## Assessment Policy

### RATIONALE

Our Assessment Policy is guided by the N. Ireland Curriculum which embraces the principles of assessment for learning.  This means that formative assessment is at the heart of our learning cycle.  Our emphasis is on improvement, raising achievement in pupils learning and celebrating success.  Assessment for learning empowers our learners and enables them to realise their full potential.

### AIMS

- To provide pupils with a knowledge of their strengths and areas for improvement and develop an understanding of how to improve their performance.
- To provide teachers with evidence of pupils strengths and areas for improvement so that an appropriate range of teaching and learning styles are accessible to all and encompass the full range of pupil abilities.
- To communicate accurate and meaningful information about pupil's progress to parents /guardians.
- The school will maintain accurate and up to date records of the progress and achievement of all pupils.

### PROCEDURES

**Teachers use a combination of AFL and summative assessment.**

**In Assessment for Learning (AFL) teachers use:**

- *Effective Planning*

Assessment for learning activities are planned to engage pupils in meaningful activities which allow them to think and talk about their learning.

- *Shared Learning Intentions*

Sharing learning intentions with pupils will encourage pupils to take ownerships of their own learning.

- *Comment Only Marking*

Comments should identify what has been done and what still needs improvement and should give guidance on how to make that improvement.  Opportunities for pupils to follow up comments should be planned as part of the overall learning process.

- *Sharing and Negotiating Success Criteria*

Created by pupils or in conjunction with staff clear success criteria and self assessment and helps identify the steps needed to complete a task.

In assessment for learning there is:
- 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

- Learners are able to take responsibility for their own learning

Assessment for learning promotes the concepts of:
- setting open ended challenges
- peer and self assessment
- making thinking important
- making thinking and learning equal
- effective questioning
- enabling collaborative learning
- promoting independent learning
- making connection

"Assessment for learning is the process of seeking and interpreting evidence to decide where the learners are in their learning, where they need to go next and how best to get them there"  (2002 Assessment Reform Group)


## Summative Assessment

### Internal

Summative assessment occurs at the end of the learning process.  We have two formal internal sessions for summative assessment for KS3 / Year 11 pupils (December /June). We have one formal internal session for Year 12 and Post 16 pupils in December.
All pupils complete informal assessments in Autumn and Spring terms

### Key Stage 3

We assess and report on each pupil in each school year by the end of the summer term. Reports include the results of assessment in:
- each of the Areas of Learning;
- the Cross-Curricular Skills; and
- Other Skills (Thinking Skills and Personal Capabilities).

At the end of Year 10, we assess and report on pupils' achievement in Communication, Using Mathematics and Using ICT .


### Key Stage 4

All pupils will be entered for external qualifications at KS4. These will include:
- GCSE's
- BTEC
- Occupational Studies
- Other accredited level 1 and Level 2 qualifications


### SEN

- Depending on their individual needs pupils may be entered for Entry Level Qualifications.


### Post 16

All post 16 pupils will be entered for external qualifications.  These will include:
- GCE's and Applied GCE's (Single and Double)

- BTEC (level 3 subsidiary diploma / level 3 diploma)
- OCR Nationals Level 3
- Level 3 CoPE
- GCSE Maths and English (or alternative Level 1/2 qualifications in Maths / English)
- Other accredited Level 3 qualifications

**N.B. Pupils wishing to repeat external examinations must pay for re-sits.**

## Baselining Assessments

Year 8 and 10 will complete Computer Based Assessments (MidYIS). This will enable progress to be monitored across the key stage. Based on predictors and indicators of these assessments pupil targets may be set and used to monitor individual pupil progress.

## Recording

Class assessments will be recorded by the teacher as a tool within the school for pupil review and progression. This information can be used for
- Feedback to parents
- Motivating pupils
- Review teaching and learning
- Target setting
- Departmental use

Recording must be consistent with the school marking policy.
At KS 3 Grades A, B C1, C2, C3 and U are used.
At KS4 and KS5 Grades A* – U are used.

## Reporting

- Parents/Guardians will receive an annual report written in line with statutory requirements.
- All year groups will have one Parent/ Teacher meeting for oral feedback of pupil progress.
- The day book will be used to communicate to parents and teachers progress of individuals.
- Each department will maintain records of individual pupil to facilitate target setting and curriculum review
- Form Teachers and Year Heads will monitor and review individual pupil progress across subjects

This policy should be read in conjunction with a number of related policies, namely:
- Homework Policy
- Examinations Policy
- Controlled Assessment Policy

**Policy last reviewed by Leadership Team: January 2017**

**Due to be Reviewed: November 2019**

**Appendix 1**

**The Assessment Dates for 2016/2017**

| Month | Record of marks /filling in of reports deadlines | Year Groups |
|---|---|---|
| **October** | November 2016<br>(Summary of marks) | ALL |
| **December** | January 2017<br>(Formal Reports)<br>(Summary of marks) | 11/12/13/14<br>8/9/10 |
| **March** | March 2017<br>(Summary of marks) | ALL |
| **June** | June 2017<br>(Formal Reports)<br>(Summary of marks) | 8/9/10<br>11 |