

Lismore Comprehensive School



"Caring and Learning Together"

Assessment

Policy

Assessment Policy 2015

Ethos / Rationale

Assessment is the process of obtaining, analysing and interpreting evidence for use by pupils, teachers and parents, to enable the review, planning and improvement of learning. It is fully integrated with the delivery of the curriculum and is an essential component of effective classroom practice.

Assessment in Lismore Comprehensive School supports each pupil in the achievement of full learning potential and fosters the development of self-esteem and personal responsibility. It takes place in a self-reflective context and encourages the involvement of all staff, pupils and parents.

Aims

1. *To help all pupils become more effective learners by:*
 - ♦ Helping them to develop fully their academic abilities and self-confidence
 - ♦ Helping them to develop skills which they need for reflective and independent study
 - ♦ Establishing shared understanding by pupils and teachers of clear and explicit study goals

2. *To promote a consistent and integrated approach to assessment, presentation, marking, recording, reporting and reviewing within Lismore Comprehensive School.*

Objectives

1. To use suitable forms of assessment, based on expectations which are clear, realistic and understood by the pupils;
2. To ensure that all pupils experience challenge and success reflecting these expectations;
3. To provide constructive feedback to pupils, discuss weaknesses in pupils' learning and offer a remedial strategy;

4. To track performance and in particular identify those pupils experiencing learning difficulties or at risk of underachievement and gifted pupils;
5. To set targets to improve future performance;
6. To identify areas of strength and weakness in both teaching and learning and to adjust subsequent teaching in the light of this;
7. To encourage and motivate pupils to take responsibility for their own learning;
8. To provide evidence of learning achievement and progress to pupils and parents/guardians.

Methods of Assessment/Assessment strategies

A wide range of assessment techniques are used and these may be Summative or Formative.

Summative Assessment is the more formal summing up of a pupil's progress that can be used for purposes from providing information to parents to certification as part of a formal examination course.

Formative Assessment or Assessment for Learning is the use of day to day, often informal assessments to explore pupils' understanding so that the teacher can best decide how to develop that understanding.

Formative assessment should include the following elements:

- ♦ Effective planning
- ♦ Shared Learning Intentions
- ♦ Shared Success Criteria
- ♦ Effective questioning
- ♦ Effective feedback
- ♦ Self-Assessment

Assessment can be both Summative and Formative – depending on how it is used.

- ♦ End of topic /Unit tests
- ♦ Internal school Examinations
- ♦ Externally set Examinations

- ♦ Teacher – pupil interactions- verbal and written feedback
- ♦ Coursework, Controlled Assessment Tasks
- ♦ Homework
- ♦ Observations
- ♦ Effective Questioning
- ♦ Self-Assessment
- ♦ Peer-Assessment

Effective assessment should measure the progress made by pupils, identify their learning needs and enable the teacher to respond to them and so help all pupils reach higher standards.

Assessment structure within Lismore

1. Baseline Testing

Prior to entry pupils sit the MidYIS test to establish provisional placement in Bands. In September of Year 11 pupils sit the YELLIS test which indicates progression at Key Stage 3 and provides a baseline for Key Stage 4.

2. On Entry to Year 8.

On arrival in September pupils are tested in reading (NFER Reading) and spelling (Vernon spelling) by the English department. Results from these tests are used with other assessment data including teacher observation, when band reviews take place in October.

3. Continuous assessment.

Each department has an assessment policy, based on the school's Assessment Policy, outlining assessment arrangements. Pupils are assessed formally and informally and each department decides which of these tests will be recorded formally on Assessment Manager.

4. Assessment Manager

Tracking dates are set for each key stage and results are recorded on the tracking system by these dates. From September 2015, pupils in Key Stage 3 will sit a

standard test in each subject area each Term. The results of the standard tests will be analysed by the Raising Standards sub-groups with intervention strategies agreed. Departments will agree the frequency of recording agreed common homework tasks on the tracking system.

5. Summative assessment

Pupils in Years 8 – 11 sit formal internal school-based examinations in June. In Key Stage 3 band placement reviews take place in October and June for Year 8 and June for Years 9 and 10. In some subject areas Year 11 pupils will sit externally set modular examinations. Year 12 pupils sit mock exams in Term 2 of Year 12.

Controlled Assessment Tasks (CATs) form part of the external assessment of many subjects in both Years 11 and 12. These CATs are carried out under exam conditions. For further information please see the Policy for Controlled Assessment Tasks.

6. Cross Curricular Skills

Pupils in Key Stage Three are assessed in the Cross Curricular Skills of Communication, Using Mathematics and Using ICT. Whilst all staff have responsibility for the acquisition and development of these skills, assessment and reporting are shared across subjects, in the Key Stage.

7. Thinking Skills and Personal Capabilities

Thinking Skills and Personal Capabilities (TSPC) are acquired and developed across the curriculum in both Key Stages 3 and 4. Brief particulars relating to a pupil's progress in TSPC are recorded on the annual report.

Marking Policy

Marking is an integral part of the teaching and learning process and it is essential in the promotion of quality teaching and learning. It gives feedback to teachers on their students' progress and it gives individual students information on their progress and advises them of ways to make further improvements. Marking should also inform future lesson planning. It is, therefore, crucial that it is undertaken regularly and

that feedback is given to students as soon as possible after the work has been submitted.

Marking and feedback should be consistent with the principles of Assessment for Learning (AfL), It should:

- ♦ Focus on pupil learning
- ♦ Be based on shared learning objectives
- ♦ Help pupils to improve their work by providing feedback and guidance
- ♦ Be periodically and selectively given
- ♦ Promote learner confidence
- ♦ Be positive in tone and accessible by all pupils
- ♦ Include opportunities to develop peer and self-assessment skills
- ♦ Be supportive of achievement in all its forms
- ♦ Help to record and report pupil attainment
- ♦ Inform future planning and thereby support individual 'target setting'
- ♦ Identify areas of strength and areas for development

It is not essential to award marks or grades to every piece of work; however grades may be appropriate, in particular when marking work at KS4 and KS5

At GCSE and A level teachers are more likely to make use of mark schemes from past papers for particular pieces of work. Students should have an understanding of the mark scheme and so be made aware of the reasons for the allocation of marks.

Teachers should also annotate and add formative comments to work. Research suggests that comment only marking leads to a 30% improvement in students' work. (Research findings, Black & William, 1998)

It is acknowledged that a common school policy on marking will not always be applicable to all subjects at all times however; the core policy is helpful for all members of staff to follow as appropriate. (For core policy see Appendix 1).

Marking Internal Formal School Examinations

Internal standardisation of CATs and practical elements of subjects are carried out as required by all departments. This is subject to external moderation.

Recording

Teacher recording of both formative and summative methods of assessment is essential when monitoring pupil performance and progress and will be used to inform reporting, both formal and informal to pupils, parents, Heads of Department, Heads of Year and Senior Management.

Subject teachers are required to record 6 marks per year, per subject, per pupil using the 'Tracking' system in SIMS.net 'Assessment Manager'. To allow 'Interim Reports' to be generated it is important that deadlines for recording each mark, agreed at the beginning of the school year, are met.

Individual teacher records can be used to record any additional assessments. These could be used to generate marks for 'Tracking' or provide evidence for reporting in 'Cross-Curricular Skills' and 'Thinking Skills and Personal Capabilities'.

Each student in Years 8-14, maintains an ongoing formative record of progress and achievement in their 'Progress File'. It includes the recording of information about involvement in extra-curricular activities, both in and outside school. Additional information relating to achievement will also be recorded in the 'Behavioural Management' module of SIMS.net.

Reporting

One written report per pupil will be sent out to parents annually. This will include:

- ♦ Mock examination mark for Year 12
- ♦ An end of year mark for KS3 and KS4
- ♦ Progress mark generated by tracking in KS3
- ♦ Progress grade generated by tracking in KS4
- ♦ Class average

- ♦ A progress report on 'Using Mathematics', 'Communication' and 'ICT' at KS3.
- ♦ Brief particulars on 'Thinking Skills and Personal Capabilities' at both KS3 and KS4
- ♦ Percentage of Attendance
- ♦ Teacher comment
- ♦ Form Tutor comment including the areas of interests and strengths and a focus for development
- ♦ Head of Year comment

When writing comments teachers should bear in mind the following points:

- ♦ All reports will be positive and encouraging. They should: distinguish a pupil, e.g. Paula is.....; attempt to give credit for strengths, and make constructive suggestions for improvement of weaknesses
- ♦ Sarcasm should not be used
- ♦ Abbreviations should not be used
- ♦ Professional jargon should be avoided. Reports that are inaccurate/ incorrect should be rewritten
- ♦ Reports should be completed on time so that Form Tutors, Heads of Year and the SLT can meet agreed deadlines

Interim reports will be generated at intervals throughout the year using the information in the 'Tracking System'.

Parents' Meetings

Each year group will have one annual Parents' Meeting where parents/guardians meet with subject teachers who will have the opportunity to report on the following:

- ♦ Progress and achievement
- ♦ Homework
- ♦ Class work
- ♦ Coursework
- ♦ Effort/attitude

- ♦ Presentation and organisation
- ♦ Behaviour
- ♦ Targets for improvement.

Teachers will use evidence from tracking and other sources to give feedback and show evidence of progress to date.

Roles and Responsibilities

The following have a role to play in the implementation of the Assessment Policy –

- ♦ All staff at all levels
- ♦ Pupils
- ♦ Parents

It is the responsibility of the Vice-Principal, Curriculum to facilitate the regular review, monitoring and evaluation of all aspects of the Assessment Policy within the context of whole School Development Planning and self-evaluation.

Quality Assurance

It is the intention that this Whole School Assessment Policy should be the focus of bi-annual review in order to monitor and update the policy as and when necessary.

Date of next review: September 2017.

APPENDIX 1

Marking Policy

Your teachers have agreed that they will use the following symbols when marking your work. It is important therefore, that you know what each symbol means and what action you should take to improve.

Symbol (Written in the margin)	Indicates the following:	Action to be taken by me
✓ In the margin and the point underscored	A good point or correct	I need take no further action
x In the margin and the point underscored	An incorrect point	I write down the correct point and/or discuss it with my teacher
? In the margin and the point underscored	Something doesn't make sense	I put a footnote at the end of the exercise to explain what I meant
Sp In the margin and the word circled	A spelling mistake	I write the correct spelling in the margin
Words λ In the margin and in the text	A word or phrase is missing	I read through my work carefully before handing it up for correction
FS In the margin and in the text ○	A full stop is missing	If necessary I discuss with my teacher the reason why a full stop is required
CL In the margin and a letter underlined e.g. <u>t</u> he	A missing capital letter	If necessary I discuss with my teacher the reason why a capital letter is required
NP In the margin and // in the text	A new paragraph is required	If necessary I discuss with my teacher the reason why a new paragraph is required
NAS In the margin and a phrase underlined	Not a sentence	If necessary I discuss with my teacher the reasons why this is not a sentence