

Coleraine College



Assessment Policy (reviewed: December 2015)

Assessment is concerned with determining where the child is in the learning process to enable effective and appropriate provision of teaching to be made.

Assessment is an integral part of teaching and learning and an important element in the professional responsibility of teachers. Teachers and pupils must be fully involved in assessing work currently being covered so that strengths and weaknesses can be identified, effective planning can take place and realistic targets for the future can be set.

Purposes of Assessment

Assessment has one or more of the following purposes:

- To enable pupils to reflect on and acknowledge personal or group achievement.
- To help pupils take the next step(s) in learning.
- To communicate with interested parties about the achievements of pupils.
- To enable teachers to monitor pupil progress.
- To inform school, class and teaching planning.
- To meet the legal requirements for assessing the Northern Ireland Curriculum.

TYPES OF ASSESSMENT

Summative assessment is Assessment OF Learning. It is used mainly to measure performance and clearly identifies a standard of pupil attainment. It is carried out at the end of a period of learning, eg:

- External Examinations
- Internal School Examinations
- Assessment of cross-curricular skills at KS3: this currently involves pupils completing tasks for Using Maths and Communication where appropriate levels are allocated. ICT tasks will be rolled out within the next academic year
- Tests which are embedded into the school calendar where pupil results are tracked and in SIMS.

Summative Assessment

- happens after the learning
- proves learning has taken place
- assists in measuring learning
- is done to learners
- is externally referenced
- is focused on the outcome

Formative assessment is Assessment FOR Learning. It is ongoing and provides evidence of and for progression in learning. It supports learning through identifying difficulties, providing feedback and diagnosing future learning priorities.

Formative Assessment

- happens during the learning...
- helps to improve learning...
- assists in growing learning...
- is done with learners...
- is personally referenced
- is focused on the process

Assessment for Learning

Teachers should be encouraged to integrate the following Assessment for Learning strategies into their teaching and learning.

- Learning Intentions
 - Clearly communicated at start of lesson/task on the board
- Success Criteria
 - set of criteria, agreed with pupils, determining exactly what is required for a particular task or assignment:
- Effective Questioning
 - More thinking time for students: eg: Think/pair/Share
 - Asking questions better and asking better questions
- Formative Assessment
 - Set against success criteria
 - self assessment/peer assessment/teacher assessment
 - Feedback given to pupils should be about the particular qualities of his or her work, with advice on what he or she can do to improve, and should avoid comparison with other pupils.

Diagnostic Assessment : Baseline data

The English department use PIE tests in Years 8-10 as a method of assessment. This incorporates various components of the subject and assists in identifying those pupils who may need extra literacy support. This support is then given to pupils by a teacher employed in this capacity.

The Mathematics department use Alta Maths with Years 8 – 10 as an ongoing diagnostic tool within their classes to help pupils test the numeracy skills acquired and to give them an indication of levels they are working towards. They also use PIM tests with Years 8 and 9.

GL Assessment (CAT) test is administered to all Year 8 pupils in September. This is a baseline test designed to measure ability rather than achievement. The results of this test are used to assist in the identification and monitoring of underachievement throughout Key Stage 3 by all departments. These results and information can also be used to assist the initial tracking of pupils on SIMS by all subject teachers.

Evaluative Assessment

Pupils are given opportunities to engage in self & peer-assessment at all Key Stages, this encourages pupils to assume responsibility for their own learning by:

- Setting and reviewing individual targets for every academic subject
- Evaluating their own achievement against shared success criteria
- Identifying their own strengths and areas for improvement
- Encouraging individual target setting for future progression
- Fostering a self reflective learning culture

Teachers need to make use of pupils' assessment results to monitor teaching and learning and to reset targets or vary teaching strategies and SOW contents as required.

Intervention strategies

Pupils who are underachieving in junior school are identified by Form Teachers. The implementation of the new tracking system should assist staff in identifying those pupils whose progress is a concern. Parents are informed to encourage support with homework and study at home. When the need arises pupils are placed on an IEP to target specific difficulties for example literacy or numeracy support.

Time is allocated to boost literacy among junior classes by Years 8&9 spending one session a week timetabled in the library with a teacher.

Pupils who are underachieving in senior school need to be identified by subject teachers. They need to discuss concerns with pupils and try to implement strategies to help them. Other staff (FT/YH/CLM) may also speak with them regarding their progress. Parents need to be informed and encouraged to support work and study at home to assist their child in reaching his/her potential.

Reporting to Parents / Parental Contact

- Reporting will be based on assessment of individual pupil performance.
- A formal report will be issued to parents once per year, normally in June. It will be based on the pupil's performance in internal examinations.
- Year 12 pupils will receive their report in January, after the completion of their mock examinations.
- The school holds parent evenings when parents are invited to discuss their child's

performance and achievements with individual subject teachers at different times within the school year depending on the pupil's year group.

- Parents may also contact the school at any time to see the Form Teacher or a Subject teacher concerning a pupil's progress.

ROLES AND RESPONSIBILITIES

Principal and Curriculum Manager

It is the responsibility of Vice Principal and CLM to review, monitor and evaluate all aspects of the Assessment Policy within the context of whole School development planning and self evaluation

Assessment Manager

It is the responsibility of the assessment manager to produce, distribute and monitor the tracking system for assessment within the College. This system then enables all staff to record assessment results for pupils in all subjects. They must also deal with any issues relating to the tracking system. They should liaise with CLM/VP on school focus for assessment and tracking for the academic year.

Subject Leaders

It is the responsibility of Subject Leaders to apply and embed the principles of the School Assessment Policy within their own subject practice. They should formulate and maintain a subject policy on Assessment – which may be the whole School policy. It is their responsibility to:

- use data to inform teaching and learning which can be found within Benchmarking (Learning Resources) and in the tracking grids (on SIMS)
- ensure assessment tasks are fully integrated within SoW
- Liaise with examinations officer re exam entries for their subject at KS4 and KS5

Subject Teachers

It is the responsibility of Subject Teachers to:

- implement subject/whole School policies on Assessment
- mark in a positive, accurate, meaningful and diagnostic style
- report to pupils, parents and staff on individual and group progress
- liaise with Subject leader, Year heads and SENCOs re individual pupil support as and when required

External Examinations Officer

It is the responsibility of the External Examinations Officer to liaise with appropriate staff/pupils/parents/exam boards regarding all aspects of external assessment within the College.

Pupils and Parents

Pupils and parents may be asked to contribute to the evaluation of assessment practice in School. Pupils have the responsibility to attend and participate in required assessments, record and discuss results achieved with their teachers.

Appendix 1 – Quality Indicators

Together Towards Improvement (TTI)

1 Promotes and Supports Learning

- identifies what pupils know, understand and can do
- enables consistent monitoring of pupil progress
- identifies individual learning styles
- identifies individual learning strengths and weaknesses
- encourages progression in learning

2 Informs Teaching

- assists lesson planning
- informs review of content and skills
- promotes a variety of teaching strategies
- enables consistent monitoring of teaching progress
- encourages self reflection

3 Is both formative and summative

- promotes a shared learning culture
- provides clear and regular feedback
- diagnoses learning difficulties
- measures pupil performance
- identifies clear and shared targets for pupil progress
- promotes differentiation by outcome
- informs subject choice and career decision making
- provides effective and progressive pupil records
- informs regular reporting to parents

4 Uses appropriate and diverse strategies

- is both formal and informal
- accommodates a variety of learning styles
- tests a range of skills
- encourages effective and standardised marking procedures
- is both quantitative and qualitative
- is carried out in a range of contexts

5 Recognises ALL pupil progress and achievement

- rewards progress, effort and achievement
- fosters motivation and promotes a commitment to learning
- creates opportunities for self direction
- fosters self esteem and social development

6 Develops the capacity for Self Assessment

- shares learning outcomes and assessment criteria
- gives sensitive and constructive feedback
- supports pupils in self and peer assessment activities
- engages pupils in realistic target setting

7 Fosters a shared involvement and responsibility between School and Home.

- provides oral and written reports on progress and achievement
- fosters good parent/teacher relationships
- creates a common purpose of achievement