



‘Achievement for All’

ST JOSEPH’S BOYS’ SCHOOL

Whole School Assessment and Reporting Policy

Reviewed _____

Date: _____

Agreed SMT

MMCC
Principal

Date: 7 April 2020

Agreed BOG

Sue M. Darte

Date: 25 May 2020

Next Review Date _____

‘I will instruct you and teach you in the way you should go; I will counsel you with my loving eye on you. – Psalm 32:8’



Whole School Assessment and Reporting Policy

Introduction

This Whole School Assessment and Reporting Policy is a statutory policy that reflects legislative requirements regarding both internal and external assessment procedures carried out in the school and the twice yearly reporting of pupil progress to parents/ carers. This policy also reflects the agreed internal assessment schedule to accommodate the tracking and monitoring of pupil progress to raise standards of achievement across all key stages.

AIMS OF THE POLICY:

- the successful implementation of this policy will facilitate progress in pupils' learning;
- to provide a guide for each Department to develop its own assessment policy;
- to promote a consistent approach to assessment;
- to offer guidance on Assessment, Recording and Reporting procedures and practices;
- to underline the importance of assessment and moderation procedures;
- to inform staff of statutory requirements;
- to detail specific staff responsibilities.

SECTION 1 - THE PRINCIPLES OF ASSESSMENT, RECORDING AND REPORTING:

1. Careful thought is given to the purpose of assessment, adopting a wide range of methods to reflect the whole Curriculum and learning opportunities. The main aim of the assessment process must be to facilitate progress in a pupil's learning.
2. Assessment is an integral part of the teaching and learning process, a valuable formative and summative tool. Effective assessment provides:
 - a. a statement of current attainment;
 - b. a record of progress;
 - c. an acknowledgement of achievement and underachievement;
 - d. information on the pupils' readiness for future learning;
 - e. information on the effectiveness of the teaching methods employed and the current scheme of work.
3. To be at its most effective assessment should primarily be a continual process and not an infrequent, purely summative exercise.
4. The outcomes of assessment modify our teaching methods, provide feedback on the Curriculum and examination courses as well as indicate pupil progress. We recognise the potential for assessment in developing a positive self image in the pupil from positive and constructive feedback, and the feeling of success which encourages further study.
5. In addition to usual assessment procedures, opportunities are taken to record significant points in a pupil's development. These records are invaluable for reports and/or parents' evenings.
6. Assessment records:

- a. are based on an agreed set of principles and for formative or summative purposes.
 - b. assess pupil progress against N.C./Exam Board criteria;
 - c. must be comprehensive, purposeful, easy to interpret, manageable and not administratively burdensome.
7. Results of assessment are reported in a way that provides clear information for pupils, teachers, parents and other interested parties.
 8. Continuous assessment procedure gradually builds up into a profile for each pupil over their school career.
 9. Pupils are encouraged to be aware of the evidence and assessment techniques being used and to review their own progress by procedures/ tasks / activities containing an element of self assessment.
 10. Assessment records support confidence building / knowledge of pupil progress between teachers across phases and support enhanced progression for pupils.

SECTION 2 - INFORMATION/ADVICE FOR STAFF:

The regular assessment of pupils' progress is an integral part of good and effective learning and teaching in the classroom

Departments need to:

- use departmental schemes of work to agree/identify various opportunities for assessment engaging with the pupil; and also formal teaching strategies for subject assessment.
- plan a variety of learning experiences for pupils in their schemes of work, so that there is a good variance of pedagogy throughout the course and within individual lessons. This will allow for different forms of assessment to be employed so that opportunities for pupil improvement as well as identification of pupil learning strengths and areas for development. Targets for improvements can be agreed and achieved;
- consider carefully the nature of the tasks set.
- To have a positive effect on the standard of pupil achievement, an appropriate level of work needs to be provided with more demanding challenges for more able pupils and opportunities for reinforcement for those pupils that may need additional support.
- provide questions and tasks which probe pupils' grasp of the material being studied;
- explore pupils' grasp of background concepts and principles
- have clear and high expectations of pupils' performances and provide them with understandable assessment criteria so that they are clear about what they need to learn and focus on for improvement;
- ensure that procedures and practices adopted for assessing pupils' progress are not too time-consuming and bureaucratic for teachers and/or pupils.
- Quality assure assessment material at all key stages.

SECTION 3 - MONITORING AND FOLLOW-UP PROCEDURES:

Several different systems are employed to monitor the effectiveness of this policy and the degree to which it is being implemented:

- Assessment results recorded in the SIMS tracking system three times per year.
- HOD / HOY / HOS – access broadsheets for the class and year group
- Department minutes
- Risk Registers at KS4 and KS5
- Follow up intervention strategies involving departments and appropriate staff
- Pastoral procedures at all levels

- SMT intervention
- Monitoring meetings

SECTION 4 - RECORDING ASSESSMENTS:
References; Statutory Requirements – Assessment and Reporting

- The Education (Pupil Reporting) Regulations (NI) 2009, No. 231
- Pupil Reporting Regulations 2009/ Circular No. 2009/ 15. Nov. 09.
- The Education (Assessment Arrangements), The Education (2006 Order) (Commencement No. 1) and Order (NI) 2007, Circular 2007/ 06.
- The Education (NI) Order 2006, No. 1915 Subject: The Education (2006 Order) (Commencement No. 1) and Order (NI) 2007 Circular Number: 2007/06.
- The Education (2006 Order) (Commencement No. 2) and Order (NI) 2007. Circular Number: 2007/20, date of Issue: 27 June 2007.
- The Education Reform (NI) Order 1989, No.2406, article17: Temporary Exceptions for Individual Pupils.
- Temporary Exceptions from the Statutory Curriculum and Assessment Provisions for Individual Pupils: Circular Number: 1990/45 date of Issue: 28 August 1990.

A minimum of one report per year is required to parents. Records are kept as a result of assessment carried out during the year will be used to inform this report.

Three formal assessment per year to be recorded on SIMS tracking and three informal assessments per year for each class in all subjects at each Key Stage. The informal assessment can take various forms – homework, class essay, oral presentation etc.

SECTION 5 - REPORTING

Schools must send parents at least one written report every school year and notify them as to the arrangements for discussion of those reports.

The required minimum of information to be reported includes: -

- the pupil's progress in all subjects studied together including Religious Education. Details of progress must draw attention to strengths and particular achievements together with any areas for improvement, possibly expressed as targets for development
- details of a pupil's general progress. This should be an overview of the pupil's academic progress; their behaviour; their contribution to the life of the school; and any special achievements during the year.
- a record of attendance.

Departments need to:

- ensure that assessments are consistent so that when judgements are made against standards there is fairness for pupils both within a teaching group and between teaching groups;
- ensure that coursework is moderated to meet GCSE, OCN, BTEC and A level requirements and any new course requirements that are introduced within the school.

SECTION 6 - KEY STAGE ARRANGEMENTS:

Key Stage 3:

Preparation of pupils:

Pupils should be well-prepared for assessments and tests. Their preparation may include:

- having taken several tests of similar structure as part of the course of study;
- having had feedback on their performance in the test papers;
- tutoring in revision and examination techniques;

Use of Key Stage 3 results:

K.S. 3 results may be used in conjunction with other assessment material, (CAT) and act as a basis for grouping pupils in Year 11.

Key Stage 4 and 5:

Similar principles apply as to those previously mentioned and introduced in Key Stage 3.

SECTION 7 - STAFF RESPONSIBILITIES:

A school policy in itself provides only a basis for guidance and action and the means to ensure consistent and effective implementation of agreed procedures. The roles of Senior Staff and Heads of Department are central to this process. This process will also be supported by the Board of Governors through staff updates, reports, feedback and receipt of relevant circulars and other guidance issued by CCEA, DE and EA. Also Governors will be consulted on policy review, examination results, whole school target setting and strategies for improvement incorporated into the School Development Plan.

Members of SMT should:

- facilitate INSET/discussion opportunities for departments or teams of teachers to discuss assessment/recording/reporting;
- look at early predictions of final GCSE/ A level grades and encourage individual pupils to see that with more effort, higher expectations and increased motivation, they can substantially improve their performance;
- sample the work in various departments;
- analyse and evaluate test/exam results and discuss implications of findings with departments with respect to future developments in teaching and assessment.

Heads of Department should:

- monitor and evaluate teachers' marking and other assessment/recording/reporting practices within their department, e.g. they should ensure that the common marking policy is applied consistently across the Department;
- promote consistency in assessment/recording/reporting within their department;
- provide guidance on judgmental issues when assessment standards are being set;
- ensure that their staff have access to relevant publications and are fully informed of the arrangements for public examinations;
- use the results of assessment to inform and direct future teaching and curriculum planning;
- undertake periodic examination of pupils' written work. Follow-up needs to take place where standards are poor or excellent;
- periodically meet with the Principal and Curriculum Vice Principal to discuss, amongst other issues, matters relating to assessment/recording/reporting.

Form Teachers and HOYs should:

- regularly check homework diaries and monitor pupils' progress;
- undertake initial examination of the quality of the comments made by staff on the reports. Appropriate action should be taken where there is cause for concern or when the content is excellent and success always needs acknowledgement.

Section 8. Policy Review

All monitoring and review will be in relation to established policies, practices, roles and responsibilities.

Whole school evaluation will be ongoing throughout the year and a focused evaluation of reporting and assessment procedures using ISEF tool and will be facilitated in June of each academic year.

This policy will then be reviewed bi-annually.

This policy was agreed on _____ . It will take effect from

_____ and will be reviewed two years hence.