheet** will be used across departments for internal summer and Christmas exams. It will state the Learning Objectives assessed, and after being marked by the teacher, will indicate the extent to which the Learning Objectives have been achieved.

### **11.2 Marking Techniques**

The marking technique used will be influenced by the particular nature of the subject, topic or activity being



assessed.

### **Marks or grades**

Care should be taken in giving *only* numerical marks or grades to students' work. It may be ineffective for learning because it does not tell students *what they need to do to improve*. It can also affect their self-perceptions. If the mark is high, the student is pleased but is not given an impetus to do better, particularly the very able. If the mark is low, the belief is confirmed that the student is not able to achieve in the subject.

### **Comment-only marking**

Giving marks or grades lets students know how well they have performed. However, it doesn't tell them anything about the reasons behind the performance or help them to improve. Students who believe that their ability is fixed, may be demoralised by the low standards they achieve in a marked piece of work, and in the worst scenario, give up. Comment-only marking may help to build up a student's confidence, especially if it indicates how the student could improve.

*'To be effective your written feedback needs to **cause thinking**. Grades don't do that, scores don't do that and vague comments like 'good work' don't do that.'* (Dylan Wiliam)

### **Marks or grades and comments**

This is the technique used most commonly throughout N. Ireland.

Ruth Butler (1988) researched the effectiveness of these three main techniques of giving written feedback to students:

- Marks or grades only;
- Comments only;
- Marks or grades and comments.

Her study showed that learning gains, as measured by examination results, were greatest for students who were given feedback by '**comments only**'.

### **Acknowledgement marking**

A tick or initial is used and may be appropriate:

- when enough oral feedback took place during the lesson;
- when the work was self-marked or pair marked by the students.

### **Marking together with the teacher**

It is sometimes useful to involve all of the students in marking their own work, under the guidance of the teacher. It helps students understand what examiners are looking for and provides extra learning opportunities during the marking. Similarly, **triple marking** of a piece of work may also be a useful learning exercise for students (e.g. self – blue ink, peer – green ink and teacher – red ink).

### **Sampling**

This involves choosing to mark a certain number of pieces of work in depth with the remaining work self-marked or pair marked by the students. It is likely to be appropriate when marking of the whole group would be very time consuming or not particularly productive in helping students to progress.

### **11.3 Peer Evaluation and Self-Evaluation**

This is about valuing and encouraging students' involvement in **making judgements about their own and others' learning**. Students should be given opportunities to reflect on what they have learned and view this as part of their learning experience. They need to have opportunities to discuss their learning, to share their understanding and to *see mistakes as learning opportunities*. In doing so, they take more responsibility and become more focussed, motivated and self-directed. They become more aware of their own skills, capabilities, strengths and weaknesses, and they realise that others have them too.

**Paired marking** is the most common form of **peer evaluation**, with the pairs of student giving feedback on their

colleagues' work; for example, using the '**two stars and a wish**' approach. If the teacher is the only person giving feedback, the balance is wrong and the students become relatively powerless in working out how they could improve.

Building in time for pupils to be reflective through self-assessment and **self-evaluation** encourages them to know their strengths and to think of different ways to improve their learning. They can decide what worked well for them and identify how they can move forward in their learning.

## **12. RECORDING AND REPORTING ASSESSMENTS**

### **12.1 Purpose of Recording Assessments**

The recording of students' progress plays a crucial part in the continuous monitoring process. A well-planned recording system will provide a central means through which teachers can gather and collate a range of assessment outcomes for formative, diagnostic, summative and evaluative purposes. The process of recording assists teachers to:

- Plan the next stage of teaching, learning and assessment;
- Develop intervention strategies to support learning;
- Help improve learning outcomes for all students;
- Recognise the progress and achievements of their students;
- Inform students of their progress and achievements;
- Communicate information to a range of people including fellow teachers and parents.

### **12.2 Planning for Assessment**

At the start of each academic year, the CMT will agree an **Internal Assessment and Reports Calendar** which will describe the formal assessment and reporting requirements for each year group and the dates for completion. Heads of Department should ensure that **common assessments** are used for different classes within the same Year Group and that **agreed mark schemes** are used to measure students' performance. Students' work should be assessed and returned as soon as possible, so that the importance of the assessment is not diminished. Teachers should review with students their assessments soon after they have been marked, to allow both parties to gain maximum benefit from the process.

### **12.3 SIMS Student Tracking**

Subject departments use the SIMS Student Tracking module to monitor the progress of Year 11 to 14 students throughout the school year. Dates are agreed annually for the completion of the assessments that will be added to the **SIMS Student Tracking Sheets**.

The key features of the system are:

- **Tracks student progress** – Individual student targets and periodic assessments are recorded in the SIMS Student Tracking Sheets.
- **Colour coded tracking** – 'Traffic lights' show whether pupils are making good progress, falling behind or 'stuck'.
- **Customised to suit the College** – Tracking Sheets are customised to the requirements of the College's Assessment Policy.
- **Teacher's tracking screen** – Individual and class progress are shown for the teacher on one screen, which summarises average group progress and can be filtered to focus on target groups, including the gifted or less able.
- **Maintains an historical record** – SIMS maintains a complete record of all assessments recorded over each pupil's life in the school, providing a complete picture of their progress.
- **Ease of monitoring** – Heads of Year and Heads of Department can easily monitor the progress of all of the pupils in their care.

Assessment	To be completed by	To be added to SIMS Student Tracking Sheets by..
<b>Year 11 Students</b>		
Student <b>target grades</b> to be agreed with teachers and added to Target Setting and Self-Evaluation booklet by students by mid-October. Student <b>target grades</b> to be added to SIMS Student Tracking sheets by teachers by INSET Day 4.		
1. Class test	Mid-October	INSET Day 4
2. Class test	Mid-November	Early December
3. GCSE exam in Sports Hall	Late January	Early February (*Also submission of reports deadline)
4. Class test	Early April	INSET Day 9
<b>Year 12 Students</b>		
Student <b>target grades</b> to be agreed with teachers and added to Target Setting and Self-Evaluation booklet by students by early October. Student <b>target grades</b> to be added to SIMS Student Tracking sheets by teachers by INSET Day 4.		
1. Summer exam (of Year 11)	End of June	Early October
2. Class test	Mid-October	INSET Day 4
3. GCSE exam in Sports Hall	Early December	Late December (*Also submission of reports deadline)
4. Class test	Early April	INSET Day 9
<b>Year 13 Students</b>		
Student <b>target grades</b> to be agreed with teachers and added to Target Setting and Self-Evaluation booklet by students by late October. Student <b>target grades</b> to be added to SIMS Student Tracking sheets by teachers by INSET Day 4.		
1. Class test	Mid-October	INSET Day 4
2. Class test	Mid-November	Early December
3. AS-level exam in College Hall	Mid-January	Early February
4. Class test	Early April	INSET Day 9
<b>Year 14 Students</b>		
Student <b>target grades</b> to be agreed with teachers and added to Target Setting and Self-Evaluation booklet by students by early October. Student <b>target grades</b> to be added to SIMS Student Tracking sheets by teachers by INSET Day 4.		
1. AS exam (of Year 13)	End of June	6 October
2. Class test	Mid-October	INSET Day 4
3. A2-level exam in College Hall	Early December	Late December
4. Class test	Early April	INSET Day 9

#### **12.4 SIMS Junior School Student Profile**

Staff in the College are working with C2k to construct a Junior School Student Profile on SIMS, beginning with **Year 8 students in 2016-17**. The main aims of the Profile are to:

- improve ease of access to student baseline data via SIMS;
- facilitate the cumulative recording of student data on SIMS;
- facilitate the monitoring of student progress via SIMS.

The Tracking Sheets for each subject will be pre-populated with student data, including: Key Stage 2 Levels in Communication and Using Maths; GL Entrance Assessment results; Progress Tests in English and Maths results; CAT scores; and subject targets (predicted from CAT scores). Subject teachers will add into their Tracking Sheets, assessment data that has been obtained throughout the school year. They will also have the facility to easily import into the Tracking Sheets, other relevant information, including SEN status and attendance.

## 12.5 Annual Report To Parents

Reports contain written feedback on the statutory minimum content for Key Stage 3, Key Stage 4 or the Sixth Form as appropriate. They should be brief, so it is important to make concise comments that convey key information about a student's progress. Reports will also contain statistical information on attendance and punctuality. **Teachers' comments** should be based on a review of the student's individual learning and performance and their specific knowledge of the student's ability, effort and potential. Key criteria to consider include:

- Performance and progress in this subject area against previous best efforts, including strengths and weaknesses, for example:
  - self-management, organisation and structuring of work;
  - ability to research and manage information;
  - development of conceptual knowledge and understanding;
  - development of subject-specific skills and processes such as problem solving or creativity;
  - ability to communicate in various forms;
  - commitment and effort observed, including working well with others; and
- A specific focus for development and effort to improve future learning, including specific tips, if possible.

The College's annual **Internal Assessment and Reports Calendar** gives an outline of the College's reporting schedule:

- Reports are produced electronically using SIMS Assessment Manager and SIMS Profiles 7.
- Reports for Year 8, 9 and 10 students reach parents by the end of Term 3 each year.
- Year 10 students sit a formal Mathematics examination in late May, and the results are reported to parents in June, with a recommendation as to whether students should consider studying GCSE Further Mathematics in the Senior School.
- Year 11 and 13 students sit formal 'mock' examinations in January in preparation for their GCSE and AS unit examinations in May/June. The results of these examinations are reported to parents in February.
- Year 12 and 14 students sit formal 'mock' examinations in December in preparation for their GCSE and A2 unit examinations in May/June. The results of these examinations are reported to parents in January.
- The results of external examinations taken by students are reported to parents once they become available from the examination boards.

## 12.6 SIMS Assessment Record Sheets

- Assessment Record Sheets are completed on SIMS for Year 8, 9 and 10 students at the end of Term 1. They are used by subject teachers to report an overall Attainment and Effort grade to parents.
- Assessment Record Sheets are completed on SIMS for Year 11 students at the end of Term 3.

## 12.7 Grading Systems Used for Annual Reports to Parents and SIMS Assessment Record Sheets

<b>Key Stage 3</b> (Years 8 – 10) Effort [1 – 6] Attainment [1 – 6]	<b>GCSE</b> (Years 11 – 12) Effort [1 – 6] Attainment [1 – 6]	<b>Attainment</b> – currently working at grade:	<b>AS-level</b> (Year 13) Effort [1 – 6] Attainment [1 – 6]	<b>Attainment</b> – currently working at grade:	<b>A-level</b> (Year 14) Effort [1 – 6] Attainment [1 – 6]	<b>Attainment</b> – currently working at grade:
1 Excellent	1 Excellent	A*	1 Excellent	A	1 Excellent	A*
2 Very Good	2 Very Good	A	2 Very Good	B	2 Very Good	A
3 Good	3 Good	B	3 Good	C	3 Good	B
4 Fair	4 Fair	C	4 Fair	D	4 Fair	C
5 Poor	5 Poor	D	5 Poor	E	5 Poor	D
6 Very Poor	6 Very Poor	Below D	6 Very Poor	Below E	6 Very Poor	Below D

### **12.8 Progress File**

At the end of the school year, Year 12 students receive a Progress File which contains information about:

- A student's involvement in College societies, clubs or activities.
- Any positions of responsibility held by the student in the College or at any clubs or activities.
- Any qualification, award or certificate gained by a student, including any credit towards a qualification received on behalf of the school via another provider, including another school or FE college.

### **12.9 End of Key Stage 3 Information**

Statutory assessment of the **Cross-Curricular Skills (Communication and Using Maths)** at the end of Key Stage 3 is in the form of teacher assessment, with moderation. It is carried out using the statutory **Levels of Progression** provided for that purpose. Substitute cover is available for each Year 10 class to support the assessment process. Teacher assessed Levels of Progression are transferred to CCEA via EDI (Electronic Data Interchange) in May. Final Levels of Progression are returned to schools via EDI in June and are then reported to parents in August.

## **13. STAFF ROLES AND RESPONSIBILITIES**

College staff have within their control the opportunity to make a substantial impact on the levels of attainment of our students. A clear understanding of the roles of different members of staff, combined with an appropriate monitoring system, will help to ensure consistency of practice, paving the way for students to achieve their learning potentials. An **Internal Assessment and Reports Calendar** is drawn up annually, to provide a time frame for the completion, recording and reporting of assessments.

### **13.1 Useful Monitoring Strategies**

The monitoring strategy deployed will depend on the nature of what is to be monitored. Of course monitoring itself will be of no use unless the information obtained is used to **improve or maintain the quality of learning and teaching** in the College. Possible monitoring strategies include:

- 'Book scoops' that focus on student learning;
- Student focus groups;
- Classroom observations;
- Performance Review Staff Development;
- Discussions between the Head of Department and the Principal/Vice Principal/Head of Faculty;
- Discussions between the Head of Department and the subject teacher;
- Discussions at Faculty Team meetings;
- Tracking of students' internal assessment results relative to their individual subject targets (e.g. via SIMS Student Tracking);
- Subject department external examination results in comparison to the department's examination targets as set out in the annual Subject Department Plan;
- Subject department examination results in comparison to the NI Grammar average (see 'Mixed Analysis' spreadsheet in PF 1);
- Formal or informal feedback from students, parents or staff (e.g. Kirkland-Rowell student, parent and staff surveys, interviews with students and parent-teacher meetings);
- Focussed visits and reports from DE ETI inspectors or the College's Education Authority Link Officer.

All teachers have specific roles to play to ensure that that assessment procedures and practice in the College are of a high standard and appropriate for a modern curriculum.

### **13.2 Principal**

- The Principal has a duty to ensure that the College meets the statutory requirements in relation to assessment, including the publication of examination targets in the College's **School Improvement Plan**.
- Provide reports to Governors on the progress being made towards achieving the examination targets agreed in the College's School Improvement Plan.

- Meet annually with Heads of Department / Co-ordinators to evaluate the examination performances of students relative to the examination targets agreed within subject departments.

### **13.3 Vice Principal (Assessment Co-ordinator)**

The Assessment Co-ordinator has the key role in the analysis and interpretation of performance data and in developing effective assessment practice across the College. To achieve this, he should:

- Prepare and distribute an **Internal Assessment and Reports Calendar** for teachers which outlines the assessment requirements and the associated dates for completion; and a **Controlled Assessment Calendar** for Year 11 and 12 parents and students.
- Lead on the development and review of the College's **Assessment, Recording and Reporting Policy**, including marking, and the College's **Homework Policy**.
- Identify assessment priorities for the College's School Improvement Plan.
- Prepare and send by EDI an annual **DE Census Return**, which includes accurate examination data.
- Identify and support the assessment training needs of staff.
- Ensure that assessment procedures are manageable and that assessment data is effectively gathered and collated.
- Disseminate assessment information throughout the College (e.g. PTE, PTM, CAT 4, GCSE/AS/A2 examination results).
- Analyse assessment data in order to monitor school effectiveness and inform the setting of examination targets for the School Improvement Plan.
- Support colleagues in using assessment information and data (e.g. August target setting in departments).
- Ensure that subject department assessment procedures are in line with school policy, are up-to-date and are regularly reviewed.
- Liaise with Heads of Faculty and Heads of Department to ensure that students have a coherent and consistent assessment experience across the curriculum.
- Liaise with Heads of Faculty and Heads of Department to ensure that subject departments carry out assessment procedures to agreed standards and generate portfolios of moderated assessed work.
- Liaise with the College's Internal Examinations and Reports Co-ordinator to ensure that an appropriate internal examinations programme is in place for all students.
- Liaise with the College's Examinations Officer to ensure that an appropriate external examinations programme is in place for all students.
- Prepare assessment data for public documents (e.g. School Prospectus, Annual Board of Governors Report to Parents and Open Day Booklet).
- Liaise with contributory primary schools in the transfer of Key Stage 2 assessment data.

### **13.4 Heads of Faculty**

- Support Heads of Department in using assessment information and data (e.g. August target setting in departments).
- Ensure that subject department assessment practices are in line with school policy and are regularly reviewed.
- Liaise with Heads of Department to ensure that students have a coherent and consistent assessment experience across the curriculum.
- Liaise with Heads of Department to ensure that subject departments carry out assessment procedures to agreed standards and generate portfolios of moderated assessed work.
- Engage with Heads of Department in the process of target setting and put in place procedures for monitoring targets.
- Review students' work on a regular basis to ensure students have a consistent assessment experience across the school.
- Ensure appropriate monitoring and evaluation procedures are in place within the Faculty and within each constituent subject area.
- Meet Heads of Department and agree the delivery of attainment targets to meet those articulated

in the School Improvement Plan.

- Mentor new Heads of Department with regard to assessment, recording and reporting.

### **13.5 Heads of Department**

- Ensure that Department assessment, recording and reporting practices are in line with College policy and are reviewed regularly.
- Ensure that all Department colleagues are familiar with, and are consistent in their implementation of, the Department's agreed assessment, recording and reporting practices.
- Ensure that schemes of work include clear learning objectives and a range of strategies for assessment within the subject.
- Ensure that there is an AfL focus within the classroom.
- Check that assessment and marking procedures within the department are implemented effectively.
- Develop consistency of marking of students' work to agreed standards, with all teachers in the Department.
- Meet with colleagues to agree realistic but challenging assessment targets, using recent assessment data (e.g. assessment results and CAT 4 predictions).
- Monitor progress towards meeting department assessment targets (e.g. by using SIMS student tracking).
- Report annually to the Principal the assessment standards achieved by students.

### **13.6 Subject Teachers**

- Target set with Year 11 to 14 students.
- Implement an AfL approach within the classroom.
- Implement College and subject department policy on assessment.
- Enable students to develop the skills of self and peer assessment and evaluation.
- Identify students in need of extra support, working with the SENCO as required (e.g. to develop subject specific IEPs and review targets and learning strategies).
- Use a range of assessment methods to gather assessment information in line with the College policy.
- Record assessment information in a 'Mark Book'/SIMS.
- Provide written reports on students' progress to parents annually, including advice on how they could improve their learning. Also be available for consultation with parents and students at Parent-Teacher Meetings, Options Days and Induction Days.
- Work with pastoral staff with regard to helping students who are underachieving.

### **13.7 Literacy Coordinator and Newcomer Students**

Newcomer students will be identified through the Personal Details pro forma filled in June during the Year 8 interview with Pastoral Leaders. Each student will be benchmarked by the Literacy Coordinator using the most appropriate test from one of following: Testing Pearson EDI Outline, Oxford Placement Test and Cambridge Young Learners Test. Outcomes will be measured against the statutory CEFR form and shared with all relevant staff. The Literacy Coordinator will work with the SENCO to identify appropriate strategies to assist literacy progression, and if appropriate, work with the Inclusion and Diversity Service. An IEP will be drawn up for all Newcomer students to include subject specific strategies to aid literacy development. The Literacy Coordinator will monitor and review the progress of Newcomer students.

### **13.8 Heads of School and Heads of Year**

- Track the progress of students across the curriculum, paying particular attention to low achievers and underachievers.
- Discuss with students and parents strategies for improvement.
- Work collaboratively with subject teachers and the LST in order to address the learning needs of low achievers and underachievers.
- Liaise with the Internal Examinations and Reports Coordinator to plan and implement an annual programme of internal examinations for all year groups, in line with the College Internal Assessment and Reports Calendar.

- Liaise with the Internal Examinations and Reports Coordinator in the production of Annual Reports to Parents for all year groups using SIMS Assessment Manager and SIMS Profiles 7.
- Liaise with the Internal Examinations and Reports Coordinator to ensure Assessment Record Sheets are completed on SIMS for Year 8, 9 and 10 students at the end of Term 1, and then posted to parents. (They are used by subject teachers to report an overall Attainment and Effort grade to parents).
- Liaise with the Internal Examinations and Reports Coordinator to ensure Assessment Record Sheets are completed on SIMS for Year 11 students at the end of Term 3, and then posted to parents.

### **13.9 SENCO**

- In liaison with other staff (subject, pastoral and support), identify students with SEN and assess their specific learning and assessment requirements.
- Write IEPs for SEN students and liaise with staff to ensure that they are developed appropriately over time.
- Liaise with teachers to ensure that appropriate assessment strategies are in place for use with SEN students.
- Monitor and evaluate performance data for SEN students.
- Liaise with subject teachers and the College Examination Officer to ensure that appropriate adaptations are in place for SEN students taking assessments (e.g. extra time allocation, separate room, use of a laptop).
- Work with the Literacy Coordinator to identify appropriate strategies to assist literacy progression, and if appropriate, work with the Inclusion and Diversity Service.

## **14. STANDARDS OF ASSESSMENT PRACTICE**

The *Assessment Reform Group* contends that there are **standards** by which assessment by teachers can be judged. Such standards reflect expectations about, for example, the range of learning outcomes included in assessment. They also cover the impact of the assessment process on students, teachers and the curriculum. These standards of quality practice are attainable but their primary intention is to express a **direction** rather than a goal. The standards can, therefore, be used to identify good practice where it already exists. They can also support critical review and discussion on the nature of effective assessment. Conversely, they can show what needs to be changed where good practice does not exist. The standards, which are set out in 14.1 and 14.2, offer **frameworks for reflection on the quality of assessment practice** for teachers and curriculum managers.



## 14.1 Standards for Classroom Assessment Practice

Assessment Generally	Formative Use of Assessment	Summative Use of Assessment
<p>1. The assessment uses a range of methods that enable the various goals of learning and progression towards them to be addressed.</p> <p>2. The methods used address the skills, knowledge or understanding being assessed without restricting the breadth of the curriculum.</p> <p>3. Teaching provides students with opportunities to show what they can do through tasks that address the full range of goals of learning.</p> <p>4. Teachers use evidence from their on-going assessment to:</p> <ul style="list-style-type: none"> <li>• help students' learning;</li> <li>• summarise learning in terms of reporting criteria;</li> <li>• reflect upon and improve their teaching.</li> </ul> <p>5. Teachers develop their assessment practice through a variety of professional learning activities including reflecting upon and sharing experiences with colleagues.</p>	<p>1. Teachers gather evidence of their students' learning through questioning, observation, discussion and study of products relevant to the learning goals.</p> <p>2. Teachers involve students in discussing learning goals and the standards to be expected in their work.</p> <p>3. Teachers use assessment to advance students' learning by:</p> <ul style="list-style-type: none"> <li>• adapting the pace, challenge and content of activities;</li> <li>• giving feedback to students about how to improve;</li> <li>• providing time for students to reflect and assess their own work.</li> </ul> <p>4. Students use assessment to advance their learning by:</p> <ul style="list-style-type: none"> <li>• knowing and using the criteria for the standards of work they should be aiming for;</li> <li>• giving and receiving comments from their peers on the quality of their work and how to improve it;</li> <li>• reflecting on how to improve their work and taking responsibility for it.</li> </ul>	<p>1. Teachers base their judgments of students' learning outcomes on a range of types of activity suited to the subject matter and age of students, which might include tests or specific assessment tasks.</p> <p>2. Assessment of learning outcomes is based on a rich variety of tasks that enables students to show what it means to be 'good' at particular work.</p> <p>3. Teachers take part in discussion with each other of students' work in order to align judgments of levels or grades when these are required.</p> <p>4. Students are aware of the criteria by which their work over a period of time is judged.</p> <p>5. Students are aware of the evidence used and how judgments of their learning outcomes are made.</p> <p>6. Students are helped to use the results of assessment to improve their learning.</p>

(*Changing Assessment Practice*, Assessment Reform Group, 2008)

## 14.2 Standards for Use by School Management Teams

Assessment Generally	Formative Use of Assessment	Summative Use of Assessment
<ol style="list-style-type: none"> <li>1. There is a school policy for assessment that reflects the standards above for classroom practice.</li> <li>2. The policy is regularly discussed and reviewed to reflect developing practice.</li> <li>3. Teachers have opportunities to improve their assessment practice through professional learning and collaboration.</li> <li>4. Time is made available for teachers to discuss, reflect upon and, on occasion, to observe each other's assessment practice.</li> <li>5. The school's policy and practice in assessment are communicated to parents and carers.</li> </ol>	<p>Teachers collaborate in developing their practice in:</p> <ul style="list-style-type: none"> <li>• communicating learning intentions and success criteria to students;</li> <li>• helping students to take part in self and peer assessment;</li> <li>• providing feedback to help learning;</li> <li>• enabling students to take responsibility for their work.</li> </ul>	<ol style="list-style-type: none"> <li>1. Teachers are able to use a variety of assessment methods free from the pressure of high stakes use of the results.</li> <li>2. Teachers take part in developing quality assurance procedures to maximise consistency in their judgments.</li> <li>3. Students' achievements are discussed in terms of what they can do and not only in terms of levels or grades.</li> <li>4. A manageable system for record-keeping is in operation to track and report on students' learning.</li> <li>5. Parents and carers receive written and oral reports that identify the next steps for their children and provide information about assessment processes to ensure confidence in teachers' assessment.</li> <li>6. Summative judgments are required only when necessary to check and report progress.</li> </ol>

(*Changing Assessment Practice*, Assessment Reform Group, 2008)

**APPENDIX 1: USEFUL SOURCES OF INFORMATION**

- Assessment for Learning - A Practical Guide (CCEA, 2009)  
[http://ccea.org.uk/sites/default/files/docs/curriculum/assessment/assessment for learning/afl practical guide.pdf](http://ccea.org.uk/sites/default/files/docs/curriculum/assessment/assessment%20for%20learning/afl_practical_guide.pdf)
- Assessing the Cross-Curricular Skills (CCEA website)  
[http://ccea.org.uk/curriculum/key\\_stage\\_3/assessment/assessing cross curricular skills](http://ccea.org.uk/curriculum/key_stage_3/assessment/assessing_cross_curricular_skills)
- Assessing Thinking Skills and Personal Capabilities (CCEA website)  
[http://ccea.org.uk/curriculum/key\\_stage\\_3/assessment/assessing thinking skills and personal capabilities](http://ccea.org.uk/curriculum/key_stage_3/assessment/assessing_thinking_skills_and_personal_capabilities)
- Assessment for Learning for Key Stage 3 (CCEA, 2007)  
[http://ccea.org.uk/sites/default/files/docs/curriculum/assessment/assessment for learning/ks3 afl guidancebooklet.pdf](http://ccea.org.uk/sites/default/files/docs/curriculum/assessment/assessment_for_learning/ks3_afl_guidancebooklet.pdf)
- The Think Pack (CCEA website)  
[http://www.nicurriculum.org.uk/curriculum\\_microsite/TSPC/the think pack/index.asp](http://www.nicurriculum.org.uk/curriculum_microsite/TSPC/the_think_pack/index.asp)
- Guidance on Subject Assessment at Key Stage 3 (CCEA, 2012)  
[http://www.nicurriculum.org.uk/docs/assessment/assessing\\_areas\\_of\\_learning/Assessment\\_guidance.pdf](http://www.nicurriculum.org.uk/docs/assessment/assessing_areas_of_learning/Assessment_guidance.pdf)
- The Education (Student Reporting) Regulations (Northern Ireland) 2009  
[www.legislation.gov.uk/nisr/2009/231/pdfs/nisr\\_20090231\\_en.pdf](http://www.legislation.gov.uk/nisr/2009/231/pdfs/nisr_20090231_en.pdf)
- Inside the Black Box - Raising Standards through Classroom Assessment (Paul Black and Dylan Wiliam, 2006)
- Changing Assessment Practice (Assessment Reform Group, 2008)
- Together Towards Improvement (ETI,DE, 2010)

Signed: ..... Chair of Board of Governors

Date .....

Signed: ..... Principal

Date .....