

Belfast Model School for Girls

Achievement for All



Assessment and Reporting Policy

Agreed by Board of Governors: Sept 2006 To be reviewed: Sept 2008

Rationale:

The aims of the Belfast Model School for Girls emphasise the promotion of personal, social and academic skills. The progress of the individual towards personal autonomy in each area should be monitored and the success or otherwise of teaching and learning strategies measured. Assessment seeks to ascertain how pupils are performing and to provide pupils, parents, staff and other agencies with appropriate reports so that more effective planning for future learning can take place. Each department has its own mode of assessment that takes cognisance of current practice and methodology. This is set out clearly in the department's assessment policy. Departmental assessment policies should be in harmony with the whole-school policy, and complement that of other departments.

Purposes

Assessment for Learning

- Assessment for learning is central to the activity of teaching and learning in order to raise pupil achievement.
- Continuous assessment and regular reporting gives pupils, teachers and parents opportunities to monitor progress throughout the relevant Key Stage
- Pupils' abilities, strengths and weaknesses are identified so that appropriate targets are set.
- Formative assessment enables teachers and pupils to make informed decisions regarding future teaching and learning strategies.
- Feedback to pupils is effective so that pupils are able to understand how to improve.
- Teachers and pupils are both involved in the evaluation process.
- Pupils are encouraged to reflect on their own performance and to be involved in the target setting process.
- Teachers make use of assessment outcomes in order to evaluate teaching and learning strategies and to plan future lessons.

Assessment of Learning

- Takes place at the end of the Key Stage in Years 10, 12, 13 and 14.
- Summative assessment provides a picture of the pupil's attainment at the end of the relevant Key Stage.
- Summative reports provide information about a pupil's attainment and effort in each subjects as well as a record of her interests and achievements outside the classroom.
- Teachers make use of summative assessment in order to evaluate teaching and learning strategies and to plan future developments.

Guidelines

Assessment for Learning

Diagnostic Assessment

- The Suffolk Reading Test is administered to Year 8 pupils to determine their reading age in June prior to starting this school. Year 8 pupils also undergo assessment by the English Department in early September. This information is used to identify pupils needing support in literacy. Further diagnostic tests are used with these pupils in the Education Support Unit. Information on reading ages is available to subject teachers through the special needs representative in each department.
- The Mathematics department carries out testing in numeracy with all Year 8 pupils in June.
- The MidYIS (Middle Years Information System) is administered to all Year 8 pupils in October. 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. Pupils identified as underachieving in a number of subjects are referred to the KS3 Learning Mentor.
- Yellis (Year 11 Information System) is administered to all Year 11 pupils in October. This is a value added monitoring system which provides a wide range of performance indicators. The results may help to predict GCSE grades and can be used to identify pupils underachieving during their GCSE courses. Pupils identified as underachieving in a number of subjects are referred to the KS4 Learning Mentor.
- Each subject has specific skills, knowledge and understanding that require mastery if a pupil is to make progress. Pupils' abilities in these must be assessed so that appropriate targets can be set. Criteria and opportunities to assess skills, knowledge and understanding should be set out in each department's assessment policy.

Formative Assessment

- Departments employ a variety of types of planned assessment appropriate to the nature of their subject. Assessments have clearly defined criteria and a planned cycle for moderation of pupils' work. Assessment results are used by pupils and teachers to inform and enhance learning. Teachers give effective feedback and guide pupils to critically assess their performance and to set challenging but realistic targets.
- In order to facilitate monitoring of pupil progress it is recommended that departments develop standardised assessments for units of work throughout Key Stages. Results of these standardised tests should be recorded. Pupils' achievements should be compared with MidYIS or Yellis predictions. It is desirable that a standardised format for reporting achievement be used by all subjects where possible and appropriate.
- Progress reports are issued to parents for pupils in Years 8, 9 and 11 at the end of the Autumn Term, and for parents of Year 10 at the end of the Summer Term.
- Formative reports are issued to parents at the end of Years 8, 9 and 11. Year 12 pupils receive a full report following their mock GCSE examinations in the Spring Term.

Evaluative Assessment

- Pupils are given opportunities to engage in self-assessment at all Key Stages and to set SMART targets.
- Teachers make use of pupils' assessment results to monitor teaching and learning and to reset targets or vary teaching strategies as required.
- Each year results are compared between classes, between subjects and with other similar types of schools. A comparison of pupils' achievements in formal examinations with predicted grades from MidYIS and Yellis is made by Heads of Departments with each class teacher. This information can be used to inform future planning for learning within departments.

Assessment of Learning

- At Key Stage 3 a summative assessment in all subjects takes place in early February, with a report to parents in March.

- At the end of Key Stage 4 pupils take a variety of public examinations (GCSEs, GNVQs, Diplomas, Certificates, and Occupational Studies) appropriate to their interests and abilities.
- Year 12 pupils are presented with the Progress File Presenter in the Summer Term.
- Pupils in Year 13 complete examinations at GCE AS level or are assessed in Intermediate GNVQ (or equivalent). Certificate and Diploma courses are also offered.
- Year 14 pupils take examinations at GCE A2 level, or equivalent.
- All Post 16 pupils have the opportunity to be accredited in a range of enrichment qualifications.

These policy Guidelines are translated into action through other policies and procedures, for example:

Teaching and Learning Policy

Departmental Teaching and Learning/Assessment Policies

Public Examinations Policy

Curriculum Policy