 **Assessment, Recording and Reporting Policy**

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| **Policy reviewed and updated by the Director of Learning and Teaching**  ***Policy ratified by BOG on***  ***Next review: October 2020*** |

1. **INTRODUCTION**

Assessment is a general term covering all the methods used to appraise the performance of pupils. This encompasses formative, diagnostic, summative and evaluative assessment:

**Assessment is:**

* An integral part of the process of learning and teaching and needs to be planned with the same care and precision.
* Making informed judgements about pupils’ achievements and progress.
* Highlighting pupils’ positive achievements.
* On-going and can take place on any occasion when pupils express themselves, intentionally or otherwise in relation to learning objectives.
* Based on what pupils know, understand and can do.
* A means of monitoring continuity and progression in pupils’ achievements as well as evaluating their curriculum;
* A subtle art not an exact science.

1. **Aims**

* To improve outcomes for learners throughout the College and to assess the depth of the pupils’ knowledge and understanding.
* To ensure the development of Thinking Skills and Personal Capabilities which will ensure our pupils are prepared for further and higher education and/or employment.
* To ensure teachers, pupils and parents are working in partnership to improve learner outcomes across and at the end of each Key Stage.
* To ensure assessments are robust and relevant for learning and that each pupil experience success.

1. **Objectives**

The purpose of this policy is to:

* provide an agreed framework which outlines common assessment tasks across each key stage.
* provide an agreed framework for the recording and reporting on assessments.
* provide a clear approach to task-setting, task-marking and moderation in line with statutory requirements set out by CCEA and Together Towards Improvement – Quality Indicators and ISEF.
* raise expectations and increase motivation for pupils before, during and after assessments.
* improve learner outcomes in end of unit; end of year and end of Key Stage public exams.
* to ensure pupils, staff and pupils have a clear understanding of the number of assessments and success criteria for assessments across the Key Stages.
* to outline the range of interventions available to address underachievement in good time to improve a pupil’s attainment.
* to keep staff, pupils, parents, Governors and external agencies informed about the processes of assessment, recording and reporting in the College.

1. **Types of Assessment**

**Assessment of Learning (Summative Assessment)**

Assessment of Learning takes place *after* the learning and tells us what has been achieved. Summative assessment demonstrates the extent of a learner's success in meeting the assessment criteria used to gauge the intended learning outcomes of a module or programme, and which contributes to the final mark given for the module. It is normally, though not always, used at the end of a unit of teaching. Summative assessment is used to quantify achievement, to reward achievement and to provide data for selection (to the next stage in education or to employment). For all these reasons the validity and reliability of summative assessment are of the greatest importance. Summative assessment can provide information that has formative/diagnostic value.

**The main purposes of Summative Assessment include:**

* measuring pupils’ progress for parents;
* tracking attainment;
* helping pupils to decide which GCSE, AS/A2 or Vocational Courses to choose;
* forming all or part of an external qualifications;
* preparing pupils for the next stage of their education and career
* providing information for the DE on the standards reached by pupils;
* comparing levels of attainment with similar schools;

**Summative assessment in the College includes:**

* internal end of unit, end of term/year examinations;
* GCSE controlled assessment and external examinations;
* BTEC Qualifications
* Cambridge Technicals
* Level 2 courses OCN and CCEA
* Essential Skills
* Prince’s Trust Award – Personal Development and Employability
* AS-/A-level coursework and external examinations

**Assessment for Learning (Formative Assessment)**

Assessment for Learning (AfL) is an approach to teaching and learning that creates feedback which is then used to improve pupils’ performance. AfL allows pupils to understand and become involved in the learning process. This allows pupils to gain confidence in what they are expected to learn and to what standard. It allows pupils to understand how they best learn and take ownership of their own learning.

Formative assessment is an integral part of teaching and learning. It does not contribute to the final mark given for the module; instead it contributes to learning through providing feedback. It should indicate what is good about a piece of work and why this is good; it should also indicate what is not so good and how the work could be improved. Effective formative feedback will affect what the pupil and the teacher do next.

**The main purposes of Formtive Assessment include:**

* 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 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 pupils;
* effective *questioning*; and
* encouraging pupils to *assess* and *evaluate their own and others’ work*.

**Assessment for Learning should be formative and constructive.**

Teachers should be aware of the impact that comments, marks and grades can have on learners’ confidence and enthusiasm and should be as constructive as possible in the feedback that they give.  Comments that focus on how to improve are more constructive for both learning and motivation.

**Assessment for learning should take account of the importance of learner motivation.**

Assessment that encourages learning fosters motivation by emphasising progress and achievement rather than failure.  Comparison with others who have been more successful is unlikely to motivate learners. It can also lead to their withdrawing from the learning process in areas where they have been made to feel they are ‘no good’.  Motivation can be preserved and enhanced by assessment methods which protect the learner’s autonomy, provide some choice and constructive feedback, and create opportunity for self-direction.

**Assessment for learning should promote commitment to learning goals and a shared understanding of the criteria by which they are assessed.**

For effective learning to take place learners need to understand what it is they are trying to achieve – and want to achieve it.  Understanding and commitment follows when learners have some part in deciding goals and identifying criteria for assessing progress.  Communicating assessment criteria involves discussing them with learners using terms that they can understand, providing examples of how the criteria can be met in practice and engaging learners in peer and self-assessment.

**Learners should receive constructive guidance about how to improve.**

Learners need information and guidance in order to plan the next steps in their learning.  Teachers should:

* Pinpoint the learner’s strengths and advice on how to develop them.
* Be clear and constructive about any weaknesses and how they might be addressed.
* Provide opportunities for learners to improve upon their work.

**Assessment for learning should recognise the full range of achievements of all learners’ capacity for self-assessment so that they can become reflective and self-managing.**

Independent learners have the ability to seek out and gain new skills, new knowledge and new understandings.  They are able to engage in self-reflection and to identify the next steps in their learning. Teachers should equip learners with the desire and the capacity to take charge of their learning through developing the skills of self-assessment.

**Assessment for learning should recognise the full range of achievements of all learners.**

Assessment for learning should be used to enhance all learners’ opportunities to learn in all areas of educational activity.  It should enable all learners to achieve their best and to have their efforts recognised.

Assessment for learning involves using assessment in the classroom to raise pupils’ achievement.  It is based on the idea that pupils will improve most if they understand the aim of their learning, where they are in relation to this aim and how they can achieve the aim (or close the gap in the knowledge).

**Effective assessment for learning happens all the time in the classroom. It involves:**

* Sharing the learning intentions and the big picture (plan for learning).
* Establishing and sharing success criteria for and with pupils.
* Using effective and varied questioning strategies.
* Encouraging pupils to demonstrate their learning in a variety of circumstances.
* Using a range of effective feedback instruments to stimulate and motivate the learner and to affirm what learning has taken place and how the learner can improve.
* Encouraging self-assessment and peer assessment to drive improvement.
* Both the teacher and pupils reviewing and reflecting on pupils’ performance and progress.
* Early detection of underachievement and promotes intervention.
* Recognising that both motivation and self-esteem, crucial for effective learning and progress, can be increased by effective assessment techniques.
* A planned plenary at the end of lessons to review the learning intentions and assess levels of understanding to inform future teaching plans.

**Sharing learning goals:**

Most schemes of work emphasise the need to clearly identify the learning objectives for a lesson.  Teachers should ensure that pupils recognise the difference between the task and its learning intention (separating what they have to do from what they will learn).

Assessment criteria or learning outcomes are often defined in formal language that pupils may not understand.  To involve pupils fully in their learning teachers should:

* Explain clearly the reasons for the lesson or activity in terms of the learning objectives.
* Share the specific assessment criteria with pupils.
* Help pupils to understand what they have done well and what they need to do develop.

Looking at a range of other pupils’ responses to the task set can help pupils understand how to use the assessment criteria to assess their own learning.

**Assessment for Learning and Thinking Skills and Personal Capabilities**

**Key Stage 3**

* Managing Information;
* Thinking, Problem-Solving and Decision-Making;
* Being Creative;
* Working with Others; and
* Self-Management.

**Key Stage 4**

* Working with Others
* Problem-Solving
* Self-Management (Improving Own Learning and Performance)

**Cross-Curricular Themes**

Communication

Using Maths

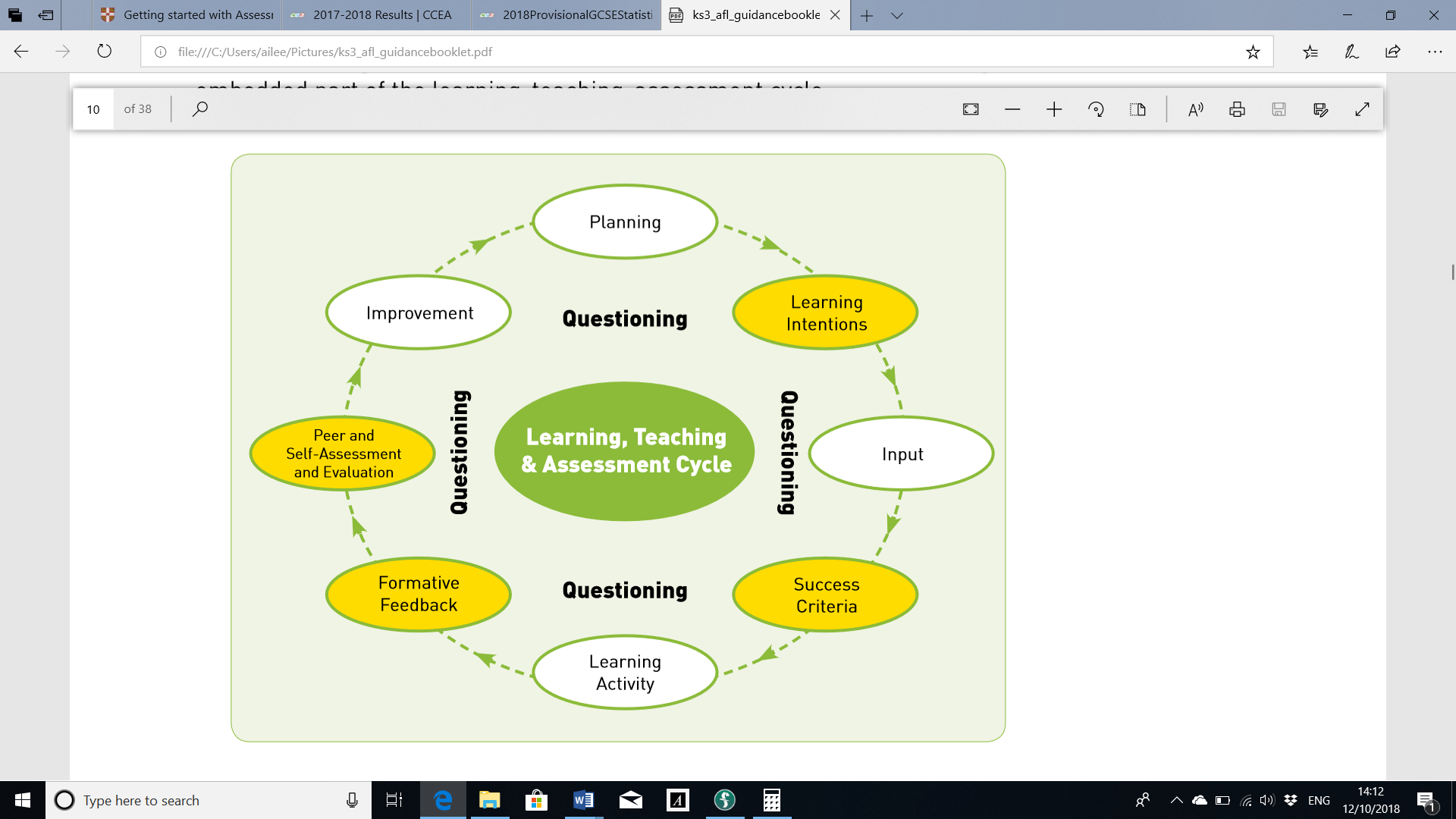
Using ICT

These Thinking Skills and Personal Capabilities and Cross Curricular Themes are assessed across each Key Stage.

Assessments and Learner Outcomes are reviewed regularly and this data along with other data such as CAT Tests, YELLIS Tests, Progress through English and Progress through Maths allow teachers to set targets; adjust Schemes of Work and Resources to suit each child.

**Diagnostic assessment**

Like formative assessment, diagnostic assessment is intended to improve the learner’s experience and their level of achievement. However, diagnostic assessment looks backwards rather than forwards. It assesses what the learner already knows and/or the nature of difficulties that the learner might have, which, if undiagnosed, might limit their engagement in new learning. It is often used before teaching or when a problem arises.



<http://ccea.org.uk/sites/default/files/docs/curriculum/assessment/assessment_for_learning/ks3_afl_guidancebooklet.pdf>

**Controlled Assessment**

It is designed to assess skills which are not effectively measured by external examination.  It retains many features of coursework while ensuring that the work submitted is the pupils’ own and that internal assessments are more manageable for teachers and pupils.  Whilst the general rules are the same for all GCSEs, the specific requirements for Controlled Assessment are different for each subject. Information for teachers is provided in the subject specifications and subject specific guidance materials. The College Controlled Assessment Policy can be found with all other policies and each Department who are engaged in Controlled Assessment has their own Controlled Assessment Policy.

**Peer and Self-Assessment**

These Assessment for Learning strategies enable the learner to recognise success in their own and others’ work and to focus on how they are learning as well as what they are learning.

**Dynamic assessment**

Dynamic assessment measures what the pupil achieves when given some teaching in an unfamiliar topic or field.  An example might be assessment of how much Swedish is learnt in a short block of teaching to pupils who have no prior knowledge of the language. It can be useful to assess potential for specific learning in the absence of relevant prior attainment, or to assess general learning potential for pupils who have a particularly disadvantaged background. It is often used in advance of the main body of teaching.

**Synoptic assessment**

Synoptic assessment encourages pupils to combine elements of their learning from different parts of a programme and to show their accumulated knowledge and understanding of a topic or subject area. A synoptic assessment normally enables pupils to show their ability to integrate and apply their skills, knowledge and understanding with breadth and depth in the subject. It can help to test a pupil's capability of applying the knowledge and understanding gained in one part of a programme to increase their understanding in other parts of the programme, or across the programme as a whole.  Synoptic assessment can be part of other forms of assessment.

**Evaluative assessment** is used to inform curriculum planning and to provide information for monitoring and accountability.

1. **Assessment – Good Practice**

Assessment is essential in order to monitor the progress being made by each pupil and to identify areas for improvement. Regular assessment will allow the teacher to identify underachievement in good time thus allowing for further assistance prior to end of term, year or public exams.

Assessment should be robust and meaningful. This will allow pupils, teachers and parents to monitor progress and identify need.

* 1. Assessment should be about the improvement of learning.
  2. Assessment methods should be clear to pupils and success criteria should be shared and discussed.
  3. Assessment procedures should be robust to provide challenge for the learner and learner outcomes are accurate and reliable.
  4. Assessment of skills should be relevant and linked to the demands of further and higher education and employment opportunities in the future.
  5. Assessment should be part of a process of teaching that enables pupils to understand the aims of their learning and how the quality of their achievement will be judged.
  6. Assessment methods should allow pupils to actively engage in their learning.
  7. Assessment should enable and motivate pupils to show what they can do.
  8. Assessment should come in different forms such as: teacher assessment; self-assessment and peer assessment.

**6. 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 pupils’ work is marked regularly, frequently and consistently in ways which highlight the strengths and give feedback on what the pupil needs to do in order to improve.
* Pupils identify personal learning targets.
* Appropriate and realistic targets are set, monitored and tracked for individual pupils for learning, and attainment in end of key stage assessments and public examinations.
* The school communicates to parents the pupils’ progress and achievement.

**7. Assessment Strategies**

In classrooms, assessment may take a variety of forms and this variety is to be encouraged.

The assessments can be formal or informal and include:

* Teacher Assessment – Observation; discussion with pupils; marking of written tasks; structured marking which is appropriate to the pupil’s needs and stage of development.
* Self-Assessment – A pupil should be able to critical analyse their own performance on tasks. Using a mark scheme or success criteria will allow the pupil to have ownership of their own performance and learning.
* Peer Assessment – the peers within a classroom should be given opportunities to assess each other’s work. This will help the learner see where they could improve and will also allow for pupils to see their own progress and areas for improvement within the peer group.

A pupil 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 pupils;
* listening to pupil discussion groups.

**Web or computer-based assessment:**

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

**Baseline Assessment:**

* CAT Tests
* Progress through English
* Progress through Maths
* YELLIS
* End of Unit, Term or Year exams
* Public Exams
* Controlled Assessment

**8. Marking Techniques**

The marking technique used will be influenced by the particular nature of the subject, topic or activity being assessed. Teachers will use the SPaG strategy and will display the marking abbreviations in their classrooms.

Teachers recognise that feedback is an essential element in helping pupils improve.  When using assessment for learning strategies, teachers will move away from giving work a numerical score with comments that may not be related to the learning intention of the task (e.g. ‘try harder’ or ‘join up your writing’, although these may be part of the comment) and move towards giving feedback to help the pupil improve in the specific activity.  This will help to close the learning gap and move pupils forward in their understanding.

It is important to establish trust between the teacher and the pupil before giving feedback.

Pupils benefit from opportunities for formal feedback through group and plenary sessions.  Where this works well, there is a shift from teachers telling pupils what they have done wrong to pupils seeing for themselves what they need to do to improve and discussing it with the teacher.  Giving feedback involves making time to talk to pupils and teaching them to be reflective about the learning objectives and about their work and responses.

**Characteristics of effective feedback and Marking for Improvement:**

Feedback is more effective if it focuses on learning intention of the task and is given regularly while still relevant.

* Feedback is most effective when it confirms that pupils are on the right track and when it stimulates correction or improvement of a piece of work.
* Suggestions for improvement should act as ‘scaffolding’, i.e. pupils should be given as much help as they need to use their knowledge.  They should not be given the complete solutions as soon as they get stuck and should learn to think things through for themselves.
* Pupils should be helped to find an alternative solution if simply repeating an explanation continues to lead to failure.
* Feedback on progress over a number of attempts is more effective than feedback on one attempt treated in isolation.
* The quality of dialogue in feedback is important and most research indicates that oral feedback is more effective than written feedback.
* Pupils need to have the skills to ask for help and the ethos of the school should encourage them to do so.

A culture of success should be promoted in which every pupil can make achievements by building on their previous performance rather than being compared with others.  This is based on informing pupils about the strengths and weaknesses demonstrated in their work and giving feedback about what their next steps should be.

**9. Recording and Reporting**

**Purpose of Recording Assessments**

Recording learner outcomes allows teachers to identify improvement, areas of focus and pastoral support that may be needed to allow each child to reach their targets / goals. The recording of pupils' progress is crucial in tracking attainment and identifying underachievement.

We use teacher planners / record books to record assessment outcomes and these are then uploaded onto SIMs. This allows, not only the class teacher, but the Department and Head of Department to monitor progress. 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 pupils;
* Recognise the progress and achievements of their pupils;
* Inform pupils of their progress and achievements;
* Communicate information to a range of people including fellow teachers and parents.

**Common Assessment Tasks and use of Tracking Data**

Each department has their own Common Assessment Tasks (CATs). These usually sit at the end of a Unit of Work to assess pupil understanding and knowledge. TS&PC and CCTs are also assessed through these CATs.

We use SIMS to record these CATs at regular intervals throughout the year. These marks are uploaded at Halloween, Christmas, February, April and June. It allows subject teachers to monitor individual pupil progress as well as whole class performance. Tracking also provides HODs, HOYs and KSMs to monitor progress and make adjustments to curricular and pastoral support as and when necessary.

These CATs are marked and analysed at Departmental level and moderation / standardisation can take place within the department.

Tracking Data is also useful when communicating with parents and it allows teacher, pupil and parent to identify success and areas for improvement across the pupil’s academic work.

**10. Planning for Assessment**

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 pupils' performance. Pupils' work should be assessed and returned as soon as possible, so that the importance of the assessment is not diminished. Teachers should review with pupils their assessments soon after they have been marked, to allow both parties to gain maximum benefit from the process.

**11. Annual Report to Parents**

**Short Reports**

Short reports are generated once per year for every pupil. These reports allow parents/guardians to see the progress made by their child.

**Long Reports**

These reports are generated at different times of the year depending on the Year Group. Following Mock Exams classes receive a long report which will help inform their planning and revision programme in the run up to the public exams.

For other Year Groups, in Key Stage 3 and Year 11 the long report is generated at the end of the academic year.

One long written report per pupil will be sent out to parents annually. This will include:

* Mock examination mark for Year 12
* An end of year mark for KS3 and KS4
* Reporting on ‘Thinking Skills and Personal Capabilities’
* Reporting on Cross Curricular Skills
* Percentage of Attendance / Punctuality
* Grade for Attitude and Behaviour
* Grade for Homework
* Subject Teacher comment
* Form Tutor comment including the areas of interests and strengths and a focus for development
* Head of Year comment
* Key Stage Manager signature

When writing comments teachers should bear in mind the following points:

* All reports will be positive and encouraging. They should: distinguish a pupil, e.g. Jack is……; attempt to give credit for strengths, and make constructive suggestions for improvement of weaknesses
* Abbreviations should not be used
* Professional jargon should be avoided. Reports that are inaccurate / incorrect should be rewritten
* Reports should be completed on time so that Form Tutors, Heads of Year and the SLT can meet agreed deadlines

Interim reports will be generated at intervals throughout the year using the information in the ‘Tracking System’.

**Parents’ Meetings**

Each year group will have one annual Parents’ Meeting where parents/guardians meet with subject teachers who will have the opportunity to report on the following:

* Progress and achievement
* Homework
* Class work
* Coursework
* Effort/attitude
* Presentation and organisation
* Behaviour
* Targets for improvement

Teachers will use evidence from tracking and other sources to give feedback and show evidence of progress to date.

**11. Interventions**

Subject teachers; Heads of Department; Heads of Year; Key Stage Managers or SENCO may intervene at any time during the academic year where underachievement has been identified. The need for intervention may be linked to pastoral issues and so sensitivity to the child’s situation and ability is necessary.

**Wave 1**

Subject Teachers and Heads of Departments provide assessment data at regular intervals. Subject Teachers are the first to identify underachievement.

* Subject achievement data after each CAT.
* Subject Teachers can also comment on behaviour and attitude as well as homework completion.

It is the responsibility of the subject teacher to make arrangements to allow each pupil to succeed in their subject. This might involve some extra tuition; focused activities; motivational language and encouragement. Subject teachers may feel it is necessary to contact the parent/guardian to ensure support from home.

**Wave 2**

This involves intervention from the Form Teacher and Head of Year. The Subject teacher will initially seek support from the Form Teacher to ascertain if Pastoral Issues exist that may be hindering the pupil’s progress. The Form Teacher may advise seeking support from the Head of Year. There may be a need to adjust the child’s curriculum to suit the his ability and needs.

Mentoring and monitoring from the Form Teacher / Head of Year is often sufficient to get the pupil back on track. Pastoral support is often crucial for a child in need.

**Wave 3**

This wave involves the support of members of SLT. The SENCO, Key Stage Manager and Director of Teaching and Learning will become involved at this stage to monitor and mentor the pupil. Extra work may be needed or extra support from SEN staff. Also at this stage some other members of SLT may be asked to help support a child who is underachieving.

**Identifying pupils for intervention**

Identifying pupils for interventions is ongoing throughout each academic year. It begins in September and the support may be available in the short or long-term depending on the needs and circumstances of the pupil.

In some cases, the need for an intervention may come from the pastoral team and on these occasions the intervention is pastoral followed by academic. Everything depends on the needs of the child.

**Success of Intervention Strategies**

The success of intervention strategies may be visible in a pupil’s self-esteem; feelings of self-worth; confidence as well as academic success. It is the role of all teachers involved in the interventions for each individual child to monitor progress and record success through academic outcomes as well as pastoral data.

**12. Roles and Responsibilities**

**Roles and Responsibilities**

All teaching and SEN staff have a critical role to play in the implementation of this policy. Meeting deadlines for CATs; results; tracking data and reporting.

HODs have a responsibility to monitor the outcomes of CATs; end of year and public exams. HODs should also lead standardisation and moderation activities in the Department.

HOYs and KSMs have a responsibility to monitor and support the academic progress of each pupil in their Year Group and Key Stage.

It is the responsibility of the Key Stage Manager and Curriculum Vice Principal to facilitate the regular review, monitoring and evaluation of all aspects of the Assessment Policy within the context of whole School Development Planning and self-evaluation.

As part of the home/school partnership parents are encouraged to take an active role in the academic success, while pupils are encouraged to take responsibility for their own learning. They should be aware of Success Criteria for each assessment and make every effort to reach their potential.

**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>

Assesssing the Cross-Curricular Skills (CCEA website)

<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>

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>

The Think Pack (CCEA website)

<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>

The Education (Pupil 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)

What does this look like in the Classroom? Bridging the Gap between Research and Practice (Carl Hendrick and Robin MacPherson 2017)

Evidence-Based Teaching (Geoff Petty 2009)

Visible Learning for Teachers. Maximising Impact on Learning (John Hattie)

Teach like a Champion (Doug Lemov)

Together Towards Improvement (ETI,DE, 2010)

Signed: ………………………………………………..… Chair of Board of Governors Date ………………..

Signed: ………………………………………………..…