



Parkhall Integrated College

Assessment Policy

Agreed by Board of Governors: December 2018

To be reviewed: December 2021

Rationale

The aim of Parkhall Integrated College* is to “enable each pupil to achieve his/her academic potential”. Assessment is a process that provides information of an individual pupil’s experiences and achievements. It identifies what the pupil knows, understands and can do. Results of assessment are recorded to monitor and track pupil progress. This provides information that can be used with the pupils to set targets for their future learning. Results of assessment also provide teachers with important information which informs the planning for further learning experiences. The College considers its relationship with parents an important one if pupils are to reach their potential, therefore reports to parents contain relevant information on the individual pupil’s experiences and achievements.

Purposes

Assessment and reporting should:-

- be manageable for staff and useful for pupils and parents;
- support pupils in their learning by monitoring and tracking pupil progress;
- help pupils become aware of their strengths and the progress they are making;
- help teachers match their work in the classroom to the pupils’ capabilities;
- consider to what extent the learning and teaching objectives have been met;
- provide useful and understandable information for a range of interested parties;
- be used to monitor and evaluate the success of teaching strategies providing an indication of what works and what doesn’t;
- adjust teaching approaches accordingly

Guidelines

Assessment should focus on the needs of the pupils, of teachers and of the school.

Pupils will need to:

- know what is expected of them;
- have short term achievable targets;
- be offered strategies to help them learn effectively;
- have regular opportunities to review their learning.

Teachers will need to:

- identify clear learning intentions and targets;
- identify the success criteria for the assessment;
- employ a wide range of assessment techniques;
- emphasise positive achievement;
- provide information for other teachers;
- use assessment information to evaluate teaching and learning within the classroom.

The College will use the assessment information to:

- set targets for individual and school achievement;
- ensure that reports are made to parents in line with DENI guidelines;
- inform receiving schools;
- provide accurate information for governors, DENI, and other appropriate bodies.

Marking

Marking of pupils' work should follow individual Subject/Department policy. Generally these should encompass:

- marking of pupils' work by their teacher on a regular basis;
- accurate self-assessment and/or peer group assessment where applicable;
- both attainment and effort;
- identification of strengths/weaknesses of pupils with respect to the learning intentions;
- homework achieving recognition by effort and/ or attainment marking;
- relating outcomes/meaning of marking back to pupils using appropriate comments/grades;
- clear annotation of work with respect to learning intentions and future requirements;
- inclusion of clear indications of rewards and sanctions;
- communication of outcomes of marking according to agreed success criteria.

It is expected that the main emphasis when marking will be to convey to the pupils an understanding of their progress.

Feedback to pupils should emphasise attainment with respect to learning intention in the form of useful comments and annotation of work wherever possible, giving guidance to support future progress.

Recording

Recording provides the means from which teachers can base their reporting to others and is a mechanism for evaluating teaching and learning.

Recording should be selective and should focus on key learning aims. It should be carefully managed and be appropriate to the activity.

Subject teachers will:

- keep records which are manageable and in line with departmental policy, ensuring that they are meaningful for the individual teacher;
- use SIMS to record marks for an agreed number of assessments, to assist pupil tracking, in line with school policy;
- use professional judgement in deciding what should be recorded informally or formally to enable next steps in learning;
- ensure that records are clear and easy to interpret, providing clear information about pupils' progress, linked to curriculum objectives, for future planning by any member of staff;
- encourage pupils to review their own work to understand their strengths and weaknesses and how they can improve;
- keep evidence and records for a clearly defined and useful purpose e.g. IEPs/ bi-annual reporting/ parent interviews/forecasting grades/pupil tracking.

Reporting

In order to realise the aims and objectives of the Assessment Policy, the following pattern of recording and reporting of pupil outcomes will be adopted.

Reporting of Internal Assessment

Each pupil will have their internal assessment outcomes reported as follows:

All Years

After formal summative assessment of pupils in December of each academic year, School Reports will be issued to parents in January. A parent comment slip allows parents to comment on report. Opportunity will also be given for parents to discuss these reports with Class teachers (8, 9 and 12) OR Subject teachers (10, 11). Results attained by pupils in Years 8-10 will be recorded in SIMS and used by Year Heads to ascertain promotion or demotion of pupils.

Years 8-11

After formal summative assessment of pupils in June of each Academic year, School reports will be posted to parents. A parent comment slip allows parents to comment on report.

Results attained by pupils in Years 8-10 will be used by Year Heads to allocate pupils to classes for the following year.

For Year 10 pupils they will also be used to help determine the most suitable exam Courses at 14+.

Results attained by pupils in examinations in June will be used to determine Class prizes for that academic year.

Teachers will also report annually on each pupil's performance in the Cross Curricular Skills of:

- Communication
- Using Mathematics
- Using ICT
- Thinking Skills And Personal Capabilities

as well as extracurricular attainment.

Reporting of External Assessment

End of Key Stage 3

The outcomes of assessment of the Cross Curricular skills of Communication and Using Maths will be reported to parents in the format designated by CCEA (levels) by the end of June 2013 and Using ICT by end of June 2014.

Years 11 & 12

Results of Modular Tests will be forwarded to pupils and parents as soon as the school is notified by the relevant Examination Board.

End of Key Stage 4

The outcome of examinations taken by pupils at the end of KS4 will be available to pupils and parents on a date in August determined by the Examination Boards. Results will be retained digitally by the school and will be used in the completion of requested references.

Access Arrangements

For all examinations, both internal and external, Access arrangements will be put in place where the pupil has a proven need.

Readers will only be provided for pupils whose reading age falls below that set by the Examining Board.

Transcriptions, Scribes and dictionaries will be provided for relevant pupils.

Years 8-10 – History of Need = eg: Psychology Report, LTSS provision.

Years 11-12 - pupils whose reading age falls below the level set by examining boards.

These policy Guidelines are translated into action through other policies and procedures, for example:

Learning and Teaching Policy Curriculum Policy Special Needs Policy Monitoring and Evaluating Policy

Numeracy Policy Literacy Policy ICT Policy

Appendix 1

Types Of Assessment

SUMMATIVE is Assessment OF Learning. It is used mainly to measure performance and clearly identifies a standard of pupil attainment. It is carried out at the end of a period of learning.

Examples

- External Examinations
- Internal School Examinations
- End of Topic/Unit Tests
- Standardised Tests

FORMATIVE is Assessment FOR Learning. It is ongoing and provides evidence of and for progression in learning. It supports learning through identifying difficulties, providing feedback and diagnosing future learning priorities.

Examples

- Class work
- Home work
- Questioning
- Oral Discussion
- Presentation
- Short Recall Test
- Practical Project
- Research

DIAGNOSTIC identifies a learner's strengths and weaknesses which prompts appropriate guidance and support

SELF ASSESSMENT encourages pupils to take responsibility for their own learning by:

- Evaluating their own achievement against shared learning outcomes;
- Identifying their own strengths and areas for improvement;
- Encouraging individual learning goals and action plans for future progression;
- Fostering a self reflective learning culture;
- Encouraging independence in learning.

Examples

- Task self assessment activities;
- Pupil Personal Statement – Internal Reports;
- Record of Achievement;
- Progress File.

PEER ASSESSMENT encourages pupils to recognise strengths, weaknesses and areas of improvement in another pupil's piece of work.

Further benefits might also include:

- increasing feedback to pupils;
- giving pupils a sense of ownership of the assessment process;
- encouraging pupils to be more involved and take more responsibility for their learning;
- encouraging critical analysis of a pupil's work, so that he/she sees beyond a mark/grade.

Appendix 2

GLOSSARY OF TERMS

Formal Assessment

Formal Assessment is assessment in which the pupils are subject to testing of written responses to assessment material. This will take place in silence so that pupils do not distract others. Formal assessment may also take the form of a practical or oral/aural. These will be conducted under Formal examination conditions.

Parents' Evening

A Parents' Evening is when the parent(s) or guardian(s) of a pupil are invited into school to discuss their child's report with his/her Class teacher/Year Head/ Subject teacher.

HOD Discretion

HOD discretion means that HODs, in consultation with their Subject teachers, will have management decisions to make regarding the assessment format which best satisfies their assessment needs. They may decide, where the overall school assessment programme permits, to administer an end of unit test or a formal summative assessment, both of which will be part of a structured yearly assessment programme. The concept is to permit flexibility within and between subject areas, recognising that each subject area has its own specific assessment needs.

Examination Boards

The school will choose from a range of different Examination Boards approved by the Department of Education.