RAINEY ENDOWED SCHOOL

ASSESSMENT, RECORDING AND REPORTING POLICY

Implementation Date – June 2019

Review Date – July 2019

Signed _____ BoG

RATIONALE

The school development plan states that we want RES pupils to become:

Successful Learners… who enjoy and understand their own learning and who know what they need to do to make progress and fulfil their potential.

Our assessment policy, therefore, seeks to acknowledge the important part that assessment plays in this learning process and it aims to ensure that an agreed, consistent and effective approach to assessment will support all learners in fulfilling their potential.

CHARACTERISTICS OF EFFECTIVE PRACTICE

In order to be effective assessment should:

(a)   be integral to the processes of curriculum planning, learning and teaching and focus on how pupils learn;
(b)   take account of previous levels of pupil performance and be capable of detecting any significant changes;
(c)   indicate learning successes and identify weaknesses and thereby help pupils know how to improve;
(d)   focus upon learning processes as well as outcomes;
(e)   be based upon success criteria which are clear and precise and promote understanding of success criteria;
(f)   be objective and consistent;
(g)   actively involve pupils in the process of self-assessment, encouraging them to review, reflect, record and evaluate their performances;
(h)   be informative, providing feedback to both staff and pupils;
(i)   be a key professional skill;
(j)   be sensitive and constructive;
(k)   recognise all educational achievement.

FORMATIVE ASSESSMENT

"Assessment for Learning is the process of seeking and interpreting evidence for use by learners and their teachers to decide where the learners are in their learning, where they need to go and how best to get there." *(Broadfoot et al.)*

In keeping with the aims of our School Development Plan we are committed to the principles of Assessment for Learning and to ensuring that our assessment policy exists to enhance the learning process. Assessments may and should include a variety of methods of assessment such as oral, practical, short or extended pieces of written work, observation of individual or group work, both written and non-written. Departmental policies should specify the nature, focus and frequency of such assessments. We are also committed to the assessment of pupils through continuous monitoring by the teacher and to the active involvement of pupils in discussions about their progress and the subsequent setting of future individual short-term learning targets.

Core Principles of Formative Assessment:

1. Using Success Criteria
    When assessment tasks are set, success criteria will be clearly shared with pupils. Teachers will also work towards negotiating success criteria with pupils in an effort to help them develop their own 'anatomy of quality'. The process of modelling may be used to support pupils' learning in this regard.

2. Feedback for Improvement
    Effective feedback is part of the learning process and is used to guide the pupils towards improvement. To this end, the school has adopted a Green Pen Policy, whereby pupils must proofread all work before submission. All departmental policies further require that pupils must make a response to feedback given on core assessment tasks. This could include DIRT Time, target setting or the use of whole class feedback sheets.

3. Peer and self-assessment
   Carefully guided peer and self-assessment activities are used as a means of helping pupils to improve their work and to develop an anatomy of quality.

SUMMATIVE ASSESSMENT AND REPORTING:

Pupil progress is recorded in a centralised and systematic manner and at specified times; SIMS Assessment Manager is used for the purposes of improving pupil performance, identifying underachievement, providing feedback to pupils, reporting to parents, Year Heads, SLT and other interested agencies.

REPORTS

Reporting is a significant part of the school's system of assessment and recording, summarising the pupil's progress and achievement for the period covered by the report.

The school uses SIMS Assessment manager to produce reports on each pupil. Two types of report are used – a **grid style report** and a **full written report**. These are issued via Sims Learning Gateway, available to parents through the app.

A grid style report will include the following:

- Assessment Mark and Term/Year average
- Grade Descriptors for - Self-motivation, Effort in class, Quality of work, Deadlines/Organisation, Coursework/controlled assessment (where relevant)

  Grade Descriptors:
  > E - Excellent
  > V – Very Good
  > G – Good
  > S – Satisfactory – but room for improvement
  > C – Cause for concern – significant improvement required

A full SIMS written report will include all the above, as well as a subject teacher written comment, Year Head comment and Principal's comment.

Written comments for each subject are also to be provided and should include:-

- Comment on the examination performance
- A positive comment on an aspect of the pupil's work/progress/attitude
- Guidance/advice for improvement
- Exhortation e.g. "Well done, Neil!" or "Increased effort is absolutely necessary."

REPORTING ON CCS, TSPCS AND LLW

- In the June report for Years 8-10, a written comment on the following is also included: Thinking Skills and Personal Capabilities, Cross Curricular Skills, Learning for Life and Work.
- In the June report for year 11, a written comment on the following is also included: Learning for Life and Work.

Reporting timeline:

Reports will be issued via SLG, now available to parents through the SLG app and will adhere to the timeline below.

Year Group	SIMS ASS	Written report
8	Oct/Dec/Feb/Apr	June
9	Oct/Dec/Feb/Apr	June
10	Oct/Dec/Apr/June	Feb
11	Oct/Dec/Feb/Apr	June
12	Oct/Dec/Feb	April
13	Oct/Dec/Feb	April
14	Oct/Dec/Feb	April

In consultation with the Principal and the class tutor, the Year Head may intervene in the case of poor work or organisation and contact parents regarding a proposed strategy to be adopted in order to attempt to improve performance.

Interim reports - These may be compiled on any pupil at any time at the request of the Principal, Year Head or parent. Interim reports are designed primarily to obtain a diagnostic assessment of a pupil's progress and attitude in some or all of the subjects in his or her curriculum. These reports will be assessed by the Principal, Year Head or the tutor and may involve consultations with parents.

Report cards - Pupils may be placed on report cards if their work or attitude falls short of that expected. This will involve the pupils submitting the report card to the subject teacher at the start of each class and collecting at the end of each lesson an assessment of their attitude and contribution to the activities of that class. These cards must be presented daily to the Year Head, tutor or Principal at an agreed time for appropriate comment, discussion and action.

Reports at Parents' Meetings - There will be a Parents' Meeting at an appropriate time in the year for each year group. The appropriate staff should attend the Parents' Meetings for those classes which they teach. Reports will be primarily oral but staff should have available any recorded assessment information relating to the pupils under discussion.

DEPARTMENTAL ASSESSMENT POLICY:

Each department should have an assessment policy which is clearly focused on the whole school policy; The following principles will be adhered to:-

(a)   In line with whole school policy, departmental approaches to assessment should be both formative and summative.

(b)   Departmental approaches to Feedback for Improvement should require pupils to have a role in

the assessment process.

(c)   Departments should set core assessments, review periodically their effectiveness and where necessary revise them.

(d)   Core assessments should focus on key elements of the NI Curriculum and any subsequent statutory orders which define or revise the Areas of learning/ Statutory requirements within the Northern Ireland Curriculum.

(e)   In line with the School Development Plan, core assessments and internal examinations should aim to be rigorous and challenging and to assess higher order thinking skills.

(f)   Standardisation is an essential part of the assessment system. During departmental meetings time should be set aside in order to develop common interpretations of attainment and to establish consistency across the department in the assessing and marking of pupils' work.

(g)   At Key Stage 4 Departments should follow the advice from CCEA as to what evidence is required for the moderation of school-based controlled assessment/coursework.

(h)   At AS and A2 levels Departments should follow the advice from the Exam Boards but the emphasis should be on continuous pupil assessment in preparation for exams.

(i)   For subjects in which assessment in terms of levels (Using ICT/Communication/Using Maths) is statutory at Key Stage 3, a process of internal standardisation may be carried out on some pieces of work typical of pupils working at the lowest and highest levels in the range for each attainment target.