



ASSESSMENT AND REPORTING POLICY

April 2017

Rationale

- Assessment is a process by which we come to know our pupils, their aptitudes, understanding and skills. We believe that assessment is integral to effective teaching and learning, and so is most effective when undertaken in collaboration with the pupil. Assessment and Reporting constitute vital communication channels for members of the school community and parents.

Purposes

- To evaluate the effectiveness of the learning and teaching process and to facilitate continuing improvement;
- to provide constructive feedback to pupils on their progress. Feedback that is clear, informative, timely and relevant to students helping them identify areas of their work which they find challenging;
- to provide feedback to teachers and parents on pupils' progress;
- to provide data from which reports can be written on pupils' progress and achievements;
- to improve the quality of current curricular provision;
- to encourage habits of effective time management, developing the independent learner.

The Role of the Board of Governors;

The Governor's role is in relation to school improvement, ensuring that the Principal and staff put in place all necessary arrangements and mechanisms to help pupils succeed and to achieve their full potential.

The Assessment and Reporting Policy is an important vehicle for this. This policy can be viewed as a subsidiary to the Curriculum Policy (reviewed 2017), this will be reviewed bi-annually.

Guidelines

- In their Schemes of Work departments should identify agreed teaching and learning objectives and indicate how these will be assessed and marked. These learning objectives should be communicated to pupils prior to engaging in assessment tasks/tests.
- Departments should use common assessment tasks/tests, plus common marking and standardisation procedures to ensure consistent judgements about pupils' level of attainment.
- To help develop pupils' confidence and enhance their self-esteem, pupils must experience success. Assessment tasks/tests should reflect the range of pupils' ability and provide opportunities for them to demonstrate what they know, understand and can do.
- When constructing assessment tasks departments should take account of previous levels of attainment in order that progression is easily demonstrated. Periodic review of pupils' performance should be used when evaluating and planning teaching programmes and schemes of work.
- Departments should annually review the assessment material being used, ensuring a focus is on quality rather than quantity. In advance of a new academic year HODs must submit an updated copy of departmental assessment schedules to the Senior Teacher responsible for Assessment. In addition updated copies of assessment material should be forwarded on an on-going basis throughout the academic year.

■ The College has agreed procedures for:

- Teacher record keeping.
- Reporting to parents.
- Formative assessment (Continuous monitoring using tracking on SIMS).
- Summative assessment (Winter & Summer examinations)
- KS3 Levels of attainment.

All teachers follow these procedures, which are monitored by Heads of Department, SLT Link personnel, Senior Teacher responsible for Assessment and Vice Principal (Curriculum). The procedures are evaluated against the purposes for assessment, recording and reporting.

Methods of Assessment

Students should be assessed using a variety of forms (written, IT tasks, presentations, oral, graphic, role-play, music etc.) and students should, where possible, be given a choice of task to demonstrate learning. Assessments may include individual or collaborative achievements and should also be used to promote the development of creativity and thinking skills. The requirements for learner success should be made clear and the overall aim should be to develop in pupils the ability to evaluate the quality of their own work in order to equip them to function as life-long learners.

The emphasis is on Assessment for Learning, the formative element of assessment that focuses on regular dialogue between pupil and teacher about learning. Each student should have the opportunity to evaluate regularly his own performance and the performance of his peers, as well as set personal targets to aid improvement.

Formative (Continuous Monitoring using Tracking and Individual Target Setting)

This assessment follows a schedule which ensures assessment tasks are distributed throughout the year and recorded within the tracking system. Each department has identified common tests/assessment tasks and these are embedded within the schemes of work. This schedule is reviewed annually by the HOD.

- The basic method of assessment, integral to all teaching and learning, is oral questioning and observation of pupils to check that they understand and can use the ideas/concepts/skills being taught and that they have retained key facts.
- Written classwork and homework tasks should take a variety of forms depending on the topic. This work should be regularly inspected and marked by the teacher. Some work should allow for pupils' self-assessment and samples of work may be kept in the departments as evidence of a pupil's progress
- End of topic tests involve standard assessment tasks carried out at approximately the same time by all teaching groups in the year. Prior to the assessment pupils should be made aware of the learning objectives to be assessed so that they can prepare effectively. The test should be closely matched to the learning objectives identified. The completed & annotated assessments from such tests may be retained in pupils' folders in the department. All subject teachers have a responsibility to record and store marks, making them available for the HOD by uploading the most recent data on SIMS (Tracking).

Summative (end of term and year exams)

Year 11 will sit internal examinations in the Winter and Spring Terms. They will also have an opportunity to complete Mock GCSE examinations in the Spring Term followed by external GCSE examinations in May/June.

Year 12 will sit Mock GCSE examinations in the Winter Term and external GCSE examinations in May/June.

Year 13 & 14 will sit Mock AS/A2 examinations in the Winter Term and external AS/A2 examinations in May/June.

Years 8, 9 and 10 will sit internal examinations in the Winter Term and end of year examinations at the end of the Summer Term.

Procedures

- There will be a parent information session at the start of each academic year when assessment procedures will be communicated to parents/guardians.
- There will be an **annual parent - teacher meeting** for each year group.
- There will be regular reports throughout the year which are computer generated using assessment manager and are linked to the Tracking system on SIMS. The number of assessments contributing to each report will be outlined in the Assessment Schedule.

Interim reports are issued after the first Half term for Years 8 - 14.

Years 8 -10

These reports will contain:

- an average score for the student of their continuous tracking results %;
- a class average of the continuous tracking results %;
- attendance data, totals for lates, merits and demerits.

Years 11-14

These reports will contain:

- a target grade (informed from baseline data and previous academic performance);
- an average score for the student of their continuous tracking results;
- a present attainment grade (linked to their continuous tracking result);
- attendance data, totals for lates, merits and demerits.

These reports will be posted to parents and a copy given to the Heads of Year and Form Tutors to facilitate mentoring and future target setting. An electronic copy will also be kept in the College (linked document on SIMS).

Winter reports are issued at the start of the Spring Term.

Years 8 – 10

These reports will contain:

- Winter Examination Result %;
- Winter Examination Class Average %;
- An average score for the students of their continuous tracking result %;
- A class average of the continuous tracking results %;
- Attendance data, totals for lates, merits and demerits.

Year 11

These reports contain:

- Winter Examination results %;
- Attainment grade linked to examination performance %;
- Target grade;
- Average of continuous tracking results to date %;
- Current attainment grade linked to tracking;
- Written comment from Form Tutors or Head of Year;
- Attendance data, totals for lates, merits and demerits.

Years 12-14

These reports will contain:

- Winter Mock GCSE/AS/A2 examination results %;
- Attainment grade linked to mock examination performance;
- Target grade;
- Average of continuous tracking results to date %;
- Current attainment grade linked to tracking;
- Written comment from subject teachers, Form Tutors, Heads of Year and Principal;
- Attendance data, totals for lates, merits and demerits.

These reports will be posted to parents and a copy given to the Year Heads and Form Teachers to facilitate mentoring. An electronic copy will also be kept in the school (linked document on SIMS). Analysis of the results will be given to Form Tutors and Heads of Year.

- The Head of School will conduct a meeting with the Head of Year and Pastoral Team of each year group (8-14) following mid-year reports. Pupils' progress will be noted, where pupils have done particularly well they will receive a card of congratulations from their Form Tutor or Head of Year. Strategies will be agreed for pupils who appear to be struggling.

Spring Interim reports - issued for Years 12 - 14.

Year 12 -14

These reports will contain:

- a target grade;
- an average score for the student of their continuous tracking results to date %;
- a present attainment grade (linked to their continuous tracking result);
- attendance data, totals for lates, merits and demerits.

These reports will be posted to parents and a copy given to the Heads of Year and Form Tutors to facilitate mentoring. An electronic copy will also be kept in the school (linked document on SIMS).

End of Year Reports for Years 8, 9, 10 and 11

Year 11

These reports contain:

- Spring examination results %;
- Attainment grade linked to examination performance %;
- Target grade;
- Average of continuous tracking results to date %;
- Current attainment grade linked to tracking;
- Written comment from subject teachers, Form Tutors or Heads of Year and Principal;
- Attendance data, totals for lates, merits and demerits.

Years 8-10

These reports will contain:

- Attainment Grade – linked to examination performance;
- End of year examination results %;
- Average of continuous tracking results to date %;
- Continuous tracking class average %;
- Attendance data, totals for lates, merits and demerits ;
- A written comment from subject teachers, Form Tutor or Head of Year and Principal.

The Year 10 (Key Stage 3) report will contain comments on progress in Communication, Using Mathematics and Using ICT.

These reports will be posted to parents and a copy given to the Heads of Year and Form Tutors to facilitate mentoring. An electronic copy will also be kept in the school (linked document on SIMS). Analysis of the results will be given to Form Tutors and Heads of Year.

- Years 12, 13 and 14 will not receive an end-of-year report, as they are involved in GCSE/AS/A Level examinations.

Monitoring and Evaluation

- Each teacher should monitor student progress, regularly reviewing those who are underachieving and identifying support structures and actions needed.
- Heads of Department should oversee this process, regularly monitoring the student progress within their subject area. Department meetings should include professional dialogue which identifies this group of students and also involves 'sharing of good practice' regarding practical ways to support these students.
- Each subject department should monitor and evaluate its assessment and marking procedures for each year group. Departmental meeting time is used for moderation of work.
- Heads of Departments should communicate concerns and agreed actions to the relevant pastoral staff.
- An annual review of the Assessment and Reporting policy will be carried out by the Vice Principal (Curriculum) and Senior Teacher (Curriculum & Assessment Manager)

Summary

Assessment and Reporting

Interim Reports - Halloween

Interim reports on Continuous Tracking Tasks for Years 8 to 14.

End of Term 1

Year Group	Assessment	Report
8,9,10 and 11	Winter Examinations Continuous Tracking	Computerised Report containing examination & tracking marks.
12, 13 & 14	Mock Examinations Continuous Tracking	Computerised Report containing target grades, examination and tracking marks, present attainment grade and comments.

Interim Reports – Spring

Years 12-14 only
Interim reports on Continuous Tracking Tasks

End of Year

Year group	Assessment	Report
11 (May)	Internal Examinations Mock GCSE Examinations Continuous Tracking	Computerised Report containing target grades, examination and tracking marks, present attainment grade and comments.
8, 9 & 10 (June)	End of year examinations Continuous Tracking	Computerised report containing tracking marks, present attainment grade, end of year exam marks and comments.

Appendix 1: Who Does What?

Principal and SLT

The SLT have a duty to ensure that the school meets statutory requirements in relation to assessment, including the setting of targets. They also evaluate the impact of assessment on improvements in learning.

Vice Principal & Senior Teacher

Key roles in the analysis and interpretation of performance data and in developing effective assessment practice across the school:

- Lead annual review of whole school assessment policy;
- Identify assessment priorities in the SDP;
- Identify staff development needs;
- Ensure assessment systems are manageable and that assessment data is effectively gathered and collated;
- Disseminate assessment information throughout the school;
- Support colleagues in using assessment data;
- Ensure statutory assessment & reporting requirements are met;
- Ensure department assessment policies are in line with school policy, are up to date and are regularly reviewed;
- Support subject leaders in ensuring that schemes of work identify appropriate assessment opportunities;
- Check departments carry out procedures to agree standards and, where appropriate, samples of moderated work;
- Prepare data for the Board of Governors.

SENCO and Key Stage Specialist Teachers

- In liaison with other staff, identify pupils with SEN and assess their specific needs;
- Ensuring that effective communication is established between the SEN department and the Head of School, Head of Year and Form Tutor.
- Work with other staff advise on appropriate assessment methods and differentiation for pupils on the SEN register;
- Monitor and evaluate performance data for pupils on the register;
- Oversee provision and support for students with an identified AEN;
- Ensure appropriate arrangements are in place for examinations and assessment in co-ordination with the Examinations Officer and other relevant staff,

Head of Department/ Subject Leader

- Develop an assessment policy in line with the whole school policy. The policy must set out guidelines regarding frequency of assessments and direction to ensure consistency of marking and feedback;
- Ensure schemes of work include clear learning intentions and a range of strategies for assessment within the subject;
- Ensure the focus within the classroom is on Assessment for Learning;
- Check that assessment and marking procedures are implemented effectively taking into account the agreed whole school Quality Indicators;
- Develop consistency of judgements through agreement of standards and generating portfolios, where appropriate, of moderated pupils' work;
- Analyse and interpret data with the subject teachers to monitor standards and set appropriately challenging targets;
- Use data to review the curriculum with the subject teachers;
- Ensure progress towards targets is regularly monitored;
- Liaise with Key Stage Specialist Teachers if students are still struggling after support strategies have been implemented;
- Report to SLT/Governors on standards.

Subject Teacher

- Implement Assessment for Learning within the classroom;
- Enable pupils to develop the skills of peer and self assessment;
- Identify pupils in need of support/liaise with HOD;
- Use an agreed range of assessment methods and techniques to gather and use information in line with the College policy and Quality Indicators;
- Record pupils' progress;
- Review evidence and finalise teacher assessment;
- Implement school based and/or external tests;
- Contribute to departmental discussion on performance data;
- Report to parents on pupil progress, attainment, next steps;
- Ensure information is available for the next teacher/school.

Head of School & Head of Year

- To coordinate with the VP & Senior Teacher (Curriculum & Assessment Manager) to collate and disseminate an overview of the data generated from reports and the Tracking system;
- To review evidence and direct pastoral teams to effectively use the data to inform mentoring, target underachievement and the need of additional support from the SEN Department;
- Lead pastoral team discussion on performance data and outline action plans;
- Assist pupils in need of support, communicating effectively with the SENCO and SEN Department;
- Enable pupils to develop the skills of Self Review through Target Setting;
- Ensure progress towards targets is regularly monitored;
- Report to parents on overall pupil progress, attainment, recommending next steps;
- Ensure information is available for the next teacher/school.

Form Tutors

- Review evidence within reports and use data to mentor effectively;
- Enable pupils to develop the skills of Self Review through Target Setting;
- Assist to support pupils with an identified AEN, communicating effectively with the SENCO and SEN Department;
- Contribute to pastoral team discussion on performance data and implement agreed action points;
- Ensure progress towards targets is regularly monitored;
- Report to parents on overall pupil progress, attainment, recommending next steps;
- Ensure information is available for the next teacher/school.

Appendix 2: Key Stage 3 Reporting in line with Revised Curriculum

Below is a table outlining the subjects which will be reporting on the CC Skills and TS & PC in the **Summer Term**.

Cross Curricular Skill	Year 8	Year 9	Year 10
Communication	Drama	French	English
Using Maths	Science	Geography	Maths
Using ICT	Technology & History	Spanish/ Irish & HE	RE and Music

The following subjects will be commenting upon the Thinking Skills and Personal Capabilities.

Year Group	Managing Information	Thinking, Problem Solving and Decision Making	Being Creative	Working with Others	Self Management
8	Science	Maths	Art	PE	HOY
9	Science	Geography	French	PE	HOY
10	Science	ICT	Technology	PE	HOY