Strathearn School

Assessment and Reporting Policy

Assessment and Reporting are integral components of learning and teaching; they are essential to provide pupils and parents with feedback on progress, both formatively and summatively. However, it is also essential that assessment as a curriculum component is carried out to meet statutory and awarding body requirements.

Our Aims

- *To assess pupil understanding of curriculum content and skills across all subjects studied.*
- *To use assessment data effectively, identifying specific pupil needs and implementing appropriate intervention strategies for further improvement.*
- *To make effective use of assessment and reporting, using it to motivate all our pupils, and encouraging each individual to reach her potential by giving frequent and accurate information about academic progress.*
- *To communicate regularly with parents, enabling them to support their daughter's learning by giving them an accurate picture of her progress.*
- *To provide regular opportunities for pupils and parents to discuss progress with staff - subject teachers, form tutors, year heads, heads of key stage and senior leaders where necessary.*
- *To use assessment information to help older children make choices about the examination courses they will follow and the qualifications and careers they will seek.*
- *To use whole school assessment data for setting future targets and to measure school performance.*
- *To integrate school systems for assessment and reporting, so that the experience of individual pupils is coherent, demands on staff time are rationalised, and statutory requirements are met.*

Assessment

Assessment is the making of an informed judgement about academic progress and skills, along with the communication of that judgement to others.

A coherent and well integrated system of assessment will aim to bring about an improvement in pupils' motivation and achievement, in the effectiveness of teaching and in the quality of information available to pupils, parents, those responsible for guiding pupils and outside agencies.

Internal Assessment

Formal assessment takes a variety of forms within the School. Subject departments develop assessment policies that reflect the school policy. Departments will identify when assessments take place, identify the knowledge, concepts and skills to be assessed and put in place a process of moderation to ensure uniformity of marking by teachers. In particular, departments take account of AfL procedures in keeping with the NI Key Stage 3 Curriculum. Such items are identified in departmental schemes / units of work / department handbooks / department portfolios. The methods of assessment depend upon the nature of the subject and the requirements of the NI Curriculum. Teachers are encouraged to use formative assessment strategies; in particular, to specify learning intentions, success criteria, engage in effective questioning and facilitate peer assessment with student self-evaluation.

The school endorses a wide spectrum of assessment methods, ranging from the informal to the formal, e.g.
- Pupil self-assessment with teacher checks
- Teacher-pupil interactions
- Teacher observations
- Coursework, controlled assessment and homework
- In-class tests
- Projects
- Formal examinations

Each department has discretion in accordance with statutory obligations and examination board regulations as to the weighting or emphasis given to particular elements. Common assessment procedures and tasks will ensure that pupils across year groups can be tested fairly and robustly. A formal examination period will occur once in the academic year for each year group when pupils will be removed from normal timetables and complete scheduled assessments in exam venues. Timings are outlined below:

Year Groups	Formal Internal Exam Period
Forms 1-4	May
Form 5	December
Sixth Form	February

External Assessment
Assessment at Key Stage 3, GCSE, AS and A2 along with other examination types provide external recognition of academic achievement and progress. At Key Stage 3 all pupils are assessed in Communication and Using Mathematics as required by DE.

At GCSE and A-Level, coursework and controlled assessment are carried out internally and are conducted in accordance with the examination board guidance and requirements detailed in the school **Controlled Assessment Policy** (appendices) and departmental policy documentation. The **GCSE and GCE Internal Assessment Appeals Policy** details procedures for the administration of controlled assessment under appeal. (appendices).

Reporting

Formal reporting to parents takes place three times during the academic year (except Form 5) using different modes of communication. These include a Pupil Progress Update, Long Report and Parent Consultation.

	Pupil Progress Update	**Long Report**	**Parent Consultation**
Detail and rationale	The PPU provides a score representative of continuous assessment or a class test in each subject studied along with a year average. Staff will use this PPU to monitor progress and target support and intervention strategies where required.	A full written report with comments from all teachers which may follow a period of continuous assessment or a formal examination. It will provide extensive detail of progress throughout the academic year along with strategies for further improvement.	Parents and pupils will be invited to meet with the teachers face to face (5 minutes), reflect on standards achieved and discuss all matters related to learning and academic progress.

Assessment and Reporting Calendar Overview

	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun
F1				PPU	PC					IE	LR
F2				PPU		PC				IE	LR
F3						LR	PC			IE	PPU
F4						LR		PC		IE	PPU
F5					IE	LR/PC					
L6/U6				PPU			IE	PC			

PPU – Pupil Progress Update
LR – Long Report
PC – Parent Consultation
IE – Internal Examinations

Academic Intervention and Pupil Support Strategies

Following the gathering of data for PPUs and Long Reports, the progress of all pupils is analysed and pupils are subsequently identified who require intervention measures and support arrangements. The individual roles, monitoring and intervention strategies are outlined in the documents -
Supporting Pupil Achievement at KS3 / KS4 / A-Level (appendices)

Roles and Responsibilities

Principal
- Ensure that the statutory requirements in relation to assessment and reporting are being met and that staff are facilitated in their relevant roles.

Vice Principal & Senior Leader (Teaching and Learning)
- Review all aspects of assessment and reporting within the context of the school development plan and subject department portfolios.
- Set the annual calendar for internal assessment, reporting and parent consultation dates.
- Monitor and evaluate the assessment and reporting process.
- Overall responsibility to ensure the assessment and reporting system is conducted effectively in SIMS.
- Staff training related to assessment and reporting practice.
- To prepare, collate and distribute information obtained from the internal reporting systems. This includes standardised results data when appropriate that can be analysed following procedures outlined in the Supporting Pupil Achievement at KS3 / KS4 / A-Level documentation.

Vice Principal & Senior Leader (Pastoral)
- Establish and monitor intervention and support strategies outlined in the Supporting Pupil Achievement at KS3 / KS4 / A-Level documentation.
- To liaise with the Heads of Year in the support arrangements established for pupils.

Heads of Department
- To formulate and maintain a departmental policy on assessment and reporting practice, detailing actions through the department portfolio.
- To establish and maintain an agreed system of recording assessment data within the department, to share this with members of the department, support colleagues and oversee its implementation.
- To manage rigorous and meaningful common assessment tasks for the PPUs.
- To create an agreed departmental approach to the content and presentation of subject teacher comments in long reports.
- Monitor and evaluate internal and external pupil results, documented in the department portfolio on an annual basis.
- To co-ordinate pupil intervention measures where required in consultation with class teachers, Heads of Year and SEN staff following strategies outlined in the Supporting Pupil Achievement at KS3 / KS4 / A-Level documentation.

Heads of Year
- Analyse pupil assessment data published in the PPUs and Long Reports and standardised data produced by SLT.
- Follow agreed monitoring and intervention strategies outlined in the Supporting Pupil Achievement at KS3 / KS4 / A-Level documentation.
- Liaise with Heads of Department, SEN staff and subject teachers to implement pupil support initiatives.
- Provide feedback to SLT on the monitoring and intervention strategies implemented to support pupil progress and underachievement.

Subject Teacher
- To implement school and departmental policy and practice in relation to assessment and reporting.
- To monitor the individual progress of the pupils, recording assessments in line with departmental policy, identifying any pupils who are underperforming and taking action to provide academic support as necessary.
- To liaise with the Head of Department, Form Tutor, Year Heads and SEN staff where relevant to implement pupil strategies in line with the Supporting Pupil Achievement at KS3 / KS4 / A-Level documentation.
- To complete the PPU and Long Reports.
- To meet parents by appointment at the Parent Consultations, inform and reflect on pupil standards achieved and discuss all matters related to learning and academic progress.

Form Tutor
- To carry out the routine administration of the Long Reports for the pupils in the form class, checking completed reports for accuracy of detail.
- Adding the Form Tutor's summative comments to reports, including as appropriate, reference to overall academic achievement, pointers for improvement, the pupil's attitude to work and school, her general behaviour, (with reference to lateness or attendance if this is required), her contribution as a member of the form class.
- To discuss the report with the pupil concerned on an individual basis, including any personal targets which have been set in line with procedures outlined in the Supporting Pupil Achievement at KS3 / KS4 / A-Level documentation.
- To carry out any necessary follow up to points raised in the PPU or Long Report, liaising with subject teachers, Year Heads and meeting with parents if this is considered necessary.

SEN/LSS staff
- To liaise with all relevant staff where relevant to implement SEN pupil support strategies in line with the Supporting Pupil Achievement at KS3 / KS4 / A-Level documentation.
- Appropriate liaison with SEN pupils, parents and staff in development of a PLP that supports pupil learning.
- Liaise with external agencies.
- Monitor and evaluate performance assessment data from PPUs and Long reports for pupils on the Register.
- Advise on the implementation of SENDO and Access arrangements in relation to any necessary examination requirements.

Examinations Officer
- Has responsibility for all aspects of public examinations.

Admin Support
- Responsible for printing and distribution of PPUs and Long Reports.
- Responsible for the archiving of final reports following GDPR guidance and legislation.

Appendices

Controlled Assessment Policy

GCSE and GCE Internal Assessment Appeals Policy

Supporting Pupil Achievement at KS3

Supporting Pupil Achievement at KS4

Supporting Pupil Achievement at A-Level