

St Pius X College

Magherafelt

“Success for all”



Assessment, Marking & Reporting Policy

Updated February 2017

INTRODUCTION

This policy is compatible with all others in St. Pius X College documents and reflects the values implicit in the College Aims, College Ethos, the Mission Statement and the best of current practice. It takes into account the Education [NI] Order 2006.

DEFINITION OF ASSESSMENT

Improving the quality of teachers' assessment practice has a substantial effect on the achievement of pupils. Assessment is the making of an informed judgement embracing all methods customarily used to praise the performance of an individual or group and the communication of that judgement to others.

RATIONALE

Reflecting on the recent ETI conclusions in January 2014:

- *There is a coherent, whole school approach to the arrangement for planning, teaching and assessment.*
 - *It is appropriate that the school has identified the need to review and standardise assessments to ensure that better use is made of the information to inform interventions and support for individuals where need.*
- *A key strength of the school is the early intervention for those pupils at risk of underachievement and the range of support available to help them reach their full potential.*
- *A range of appropriated strategies are taken forward which include the more effective use of performance data to inform how collective and individual needs of all the pupils are addressed.*

St. Pius X College recognises that:

- Assessment is an integral part of the Northern Ireland Curriculum at all key stages.
- Assessment must reflect the curriculum requirements and provide constructive, motivating and challenging learning experiences for pupils.
- Assessment should be part of the teaching and learning process that supports independent learning.
- Assessment should enable young people to gauge their own progress and potential and make improvements in their learning.
- Assessment should help advance learning as well as determine whether learning has taken place.
- Assessment provides teachers with valuable information to help plan instruction and measures progress over time.
- It emphasises the formative value of assessment rather than the merely summative, it is therefore both diagnostic and evaluative.
- An assessment programme is ongoing so that changes over time in pupils' learning can be noted.
- It is incorporated in Schemes of Work and caters for both interim and long term goals.
- The assessment programme needs to include both formal and informal tools so that evaluation of performance is reliable and useful for recording and reporting.
- Assessment is an indicator of effective performance for High Quality Teaching and Learning.

**' ... Assessment and other data is used to effectively
inform teaching and learning across the school and
in the classroom and to promote improvement...'**

Every School A Good School
A Policy for School Improvement DOE April 2009

PURPOSES

FOR TEACHERS

- To assist in the identification of areas of strengths and weakness in learning and to adjust subsequent teaching in light of this.
- To identify areas of concerns with regard to teaching strategies, styles and resources.
- To provide feedback for the teaching and learning process.
- To provide constructive feedback to pupils on their progress and help them to identify areas of their work which they find challenging.
- To provide data for departmental target setting/bench marking for PF 1 Pro-forma on an annual basis.
- To provide teachers with relevant information for reporting Levels of Progression for students in the Cross Curricular/Core Skills [or comment only re union industrial action] within Key Stage 3 and the predicting of grades at GCSE and GCE.
- To provide data for reporting on pupil progress and achievements.
- To provide information for Heads of Departments when reporting, presenting and discussing 'Performance Analysis' for GCSE and GCE results to SMT and departmental colleagues

FOR PUPILS

- To contribute to the realisation of pupil development.
- To identify pupil learning difficulties while taking account of pupil problems.
- To monitor and record pupil progress.
- To motivate pupils by providing a sense of achievement and success so that they will have an incentive for learning.
- To use formative feedback to evaluate their own work and identify ways in which they can improve.
- To enable pupils to participate in self/peer assessment and evaluation of their self/peer work and identify ways in which they can improve through Assessment for Learning [AFL].

FOR PARENTS AND OTHERS

- To provide feedback on pupils' progress.
- To enable parents and others to advise and contribute to decisions about the pupils' continuing education/career choice.

FOR SENIOR MANAGEMENT/SENIOR LEADERSHIP TEAMS

- To use the information gleaned from assessment to make informed judgements about Curricular, Pastoral, Pupil, Teacher and Resource Management issues.

FOR HEADS OF YEAR AND HEADS OF DEPARTMENTS

- To use a range of Curricular and Pastoral data to make informed judgements on pupil progress with the incorporation of early proactive intervention strategies as deemed necessary in collaboration with individual subject teachers and Heads of Departments. This will be reported to parents.

KEY ELEMENTS OF ASSESSMENT

The following are regarded as the most significant elements of Assessment which will provide guidance for Departmental implementation.

- [A] Schemes of Work
- [B] Homework
- [C] Standardisation
- [D] Differentiation
- [E] Formative Assessment/Continuous Monitoring/Quality Assured Assessments
- [F] Summative Assessment
- [G] Pupil Self Assessment
- [H] Teacher competence in data usage for setting individual pupil target grades
- [I] Teacher competence in use of Residuals at subject level
- [J] Incorporation of identified individual pupil access arrangements

[A] SCHEMES OF WORK

Assessment is an integral part of the teaching and learning process. As the principal aim of assessment is to promote pupils' learning it should, therefore, occupy a central place in the planning of teaching:

- All departments identify agreed Teaching and Learning Intentions and indicate how these will be assessed and marked. These Learning Intentions are communicated to pupils prior to engaging in assessment tasks/tests.
- Learning activities are differentiated for all the ability levels, types of learners [Kinaesthetic, Visual and Auditory] and the developmental needs of pupils concerned.
- Coursework/Portfolios, projects, practicals, fieldwork and extended pieces of work/investigations form a component of the process for all year groups.

In Key Stage 3:

- Departments acknowledge the Cross Curricular Skills/Core Skills, Thinking Skills and Personal Capabilities and consider these when assigning assessment tasks.
- The Assessment for Learning strands of Learning Intentions, Success Criteria, Self/Peer Assessment & Evaluation, Effective Questioning and Formative Feedback are used to assess the Thinking Skills and Personal Capabilities.

In Key Stage 4 and Post-16:

- The Cross Curricular Skills, Thinking Skills, Personal Capabilities, and the strands of Assessment for Learning, will be invariably transferred and further built upon during GCSE and GCE pupil studies.

[B] HOMEWORK

There is a clear understanding of the purpose of homework:

- It is meaningful, appropriate, differentiated and commensurate with the ability range of the pupils, while stretching and challenging the gifted and talented.
- Departments should decide the frequency and nature of homeworks.
- When and if a homework task is assigned as an element for Continuous Monitoring, the objective of the task and the success criteria is conveyed to pupils prior to the task being set.
- Marking, annotating and recording homework is standardised throughout the department.
- Provision of digital technologies for homework use can be accessed by pupils through the after school homework club

[C] STANDARDISATION

To ensure standardisation of marking all pupils are tested on the same outcomes at agreed stages and with mark schemes agreed in advanced. It is essential for each department to possess a shared understanding of assessment arrangements:

- Standards of what constitutes achievement in the learning intentions are agreed in advance of the task being set.
- There is a consistent approach to marking within departments which reflects a shared interpretation of standards of pupils' work.
- Differentiated Quality Assured Assessments which is reflective of the College's 'Quality Assured Assessment Rationale' are discussed and agreed upon.
- Within departments there is common agreement on procedures relating to the use of Assessment Units and the type of records and evidence kept relating to pupil performance.
- Moderation to agree common standards of performance regularly occurs during Monday Departmental Meetings.

[D] DIFFERENTIATION

The role of SENCO is paramount in advising departments about differentiating tasks for individual pupils. All Heads of Departments must seek guidance on such tasks and disseminate such information to all departmental members. It is vital that all assessments are appropriate to the ability range of the pupil and are based on differentiated tasks where possible with the inclusion of a range of resources to stretch and challenge the gifted and talented pupils.

[E] FORMATIVE ASSESSMENT/CONTINUOUS MONITORING/QUALITY ASSURED ASSESSMENTS [APPENDIX 1]

This mode of assessment helps to identify strengths and weakness in pupil performance and assist in evaluating teaching programmes.

Continuous Monitoring within departments include:

- Effective questioning and observation of pupils to check that they understand and can use the ideas/concepts/skills being taught and that they have retained the facts [**whole college PRSD focus 2015/2016 postponed due to industrial action**].
- Written class work and homework tasks take a variety of forms depending on the topic. This work is regularly inspected and marked by the teacher. Some work allows for pupils' self-assessment and comment only formative feedback.
- Quality Assured End of topic/unit assessments involve standardised differentiated assessment tasks carried out at approximately at the same time by all teaching groups in the year.
- Extended pieces of work – investigations, practical work, experiments, field work, power points, research, projects and portfolios.
- Prior to the assessment, pupils are made aware of the prior learning intentions to be assessed so that they can prepare effectively. The tests reflect the identified learning intentions.
- Marks are recorded in the teachers' Mark Section within the Teacher Planner and/or the teacher class marksheets on Sims Module – Assessment Manager.
- Reliability and Common Standards within departments are achieved by:
 - Heads of Department in agreement with departmental colleagues put in place a set of criteria for the assessment of pupil work.
 - Departmental interrogation of pupil data after completion of each Continuous Monitoring task and internal informal testing with the identification of casual factors for pupil under performance. This alludes to the implementation of remedial monitored intervention strategies.
 - Departments develop pupil friendly assessment criteria related to specific topics as part of the AFL Strategy.
 - Criteria are discussed and agreed with pupils so that they can take responsibility for scaffolding their learning.
- Pupils take part in self/peer assessment and meaningful self/peer evaluation in all departments [**whole college PRSD focus 2016/2017 postponed due to industrial action**].
- CM1 and CM2 to be completed by end of November for years 8 to 14 inclusive.
- CM3 and CM4 to be completed by the end of April for years 8 to 14 inclusive.
- CM3 and CM4 while not formally reported for years 12 to 14, are used as indicators for monitoring pupil progress.

Throughout all key stages of the Northern Ireland Curriculum, quality assessment should be based on the following seven key principles:

- Be complementary to and supportive of learning
- Be valid and reliable
- Be fit for purpose and manageable
- Support teachers' professional judgement
- Support accountability
- Differentiated
- Stretch and challenge gifted and talented pupils

[F] SUMMATIVE ASSESSMENT [END OF TERM AND END OF YEAR EXAMS]

- Years 8 to 14 inclusive completed CM1 and CM2 reported to parents in early December.
- Years 12 to 14 in collaboration with MLP exam week in mid January, with completed reports to parents in early February.
- Years 8 to 11 sit internal informal exams [3 days, end of May and beginning of June] with completed reports to parents at the end of June.
- Years 12 to 14 will sit public exams in May and June.

All pupils will record their CM1 to 4 and internal formal subject grades in their individualised **continuous monitoring and tracking performance card** which is available for SMT, Form Teacher and parental viewing.

[G] PUPIL SELF ASSESSMENT

- Departments develop strategies to assist pupils to keep track of their own progress.
- Self assessment is an integral strand of AFL as pupil self assessment identifies the particular areas/problems a pupil experiences. This along with formative feedback allows pupils to positively address these problematic areas.

[H] TEACHER COMPETENCE IN DATA USAGE FOR INDIVIDUAL TEACHER PUPIL TARGET SETTING

Whole staff training on:

- use of MIDYIS and June exam grades for years 9 and 10 only [Key Stage 3]
- YELLIS and year 11 June exam grades for year 12 [Key Stage 4]
- ALIS and year 13 AS grades for year 14 exam grades [Post-16]

naturally cascades into all departments so all subject teachers can effectively use this data to set individual teacher target grades for each pupil within each year group. The Target Grade is based upon what a teacher believes their child would achieve if he/she works to his/her full potential This will be analysed on a termly bases within all departments. As a result of this, teachers:

- Are required to assess pupil performance against relevant benchmarking data.
- Understand the relationship between assessment, setting pupil targets and progression.
- Use assessment information to make teaching more effective.
- Will collaborate with others to make assessment more effective at the classroom and whole-college level.

Parents are informed of the definition of the Teacher Target Grade and their child is tracked against these targets. Target grade information is analysed by the Key Stage 4 Coordinator and Post-16 Heads of Year to predict GCSE and GCE year group performances respectively

[I] TEACHER COMPETENCE IN USE OF RESIDUALS AT SUBJECT LEVEL

This is comparative data. In its simplest form a residual is the difference between a pupil's target grade and the public exam grade achieved.

- Staff received initial training on this in October 2013 [Shane Comber]
- Further training on this area will be ongoing during 2015/2016 [Shane O' Neill, C2k]
- Currently teachers can calculate residuals by the following method:
 - A pupil with a target grade of C but achieves a B will have a residual value of +1. Had he/she achieve a D, the residual value is -1.
- To date, no residual values are officially provided to departments as part of the GCSE and GCE performance analysis.

[J] INCORPORATION OF INDIVIDUAL PUPIL ACCESS ARRANGEMENTS

Heads of Departments implement the college's guidelines as provided by the SENCO on pupil access arrangements during both informal and formal assessment/exams and controlled assessments. This information is forwarded to the SENCO and respective Key Stage Coordinator **at least one week prior** to the assessment activity.

ASSESSMENT STRATEGIES

We monitor and maintain high standards of assessment through a range of strategies designed as continuous assessment of the teaching and learning process itself. These include:

- Submission of departmental schemes of work in Private 1 College Documentation.
- Departmental assessment policies based upon whole- college policy.
- A biennial college audit of the opinions of pupils, parents and staff on a wide range of issues.
- Continuous target setting, tracking and scrutinising both curricular and pastoral data to further promote academic achievement as part of the College Development plan.
- Provision of extra programmes for those pupils identified as weak in numeracy and literacy.

These strategies are reviewed annually by SMT.

MARKING POLICY

RATIONALE

Effective and purposeful marking is essential in the learning and teaching process and is most valuable when pupils act upon the outcomes and teacher comments. Marking should be a standardised process within departments and the college.

PURPOSES

- To inform pupils of what they know, understand and can do.
- To inform and direct pupils of what they need to do to improve.
- To inform teachers of the quality of effectiveness of their teaching strategies.
- To assist the teacher self-evaluation process.
- To inform parents of pupils' academic progress.

GUIDELINES

Marking homework

The departmental policy details for each year group:

- The frequency and nature of homework set;
- The frequency and nature of homework that is teacher marked;
- How marked homework is annotated by the teacher [incorporation of formative feedback to provide a mechanism for pupil improvement];
- Where included and used, the part homework plays in continuous monitoring marks for reports;
- The College guidelines of Marking Communication, Using Maths and Using ICT
- The use of positive achievement to encourage pupils and to promote their self esteem.
- The inclusion of stretch and challenge work for the gifted and talented pupils

Marking coursework/portfolios, projects, practicals, fieldwork and extended pieces of work/investigations

- A common mark scheme is used.

Marking Continuous Monitoring Tasks and Tests [Appendix 2]

- A common mark scheme is used.
- Test % equates with grades for Key Stage 3, Key Stage 4 and Post-16.

Departmental Policies includes:

- Symbols/annotations standardised across the department indicate to what extent the work met the marking criterion.
- Formative Feedback – which informs and identifies the pupils' success and how they can improve upon answers and overall performance
- Procedures to encourage all pupils to do corrections after their work has been returned.
- Promotion of parental signature and comment on pupil performance.
- Pupil self evaluation of performance and suggestions of what they will do to improve performance.

RECORDING AND REPORTING OF ASSESSMENT [Appendices 3, 4 and 5]

All schemes of work identify what is assessed when and how. Assessment corresponds to the skills/concepts as outlined in the NI Curriculum.

- Formative reporting of continuous monitoring [CM1 and CM2] takes place in December for years 8 to 14 inclusive. These reports are used in subsequent Parent/Teacher meetings. Where underachievement is identified, parents are informed of the appropriate remedial action/intervention strategies to be taken and encouraged to visit the college and discuss their child's progress.
- Formative reporting of summative assessment occurs:
 - Years 12 to 14 in collaboration with MLP exam week in January, with completed reports to parents in early February.
 - Years 8 to 11 sit internal informal exams [4 days beginning of June] with completed reports at the end of June.

- Parents of pupils in Key Stage 3 are informed of pupil progression [or comment] in the Cross Curricular Skills, with additional comments on the Thinking Skills and Personal Capabilities.

Reporting for all pupils uses the SIMs C2k Assessment Manager module.

- Results of all assessments are communicated to pupils as soon as possible, discussed with them, used to encourage and motivate pupils and enables teachers evaluate their teaching strategies, teaching methodologies and review of the teacher pupil target.
- Results are continually monitored at department level, subject teachers hold regular discussions with pupils to monitor their performance and form teachers discuss progress in all subjects.

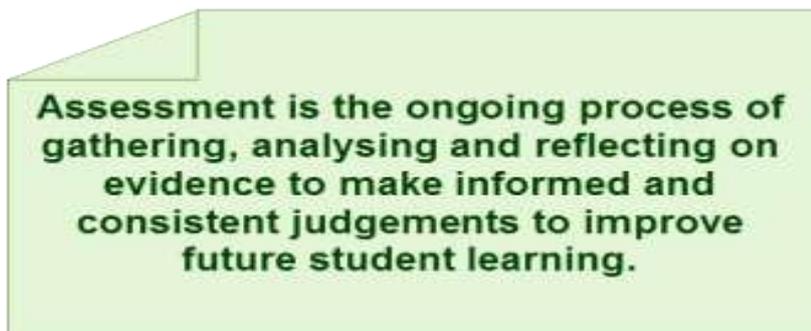
MONITORING AND EVALUATION

Each subject department monitors and evaluates assessment and marking procedures for each year group. This is done through all or a combination of the following:

- Book scoops;
- Internal departmental standardisation and moderation;
- An ongoing programme of observation based on PRSD and NQT;
- Peer/Self Evaluation;
- Utilisation of the college's bespoke pupil tracking system;
- Years 11, 12, 13 and 14 predicted grades;
- Evaluation and review of Continuous Monitoring tasks as directed by the college's Quality Assurance Working Group and departmental marking;
- The sharing of examples of good practice are regularly discussed at HOD meetings and whole college level.

REVIEW

This policy is reviewed periodically and amended as considered necessary. It is presented at a staff meeting for discussion.



The purpose of **QUALITY ASSURANCE** is a mechanism where collectively a common, agreed, standardised differentiated approach to Continuous Monitoring Assessments is both meaningful and purposeful for both the teacher and the pupil irrespective of the nature of the curricular subject taught. The outcomes of the process will be used for inclusion of proactive intervention strategies when deemed necessary and provide informative pupil and parental information within and across the transition of the Key Stages. To embed this culture, we as a college will:

‘Ensure that every learner fulfils his or her full potential at each stage of her or his development’.

Every School A Good School
A Policy for School Improvement DOE April 2009

APPENDIX 2 CONTINUOUS MONITORING AND EXAM GRADE BOUNDARIES

KEY STAGE 3

A=80%
B=70%
C=60%
D=50%
E=40%
U <40%

KEY STAGE 4 AND POST-16

A* = 90%
A = 80%
B = 70%
C = 60%
D = 50%
E = 40%
F = 30%
U < 30%

This is an integral part of the whole assessment process.

- December, February and June Reports are computer generated using SIMs Assessment Manager module.
- An annual Parent/Teaching Meeting is scheduled for each year group.

REPORTING STRUCTURE ACROSS ALL THE KEY STAGES**[A] DECEMBER****YEARS 8 to 14**

- Teacher Target Grade
- CM1 and 2 Grades
- Average CM1 and CM2 Grade
- Grade for Effort ranging from A – E based upon overall performance in homeworks, classwork, behaviour and organisational skills [Appendix 4]
- Essential Skills reported as a Level
- Occupational Studies reported as a Level and Award
- BTEC reported as an Award
- Includes written comments for MLP subjects
- Signed by Form Teacher

[B] FEBRUARY**YEARS 12 to 14**

- Teacher Target Grade
- Exam result %
- Exam Grade/Level/Award
- Effort Grade [Appendix 4]
- Comment – subject teachers and Form Teacher
- Signed by:
 - Form Teacher
 - Head of Year
 - Principal

[C] JUNE**YEARS 8 to 11**

- Teacher Target Grade
- Average CM3 and CM4 Grade
- Exam result %
- Exam Grade
- Effort Grade
- Comment – subject teachers and Form Teacher
- Signed by:
 - Form Teacher
 - Head of Year
 - Principal

In addition each year group in Key Stage 3 parents will receive information re::

- Thinking Skills and Personal Capabilities [Appendix 5]
- Cross Curricular Skills comments with assessed levels in Year 10 [Appendix 5]

APPENDIX 4 EFFORT GRADE DESCRIPTORS
EFFORT [YEAR 8 – 10 INCLUSIVE]

GRADE	Effort Descriptor
A	Excellent – The pupil consistently does his/her best all of the time.
B	Very good – The pupil does his/her best most of the time.
C	Satisfactory – The pupil does his/her best some of the time.
D	Unsatisfactory – The pupil needs to improve upon his/her effort.
E	No effort being made.

EFFORT [YEARS 11 - 14]

GRADE	Effort Descriptor
A	Excellent – The pupil consistently achieves the highest standard.
B	Very Good – The pupil consistently achieves above the required standard
C	Average – The pupil meets the required standard.
D	Below Average – The pupil fails to meet the required standard.
E	Well Below Average – The pupil is well below the required standard.

APPENDIX 5 REPORTING OF CROSS CURRICULAR SKILLS, THINKING SKILLS AND PERSONAL CAPABILITIES JUNE 2010/2011

In June the Assessment and Reporting of the Cross Curricular Skills. Comment for Using Mathematics, Communication and ICT are reported for all year groups Key Stage 3. Levels of Progression are reported for Using Mathematics and Communication for year 10. Levels of Progression for Using ICT is not statutory until 2016/2017. Thinking Skills and Personal Capabilities [comment only] for all years is reported in Key Stage 3

Departmental reporting of the Thinking Skills and Personal Capabilities will be annually reviewed over the next two years as the Key Stage 3 Northern Ireland Curriculum will have been monitored, evaluated and reviewed by all departments.

ASSESSMENT AND REPORTING OF THE CROSS CURRICULAR SKILLS

YEAR	COMMUNICATION	USING MATHEMATICS	USING ICT
8	HISTORY	TECHNOLOGY	MODERN LANGUAGES & CITIZENSHIP
9	HOME ECONOMICS	GEOGRAPHY	ART & R. E.
10	ENGLISH	MATHEMATICS	SCIENCE & ICT

ASSESSMENT AND REPORTING OF THE THINKING SKILLS AND PERSONAL CAPABILITIES

Thinking Skills and Personal Capabilities

YEAR	Working with Others	Thinking, problem Solving and Decision Making	Managing Information	Being Creative	Self Management
8	LFLW	Technology and Design	History	ICT	English
9	Modern Languages	Mathematics	Home Economics	Music & Drama	Geography
10	Religious Studies	Science	Business Studies	Art	Physical Education