ASSESSMENT POLICY

(Reviewed April 2024)

ASSESSMENT POLICY

Definition

Assessment is the process of obtaining, analysing, and evaluating evidence for use by pupils, teachers, and others to establish how well pupils are progressing in their learning. It is fully integrated with curriculum delivery and is an essential component of effective learning and teaching.

Aims of Assessment

Sperrin College aims to use a range of formative and summative assessments over the course of an academic year to produce qualitative and qualitative data that will:

- Act as a baseline as pupils' transition between key stages
- Allow for comparison with standardised data
- Inform pupils, teachers and parents on subject specific progress
- Inform pupils and teachers about the next steps in learning
- Inform target setting at individual, subject and whole school level
- Be manageable for pupils and teachers

Assessment Schedule

An assessment schedule is published each year listing the assessment points for each year group (See Appendix 1). A range of subject assessments will take place at these times. Pupils and parents receive assessment timetables at least three weeks prior to the assessment window.

Standardised tests are also carried with specific year groups. Pupils and parents will receive sufficient notice in advance of these.

Types of Assessment

Standardised Assessments

The school uses GL's Complete Digital Solution that provides online tests including CAT, PTE, PTM, PTS, PASS and NGRT. These tests are completed online and do not require prior preparation by pupils. The data is then used by teachers for individual and collective target setting. Results these tests are not normally communicated to parents unless requested.

Subject Assessments

Each department will carry out assessments at the whole school assessment point but may also run their own assessments outside these windows.

Types of assessment could be but are not limited to:

- Written tests/examinations
- Speaking/Presentation assignments
- Observation and assessment of subject specific practical skills
- Assessment of performance (e.g. Music or Drama)
- Portfolio based assessment
- Controlled Assessments

Quality Assurance

Subject assessments at KS3 used at the main whole school assessment points may be quality assured by the Senior Teacher for Assessment and/or the Assessment Coordinator in line with the priorities of the current school action plan.

The points considered in the quality assurance process are listed in Appendix 3.

Assessment of Pupils on the SEN Register

Pupils on the SEN register will usually be assessed at the same times as their peers but may have access arrangements in place if previous approval has been given in line with JCQ guidelines for public examinations. (See Access Arrangements Policy)

Marking of internal Assessments

At Key Stage 3: To ensure consistency of marking across each department, standardisation led by the relevant HOD should take place where mark schemes are agreed by all teachers involved in marking a particular script. Teachers should then apply the agreed mark schemes during marking and raise any unforeseen responses with their HOD.

At GCSE / A Level: Assessments should be marked using the mark schemes/assessment criteria provided by the relevant awarding body. Teachers should raise any queries about the application of the mark scheme with the relevant HOD.

Reporting

Parents will receive one full report each academic year that will include:

- Marks/Grades from the most recent assessment point colour coded against agreed targets (See Appendix 4)
- Numbers (1-3) for self-motivation, homework, and behaviour (behaviour is replaced by deadlines in 6th form) (See Appendix 4)
- Subject specific comments giving details of strengths and an area for improvement

A progress summary is provided to pupils in Years 8-11 including a form teacher summary comment at a separate assessment point in the academic year.

Form Teachers comments will include:

- Subjects/skills where pupils' strengths are

- An area for improvement
- A comment on the pupil's contribution to their form class and the school as a whole

Please refer to the sample reporting schedule in Appendix 2

School Reports are distributed electronically via the SIMS ParentApp unless a paper copy is requested by a parent.

Roles and Responsibilities

Teachers

Know the starting point of all learners

- Being aware of baseline CAT data (and PTE, PTM and other standardised tests if appropriate)
- Ensure planning recaps on prior learning (including learning in other subjects) in order to ascertain readiness to move on.
- Be familiar with students SEN needs and IEP targets/strategies.
- Set tasks which establish early learning capability.

Measure the learning in motion

- Apply a range of effective AFL strategies in line with school policy (See Learning and Teaching Policy)
- Set meaningful homework in order to ascertain learners' independent capacity for learning.

Make learners aware of how to progress their learning

- Model and discuss the metacognitive approaches to learning through teaching self-management skills as a learning tool.
- Negotiate success criteria, provide feedback and allow opportunity for learners to act on feedback

Alter the learning approach to address pupils' needs

- Reflect on the outcomes of AfL strategies to tailor the next phase of learning
- Differentiate the learning to ensure that each learner is making progress in some way
- Consider suggested strategies for learning advised in learners' IEPs

Agree realistic targets accounting for baseline data

- Teachers agree individual targets for each pupil, accounting for previous performance and progress in learning
- HODs set departmental targets for external examinations accounting for baseline data
- SLT set targets for whole cohorts accounting for baseline data

Assess the learning

- Teachers under the direction of their HOD will set summative assessments that reflect the knowledge and skills outlined in the PfL

- HODs will submit assessments to SLT for quality assurance in terms of challenge and differentiation.
- Teachers will provide timely notice of the knowledge, understanding and skills to be assessed.

Reflect on the learning and negotiate new goals

Internal Assessment	External Assessment
• Teachers will discuss performance and agree new targets with pupils	
• Based on class teacher summaries, HODs will reflect on performance in internal assessments and set the agenda for improvement.	• Based on CCEA Analytics HODs will reflect on performance in external assessments and set the agenda for improvement.
	• HODs will reflect on performance against teacher targets, baseline targets, other departments and NI averages.
• Learning Tutors will oversee pupil reflection in their Personal Learning Log, discuss performance and improvement strategies	
• Learning Tutors and HOY will use data to identify and recognise good performance along with the rewards coordinator	
• Learning Tutors and HOY will identify underperformance and implement strategies for improvement	
• The Banding team will make use of internal and standardised data to inform the banding process at the end of each academic year.	• SLT will benchmark whole year groups against similar schools using tools such as Fisher Family Trust Aspire and oversee intervention strategies along with year heads.

Learners at Sperrin

Reflect on your current understanding and be curious about new learning

- Actively think about learning from previous lessons, ask questions about what you would like to learn about and independently seek out new information.

Self-Manage and reflect on your learning as you go along

- Ensure you understand the Success Criteria set. Reflect on it before, during and after you have finished your work.
- Actively seek out information to help you understand any learning you are confused about.

Act on feedback to improve your learning

- Take time to reflect on and understand the feedback given by your teacher.
- Act on the feedback to produce an improved version of your work or correct a misunderstanding.

Negotiate your assessment targets and strive to meet them

- Learners will take account of their previous performance and suggest targets to their subject teacher (Numerical at KS3 and a grade and KS4 and 5).
- Learners will use a variety of appropriate revision strategies to prove their knowledge, understanding and skills prior to each assessment

Demonstrate your learning in assessments

- Apply lessons learnt about effective exam technique

Reflect on your learning and set new goals

- Reflect on strengths and weaknesses in your Personal Learning Log
- Discuss progress and improvement strategies with your Learning Tutor, class teacher and parent/guardian
- Act on advice given by Learning Tutors, class teachers, year head and parent/guardian.

Parents at Sperrin

Be aware of your child's strengths and weaknesses in learning

- Promote and encourage your child to build on their strengths and find ways to help support them in addressing weaknesses in learning.

Support the learning process by helping your child understand and apply success criteria

- Encourage your child to follow the guidelines for success set and help them to assess if these have been met

Encourage your child to act on feedback in order to progress his/her learning.

- Use information given in reports, Parent Teacher Meetings and pupil books/assessment to help guide your child in his/her next steps in learning.

Be aware of Assessment Points and provide a supportive, active learning environment at home

- Be aware of forthcoming assessments and help your child to plan their revision.
- Ensure that your child has a suitable space that is conducive to study

Discuss the outcomes of assessments with your child and help to reflect on how to improve

- Discuss your child's performance in their assessments and sign their personal learning log
- Reflect on school reports and help your child focus in on areas for improvement

Senior Leadership at Sperrin

It is the responsibility of the Vice Principal with responsibility for Assessment along with the Assessment Coordinator to review, monitor and evaluate all aspects of the Assessment Policy within the context of Whole School Development Planning and self-evaluation. They will lead Subject Leaders in the implementation of the contents of this policy and liaise with them with regard to any policy amendments in the future.

The Assessment Coordinator also has the responsibility for the organisation of the annual internal school examinations in December (Years 8-11), January (Years 12-14), March (Year 11) and June (Years 8-10).

The Board of Governors at Sperrin

The Board of Governors will oversee whole school performance process and approve targets for improvement based on standardised data and that from public examinations.

APPENDIX 1

Sample Assessment Schedule

Assessment Schedule

A P	Dates	Where?	Review Week	Report
1	KS3 assessments can occur at the discretion of the teacher	In Class	Pupils should negotiate their targets well in advance of AP2	N/A
	KS4 and KS5- at the discretion of the teacher but likely to be Week beginning 8th October	In Class	Week 3-Normally October	Year 11-14 pupils will receive a progress summary via Parent App
2	Junior School Winter Assessment Week (Years 8-11) Late November to Early December	Year 10 in Assembly Hall Year 8, 9, 10 and 11 will be off timetable	Mid- December	Full Report for Year 10 Progress Summaries for Years 8, 9, 11
	Senior School (Year 12*-14) Mock Examinations Third Week of January	Assembly Hall	Late January	Full Reports for Years 12, 13 and 14
3	Years 11 only Term 2 (Normally March)	Assembly Hall	Early April	Year 11 parents will receive a full report before Easter.
4	KS3 Summer Examinations First Week of June	Off timetable examinations	Mid -June	Full reports with comment banks for Years 8, 9 and 10.

APPENDIX 2

Sample Reporting Schedule

Year Group	Winter	Spring/Summer
8 9	Progress Summary with Form Teacher Comment	Full report at the end of the Summer term
10	Full Report at the end of term 1	Progress Summary with Form Teacher Comment
11	Progress Summary with Form Teacher Comment	Full Report at the end of the Spring term
12 13 14	Full Report at February mid term	No summer report

APPENDIX 3

Points considered in the <u>quality</u> assurance of KS3 assessments

Structure of the examination paper

- Standard school front cover used to include instructions also indicating the use of a calculator etc
- Questions and sub questions clearly labelled
- Mark allocated clearly indicated
- Images used should be clear
- Marks for Quality of Written Communication should be clearly indicated

Differentiation and HOTS

- Papers should show a range of question and response types reflecting Bloom's taxonomy. *This will be reflected in the command words used in questions e.g. List, recall, describe, explain, compare and contrast, justify, suggest*
- Marks 0%-40% of marks should be accessible to all pupils
- Marks 40%-55% should be accessible to an average pupil in G, T and M sets
- Marks 55-70% should be accessible to an average pupil in G and T sets
- Marks 70-80% should be accessible to an average pupil in the G set
- Marks 80-100% should be to stretch and challenge the most able pupils.

*Communication

Where appropriate there should be opportunities to assess pupils' skills in **reading** and **writing**.

This could be:

- Questions that require pupils to read extended text and use it with their knowledge to answer questions
- Questions that require pupils to respond with extended and structured written responses where marks are allocated for quality of written communication

*Using Maths

Where appropriate there should be opportunities to assess pupils' skills in **shape, space and measure**, **number and algebra** and **handling data**.

Communication and using maths skills should only be included if they are part of plans for learning. There is no need to include them if they do not apply to your subject.

Thinking Skills and Personal Capabilities

All papers should show evidence of at least one of the thinking skills and personal capabilities. The skills assessed should relate to learning that has been covered in the plans for learning.

Length of Paper

The number of marks awarded should relate to the length of time allocated to the paper.

Year 8, 9 and 10 papers should be no less than one hour and no longer than 75 minutes

APPENDIX 4

Colour Coding and Report Descriptors

Colour Coding at Key Stage 3

<u>KS3 Traffic Lighting</u>

Green- More than 5% above target

Yellow- Within 5% of target

Red-More than 5% below Target

<u>Colour Coding at Key Stages 4&5</u>

Green- Above your target grade

Yellow- In line with your target grade

Red-Below your target grade

Self-Motivation, Homework and Behaviour/Deadlines descriptors

Result	Description
1	You are performing well above the required standard. Endeavour to maintain this....
2	You are performing at an acceptable standard. Endeavour to improve and exceed the standards set.
3	You are not yet performing at the required standard. Improvement in needed.