Assessment and Reporting Policy

Legal Status	Next Review	Responsible
Statutory	September 2027	G. Thompson

New-Bridge Integrated College Assessment and Reporting Policy

AIMS

The philosophy of the New-Bridge Integrated College assessment policy is rooted in the aims of the school. In particular, the assessment policy has taken account of the need to:

- educate all individuals, regardless of their ability;
- encourage all students by actively regarding "response" as being as important as "attainment" and to reward such personal qualities as perseverance, initiative and independence.

Our working definition of assessment is that it "is a process which provides information on the experience and achievement of the individual pupil, identifies what the pupil knows, understands and can do, and provides information to guide future learning". (TGAT Report).

PRINCIPLES

"The provision enables progress in knowledge, skills and understanding through active and creative learning and assessment strategies" *From Empowering Improvement: New Framework For Inspection – September 2024*

The process of assessment should provide information for others. As well as providing information for teachers, it should provide information for students and parents/guardians; for colleagues in school to assist transfer, further education or employers; and provide information for careers guidance and/or referral.

To cover these principles, the assessment policy is organised to include:
- planning;
- marking;
- recording;
- reporting;
- management of assessment

The process of assessment should help *students* to learn more effectively. It should:

- ✓ inform them about their individual progress;
- ✓ enable strengths and weaknesses to be identified;
- ✓ indicate the next step in the learning process and help with target setting;
- ✓ involve the student;
- ✓ motivate through success.

The process of assessment should provide information for *teachers*. It should:

- ✓ indicate strengths and weaknesses in the teaching programme;
- ✓ indicate strengths and weaknesses in the teaching style;
- ✓ indicate the planning needs for further learning and differentiation;
- ✓ indicate which students need support and which students need extension.

PLANNING
1. As part of the planning process, each curriculum area should ensure that all statutory requirements for assessment are being met;
2. Assessment opportunities should be clearly identified in the scheme of work. They should arise naturally from the teaching programme, and should help the teacher to ensure that curriculum objectives are being met;
3. There should be a range of assessment methods. Testing is one such method, but it should not be the only one used;
4. 4. It is important that all students have the same range of assessment opportunities irrespective of the teacher taking the class;
5. Consistency of marking and assessment should be a central aspect of our planning within departments;
6. All assessments should be judged against clear success criteria, within different levels.
7. We should plan to involve students as much as possible in their own assessment. They should be aware of how and when they are going to be assessed in advance;
8. Individual assessment tasks should be planned carefully in advance.

Assessment should inform future planning

Types of assessment
These four types of assessment which are used in New-Bridge, they are not mutually exclusive. One assessment may satisfy all four purposes.

Formative - used frequently, either in a formal or informal way, to determine what a pupil can do. This evidence will be used to adapt teaching to meet the pupils' needs.

Diagnostic - used to identify the strengths and weaknesses of all pupils. Where pupils are recognised as being gifted or as having learning difficulties appropriate strategies for their needs should be devised.

Summative - used to draw some conclusions at the end of a significant period of time, or at the end of a unit of work, after formal school examinations and `end year tests.

Evaluative - used to determine the effectiveness of an aspect of the work of the school e.g. by Departments in assessing their teaching methodology or Schemes of Work.

Both formative and summative assessments are important, so all departments are encouraged to use a range of 'assessment *of* learning' and 'assessment *for* learning' strategies in line with the requirements of the Revised Curriculum for Northern Ireland for Key Stage 3.

	Assessment *of* Learning	**Assessment *for* Learning**
What is it?	Often called <u>summative</u> assessment. Takes place *after* the learning; Focuses on students' achievements; Is used to provide feedback to students and parents based on performance evidence.	Often called <u>formative</u> assessment. Takes place *during* the learning; Makes students active participants in their learning and focuses on *next steps* in learning; Feeds forward to manage improvements; Fosters responsibility for & ownership of learning; Establishes where they *are*, where they need to *go* and *how* to get there.
How do we do it?	On-going teacher assessments in classwork, homework, unit/topic tests, projects, essays, practicals, presentation, oral discussion. KS3, 4 & 5 Tracking Assessments, Mock exams, Diagnostic tests: CAT4/CCEA Adaptive Assessments/Reading Ages/Lexia etc, External exams/qualifications.	Use Assessment for Learning strategies such as: - Learning Intentions - Success Criteria - Formative Feedback - Effective Questioning - Peer-Assessment/Self-Assessment - Self-evaluation including target-setting - Marking for improvement

Formative Assessments:
Talking and Listening/Homework/Class Tests/Group work/Project work/Practical/Presentation/Self and Peer Assessment. Class tests along with the winter and end of year exams should test material that is relevant to the class notes and topics delivered. The tests should be accessible to all pupils to include those with SEN requirements, therefore differentiated questions/sections should be evident within the assessments.

Controlled Assessment, projects, practical and fieldwork form a component of the process for all year groups. The extent of such assessment is dictated by the demands of the NI curriculum and the nature of the individual subject. Such work is identified within subject schemes of work. **(See New-Bridge Controlled Assessment Policy)**

At designated times throughout the college year, formal assessments are organised by Heads of Department and subject teachers to monitor progress at Key Stages 3 - 5. The assessment data is used regularly by Subject Teachers, Heads of Departments, Form Tutors, Year Co-ordinators, the Vice Principal and SLT.

As a staff, we aim to:
- Follow the Tracking Timetable and update the assessment data on a regular basis.

- Analyse the assessment data and set and review targets for individual students after each assessment.
- Ensure that students complete a Pupil Evaluation to identify strengths and areas for improvement and have signed by a parent.
- Encourage students to record assessment result, with grade in Year-Book.
- Use the information to identify and support intervention groups, including those pupils who are gifted and able and those with additional educational needs.
- Set targets, where possible, at individual, class, subject/departmental level.
- If required invite students and their parents to attend a Progress Interview, to discuss pastoral/academic areas for improvement and to agree targets for improvement.

Through the pastoral structure, under the guidance of the Form Tutor, pupil target setting takes place after Tracking windows. Examples of target setting pupil booklets can be found in the appendix.

MANAGEMENT OF ASSESSMENT

<p align="center"><u>**Reporting and Assessment Team**</u></p>

Vice Principal – H. Harbinson
Senior Teachers – L. McDowell (Teaching and Learning) & G. Thompson (Curriculum)
SIMs Tracking and Reporting Co-Ordinator – A. McGee

<p align="center">***<u>Effective assessment requires careful management at all levels</u>***</p>

Teachers should:
- have a responsibility to monitor their own marking, recording and assessment;
- contribute to the consistency of marking, recording and assessment within the department.
- support students in their understanding of the Assessment Policy as it applies to them and help them to use its outcomes to their benefit.

Subject Leaders should:
- have a written assessment and marking policy based on the guidelines provided here;
- take responsibility for the implementation of that policy;
- analyse assessment results in order to evaluate effectiveness of teaching and learning.

Year Co-ordinator should:
- monitor the effectiveness and consistency of the assessment policy as it applies to their year group;
- use rank order data to monitor progress of individuals and manage a target setting programme around this data.

Vice Principal & SLT (Teaching & Learning and Curriculum) should:
- keep the school assessment policy under constant review;
- check regularly that the assessment policy is being followed;
- work with the **Tracking and Reporting Co-Ordinator** to oversee the revision of reports to parents annually;
- recommend INSET requirement and manage the appropriate budget.

The Principal should:
- evaluate performance within the School.

ASSESSMENT AND REPORTING ARRANGEMENTS FOR KEY STAGE 3 PUPILS

October:
Tracking Assessments for Years 8 – 10.

Parent-Tutor day for Year 8 pupils

November:
Tracking Reports for Years 8 – 10 published on Parent App.

Tracking results analysed by class teachers, Subject Leaders, Year-Co-Ordinators and SLT.

December:
Tracking Assessments for Years 8 – 10.

January:
Written progress reports produced for Year 10 by class teachers and published on Parent App. Tracking reports issued for Years 8 & 9.

Progress letters issued by Year 10 Year Co-Ordinator.

Tracking results analysed by class teachers, Subject Leaders, Year-Co-Ordinators and SLT. Maximising Achievement meetings held by SLT with link departments to discuss underachievement and to identify strategies to improve attainment where necessary. FSM pupils and achievement by boys a particular focus.

March:
Tracking Assessments for Years 8 – 10 and Tracking reports issued.

Year 8 & 9 Parent-Teacher afternoons.

Year 10 Parent-Teacher and GCSE Options afternoon.

April:
Tracking results analysed by class teachers, Subject Leaders, Year-Co-Ordinators and SLT. Maximising Achievement meetings held by SLT with link departments to discuss underachievement and to identify strategies to improve attainment where necessary. FSM pupils and achievement by boys a particular focus.

June:
Tracking Assessments/End of Year Exams for Years 8 – 10.

Written progress reports produced for Years 8 & 9 by class teachers and published on Parent App. Tracking reports issued for Year 10.

Progress/achievement letters issued by Years 8 & 9 Year Co-Ordinators and Principal.

Class sets analysed by SLT and Year Co-Ordinators for possible pupil movements for next academic year.

ASSESSMENT AND REPORTING ARRANGEMENTS FOR GCSE AND A-LEVEL PUPILS

September:
Year 12 and 14 pupils review their Year 11 and AS examination results respectively and meet with Form Tutors & subject teachers to discuss appropriate targets and action strategies re. use of study, library, tutorials, etc.

Subject Heads and subject teachers review Year 11 module and AS module results and identify pupils needing to repeat modules. Head of Year 12 and Sixth Form informed. Mentors appointed to students giving cause for concern as deemed necessary.

Year 14 Individual target setting interviews held facilitated by Head of Sixth form, Sixth form Tutors and SLT team. Where necessary parents are invited with students to a target setting interview held to discuss current grades, target grades, attendance, UCAS application progress, progression, study habits and individual pupil concerns.

Head of Sixth Form meets with Year 13 Form Tutors and pupils to discuss study plans and use of study time.

Year 13 Study Skills session is held using external agency.

Year 13 Parents Meeting re: Introduction to AS-Level – Induction Evening.

October:
Heads of Year 12 and Sixth Form in consultation with Form tutors, subject teachers compile list of Year 12 and 14 pupils causing concern.

Targets drawn up by Heads of Year 12 and Sixth Form for identified pupils in consultation with subject teacher and pupils.

Formal letter to parents of pupils identified as causing concern, followed by meetings with parents and pupils where appropriate.

Year 12 Work Experience.

Tracking Assessments for Years 11 – 14.

November:
Tracking Reports for Years 11 – 14 published on Parent App.

Tracking results analysed by class teachers, Subject Leaders, Year-Co-Ordinators and SLT

Year 12 and Year 13/14 Parent-Teacher afternoons.

December:
Tracking Assessments for Years 11 – 14.

January:
Written progress reports produced for Years 11 – 14 by class teachers and published on Parent App.

Tracking results analysed by class teachers, Subject Leaders, Year-Co-Ordinators and SLT. Maximising Achievement meetings held by SLT with link departments to discuss underachievement and to identify strategies to improve attainment where necessary. FSM pupils and achievement by boys a particular focus.

February:
Heads of Year 12 and Sixth Form identify pupils underachieving across subjects and Senior Leadership Team informed. Mentoring of identified pupils.

Tracking Assessments for Years 11 – 14.

Year 11 Parent-Teacher afternoon.

March:
Tracking Reports for Years 11 – 14 published on Parent App.

Tracking results analysed by class teachers, Subject Leaders, Year-Co-Ordinators and SLT. Maximising Achievement meetings held by SLT with link departments to discuss underachievement and to identify strategies to improve attainment where necessary. FSM pupils and achievement by boys a particular focus.

April:
Tracking Assessments/Mock Exams for Years 11 – 14.

Tracking Reports for Years 11 – 14 published on Parent App.

May/June:
Year 11 & 12 GCSE Modules/Terminal examinations, Year 13 AS Level examinations and Year 14 A2 Examinations.

End of year tracking summary published for Year 11 pupils.

August:
AS & A-Level results, followed by Year 11 Module results and Year 12 final GCSE results. Leadership Team analyse results and targets set for following year based on attainment of pupils and DENI Benchmarking Statistics.

MARKING POLICY

This is an integral part of our assessment programme. Apart from the observation of children during lessons it is our most frequent medium for gauging the level of a pupil's skills, knowledge, understanding and abilities. There is a considerable diversity between, and even within, departments on marking policy and it would be impossible to introduce a completely standardised marking policy, but in implementing Assessment for Learning strategies, as well as strategies to raise standards of literacy and numeracy, the following guidelines should lead to greater consistency. Each teacher should consider the following:

The marking of a pupil's work allows for:-
   a) Assessment of the content in terms of accuracy (including grammar, spelling and punctuation)
   b) Recognition of effort in terms of thoroughness and presentation;
   c) Identification of problems and errors.
   d) The opportunity for diagnostic comment.

Although the notes below tend to refer to written comments, oral feedback is equally valid and should be encouraged.
   a. The marking policy for each department must be known by and **explained to all students;**
   b. Work should be marked **regularly and frequently;**
   c. Work should be marked against **clear Success Criteria;**
   d. Comments should be **positive** and understandable to the individual student. They should give some indication of what has been achieved and set targets for the future. **2 stars and a wish** which is widely in use by a number of departments in the school and is a recommended AFL strategy for 'marking for Improvement' and **providing Effective Feedback**;
   e. In our assessment of a student's work, we should be concerned with the level of attainment, and the degree to which the student is fulfilling his/her potential. However, the two must not be confused when awarding marks to a piece of work;
   (mark/grade could be awarded for quality of work, set against criteria (attainment) and a mark could also be awarded to indicate effort)
   f. Whatever system of marking is used (numbers, grades, etc), it must be **explained to students** and must be **consistent** across the department;
   g. Pupils should be encouraged to assess their own work whenever possible, against set criteria – **Self Assessment. DIRT (Directed Improvement an Reflection Time)** should be allowed for after assessments.
   h. Pupils should be encouraged to assess each other's work, against set criteria **– Peer Assessment**
   i. Improving **Literacy, Numeracy and ICT** skills should be a feature of our marking wherever possible.
   j. We should have high expectations of students in terms of **presentation**. As a bare minimum, all written work should have **a title and a date**. There should be no graffiti anywhere in exercise books or in students' work.
   k. Developing **Thinking Skills/Personal Capabilities** should also be a feature of our marking wherever possible;

Exercise books should show evidence of a student's progress

Marking for Improvement

Our aim is to work towards a common approach to marking by following the guidelines above, to help raise standards.

For marking to be of value work must be assessed against specific skills and learning objectives. Pupils must be informed, when a piece of work is set, as to what is required of them in terms of content, length, structure/format, specific skills etc. In relation to marking, a diagnostic comment must, wherever possible, be given; (A comment such as 'Good' is insufficient). Such an assessment would need to be qualified e.g. "This is good because you have written full answers and explained your ideas carefully". Similarly, for pieces of work that are unsatisfactory some explanation of what is unacceptable should be given and ideas as to how the work could have been improved. **Prompts, Scaffolding and Example Marking** should be employed to ensure student is able to address corrections and improve quality of work. As part of our whole School Literacy Strategy, the following guidelines should be applied by teachers, as part of quality marking in **raising standards of Literacy. See school guidelines below:**

1. A mis-spelt word should be acknowledged by underlining it and writing 'Sp' in the margin. (Colleagues should use their discretion as to whether they write the correct spelling or ask the pupil to look up the word in a text or in the dictionary).
2. A wavy line under a phrase or sentence, with a "Gr" in the margin will indicate incorrect use of grammar.
3. Circles in the pupil's writing, with the letter "p" in the margin, indicates that punctuation is missing or incorrectly used.
4. Two // lines in the text indicate the need to start a new paragraph.
5. One / line in the text indicates the need to start a new sentence.
6. ^ indicates that something has been omitted.

Presentation of work

All pupils, in every subject, must present their work in the same way.

- ❖ The date to be written on the top line on the right-hand side of the page.
- ❖ 'CWK' or 'HWK' to be written as part of the title. Where work is to be completed at home 'HWK' should be put in the margin where the homework was begun.
- ❖ The title to be underlined using a ruler.
- ❖ Diagrams to be drawn in pencil.
- ❖ Poor quality handwriting is unacceptable. Similarly, graffiti on the cover of an exercise book or within the book is unacceptable.
- ❖ Student should produce written work in blue or black pen.

Quality Control

This lies with the Subject Leaders who, at regular intervals, should check the frequency that books are being marked and whether the standard of marking adheres both to the school and departmental policy. This can be achieved through termly 'Book Scoop'. Good practice should be shared internally through professional discussion.

RECORDING
- ➢ Each teacher should keep a record of individual student attainment based upon specific criteria, and in line with statutory requirements. It will be for individual departments to decide on the most appropriate method of recording, but whatever system is used it must be manageable;
- ➢ Teacher records will provide the basis for meaningful reports of attainment and progress to parents;
- ➢ Records of student attainment should be accurate and up to date. They should influence lesson preparation and the planning of teaching programmes; such records should assist continuity and progression.
- ➢ Departments should keep a central record that is updated periodically. This record will only seek to record key assignments or core tasks. Such a record may well be a focus for discussion at departmental meetings following analysis, and, where appropriate, be used to evaluate and monitor the teaching programme;
- ➢ A formative and summative record will be maintained centrally via Assessment Manager for all students.
- ➢ Tracking analysis will be provided after each tracking window by the Assessment and Reporting Co-Ordinator in the form of 'Dashboards'.
- ➢ Information will be provided on overall attainment, comparison with CAT4 data and year group rank, boy/girl performance, comparison across different classes within a subject and with different subjects, FSM analysis and SEN analysis. This will be used by all staff to monitor academic progress for the pupils in their classes. HODs will use the Dashboards to monitor departmental performance and they will meet up with their link SLT periodically to discuss intervention strategies for underachievement.
- ➢ Teacher records along with Tracking data will help to decide levels of entry for external tests and examinations, and inform student groupings or GCSE pathways.

Records should monitor a student's progress

Middle Managers to monitor report writing within departments/year groups and encourage use of buddy system to proof-read reports. Examples of good practice to be shared by SLT.

REPORTING
1. Reports to parents should fulfill all statutory requirements;
2. Annual reports should inform parents of their child's attainment. This will be guided by National Curriculum or GCSE/GCE grading criteria, and the extent to which they have made progress;
3. Annual reports should contain comments which identify current attainments, responses and, where appropriate, targets for future learning – *suggestions for improvement*;
4. Judgements should be based upon clear evidence;
5. It is the policy of the school that we make reports easy to understand by both parents and students;
6. Students should be actively involved in the reporting process, through targets setting following reporting cycle.
7. The reporting process should seek to have a positive impact on students' attitudes, motivation and self-esteem.

Reporting and Assessment Timeline

Assessment:
Summative Assessments (undertaken at the end of a period of learning).

4 formal assessment/exam sessions: October, December, February for Years 11 – 14 / March for KS3, April for Years 11 – 14 / June for KS3.

Study Skills programme for year 8 - 14 prior to exams facilitated through pastoral time by Year Coordinators and Form tutors.

Reporting:

- October/November – Tracking reports for all year groups.
- January – Short Tracking and Effort report for Years 8 & 9, Long written report for Years 10 – 14.
- February/March – Tracking reports for all year groups.
- April – Tracking reports for Year 12 - 14.
- June – Short Tracking and Effort report for Year 10, Long written report for Years 8 & 9 and Tracking summary report for Year 11.

Appendix

New-Bridge Integrated College

KS3 Target Setting Booklet

Student name: _____

Form Class: _____

Date:

_____
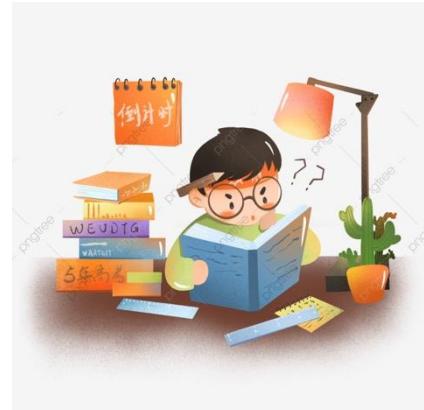
Assessment Review

Which set of assessments have you just completed?
Winter / Summer?
Year _____

Have you read your report? Yes / No

Have you discussed your report with your parents? If yes, what was the focus of this discussion?

_____

_____

_____

_____

How many of each effort Grade did you achieve?

Effort Grade 1	Effort Grade 2	Effort Grade 3	Effort Grade 4

What aspects of your report were you pleased with?

_____

_____

_____

_____

Is there anything in your report that you were disappointed with?

_____

_____

_____

My progress to date:

Make a list of all of your subjects in the table below.

- **Highlight in Green the subjects you are very pleased with.**

- **Highlight in Yellow the subjects that you think are going ok.**

- **Highlight in red the subjects you know you need to make changes in.**

Subject	Result	Effort Grade

Choose three subjects that you would like to see a difference in over the coming weeks. For each subject write one thing you can do to make an improvement.

1. Subject:_____

_____

_____

_____

2. Subject:_____

_____

_____

_____

3. Subject:_____

_____

_____

_____

Have a think about your Study Schedule:

1. When do you study?

   _____

   _____

2. Where do you study?

   _____

3. What type of study techniques do you currently use?

   _____

   _____

   _____

4. On average how long do you study for each evening?

   _____

Tick which of the following Study Techniques you have tried:

Mind maps		Summary Notes	
Highlighting key info		Highlighting Keywords	
Teaching someone else		Re-writing notes	
Working in a Study group		Other	

Choose one new technique that you would like to try or find out more about: _____

New-Bridge Integrated College
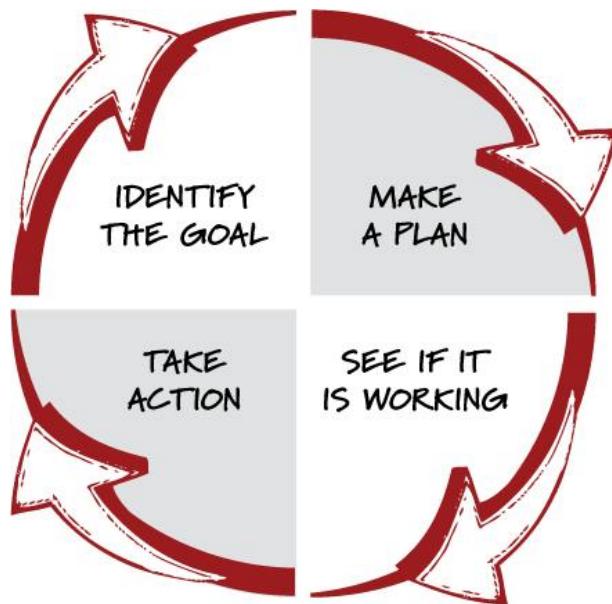
KS4 / 6th Form Target Setting Booklet

Student name: _____

Form Class: _____

Date: _____

Tracking Review and Progress Update

Tracking :
Have you read your report? Yes / No

Have you discussed your report with your parents? If yes, what was the focus of this discussion?

_____

_____

Which grades were you pleased with?

_____

_____

_____

_____

_____

Which grades were disappointed with?

_____

_____

_____

_____

My progress to date:

Subject	Target Grade	Current Grade Tracking 1	Current Grade Tracking 2 (Exam)

Summary – make a list of your subjects under the headings below:

Above Target =

On Target =

Below Target =

Use your report to help you identify what you can do to help you improve upon your current grade/result and set realistic targets.

SUBJECT	SUGGESTIONS FOR IMPROVEMENT PROVIDED BY TEACHER	ACTIONS I NEED TO TAKE

SMART TARGETS: Choose 3 target areas were you would most like to make a change. Identify the problem and then set yourself a SMART target which you can achieve – remember to look at your 'Suggestions for Improvement' comments:

S pecific
M easurable
A chievable
R ealistic
T ime-bound
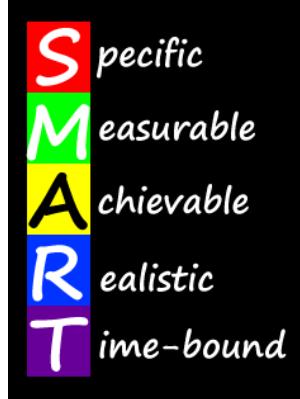
1. **Subject:** _____

   Area to address: _____

   _____

   SMART Target: _____

   _____

2. **Subject:** _____

   Area to address: _____

   _____

   SMART Target: _____

   _____

3. **Subject:** _____

   Area to address: _____

   _____

   SMART Target: _____

   _____

Your Study Schedule:

1. When do you study?

_____

_____

2. Where do you study?

_____

3. What type of study techniques do you currently use?

_____

_____

_____

4. On average how long do you study for?

_____

Tick which of the following Study Techniques you have tried:

Mind maps		Summary Notes	
Past Paper questions		Highlighting Keywords	
Highlighting key info		Cornell note taking	
Graphic organisers		The Clock	
Teaching someone else		Working in a Study group	

Choose one new technique that you would like to try or find out

more about: _____

Questions to Consider to Support Your Target Setting

Use the next page to make any notes you may need.

1. What subjects are going really well and why?
2. What subjects aren't going so well and why?
3. How close to your Target Grade are you in the ones which are currently under target?
4. Have you a study timetable in place which helps organise your study periods? Who can help you with this?
5. Have you already started working on Controlled Assessment / Coursework in any of your subjects?
6. Would you consider staying after school to work on your own or as part of a study group for revision?
7. Do you attend any after school revision classes?
8. Do you need to focus on your skills, attitude or ability, or a combination of them all?
9. Are you reading over your notes and making revision notes each evening?
10. Do you have past papers and mark schemes for the subjects you are studying?
11. Have you had a look at your recent tracking report? Are you applying the 'Suggestions for Improvement' that have been suggested by your teachers?

Notes Page:

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____