



ASSESSMENT POLICY

FRIENDS' SCHOOL LISBURN

RATIONALE

Assessment in Friends' School Lisburn supports each pupil in the achievement of his or her 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.

DEFINITION

Assessment is the process of obtaining, analysing and interpreting evidence for use by both pupils and teachers 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.

INDICATORS OF EFFECTIVE ASSESSMENT

"The teachers' assessment of the pupils' work can be considered effective when

- assessment is an integral part of planning, teaching and learning; the teachers use suitable forms of assessment, based on expectations which are clear, realistic and understood by the pupils*
- the pupils' written work is regularly and consistently marked in ways that highlight the strengths and shortcomings, using approaches that are well understood by pupils and their parents*
- the level and nature of the pupils' prior attainments influence the selection and use of teaching methods and subject content; the pupils' strengths are consolidated and their weaknesses are addressed*
- the purpose of homework is explained clearly; the work which is set is appropriate to the needs of the pupils, reinforces and extends their knowledge and understanding and provides the teachers with evidence of progress"*

Evaluating Schools DENI

Friends' School Lisburn recognises and encourages the following as characteristic of Good Practice:

Assessment which

- 1 Promotes and Supports Learning**
 - identifies what pupils know, understand and can do
 - enables consistent monitoring of pupil progress
 - identifies individual learning styles
 - identifies individual learning strengths and weaknesses
 - encourages progression in learning
- 2 Informs Teaching**
 - assists lesson planning
 - informs review of content and skills
 - promotes a variety of teaching strategies
 - enables consistent monitoring of teaching progress
 - encourages self reflection
- 3 Is both formative and summative**
 - promotes a shared learning culture
 - provides clear and regular feedback
 - diagnoses learning difficulties
 - measures pupil performance
 - identifies clear and shared targets for pupil progress
 - promotes differentiation by outcome
 - informs subject choice and career decision making
 - provides effective and progressive pupil records
 - informs regular reporting to parents
- 4 Uses appropriate and diverse strategies**
 - is both formal and informal
 - accommodates a variety of learning styles
 - tests a range of skills
 - encourages effective and standardised marking procedures
 - is both quantitative and qualitative
 - is carried out in a range of contexts
- 5 Recognises ALL pupil progress and achievement**
 - rewards progress, effort and achievement
 - fosters motivation and promotes a commitment to learning
 - creates opportunities for self direction
 - fosters self esteem and social development
- 6 Develops the capacity for Self Assessment**
 - shares learning outcomes and assessment criteria
 - gives sensitive and constructive feedback
 - supports pupils in self and peer assessment activities
 - engages pupils in realistic target setting
- 7 Fosters a shared involvement and responsibility between School and Home.**

Appendix 1

TYPES OF ASSESSMENT

- **SUMMATIVE** is Assessment OF Learning. It is used mainly to measure performance and clearly identifies a standard of pupil attainment. It is carried out at the end of a period of learning.

Examples

- External Examinations
 - Internal School Examinations
 - End of Topic/Unit Tests
 - Standardised Tests
- **FORMATIVE** is Assessment FOR Learning. It is ongoing and provides evidence of and for progression in learning. It supports learning through identifying difficulties, providing feedback and diagnosing future learning priorities.

Examples

- Class work
 - Home work
 - Questioning
 - Oral Discussion
 - Presentation
 - Short Recall Test
 - Practical Project
 - Research
- **SELF ASSESSMENT** encourages pupils to take responsibility for their own learning by:
 - Evaluating their own achievement against shared learning outcomes
 - Identifying their own strengths and areas for improvement
 - Encouraging individual learning goals and action plans for future progression
 - Fostering a self reflective learning culture
 - Encouraging independence in learning

Examples

- Pupil Personal Statement - Internal Reports
- UCAS/Higher & Further Education applications
- Record of Achievement
- Progress File

Appendix 2

HOMEWORK POLICY

Homework is an integral part of effective Assessment and it is a very important learning experience for all pupils. Good practice is promoted through Homework which is set regularly across all departments according to the needs of the pupils and within the context of agreed whole School and departmental policies and timetables.

High expectations are set in School regarding Homework and pupils may be asked to redraft and resubmit homework which fails to meet departmental standards.

The regular setting and marking of Homework encourages:

- consolidation and extension of learning
- monitoring of progress
- independent learning
- self discipline, personal organisation and responsibility
- home/school partnership

All departments are encouraged to:

- identify a range of meaningful tasks which facilitate progression in learning
- identify a variety of tasks which assess a range of subject skills
- establish a range of standard Homework tasks
- integrate Homework tasks with lesson planning and learning outcomes
- share learning outcomes with pupils
- mark all Homework against agreed criteria appropriate to task
- provide timely and constructive feedback which sustains pupil motivation and facilitates progression
- link departmental policies with whole School Homework/Marking/Presentation of Work policies
- monitor the effectiveness of Homework re learning outcomes
- encourage the consistent use of Homework Planners

In Years 8 - 10 a Homework Timetable is drawn up at the beginning of each academic year and pupils are encouraged to take responsibility for planning their work at home.

In Years 11 and 12 regular work is set according to the differing demands of each GCSE subject. Coursework is an important component of many GCSE subjects and planning and drafting are an integral part of homework at this stage.

In Sixth Form pupils are encouraged to take much more responsibility for their own learning and Homework is linked to individual research/the use of departmental/Library resources/Private Study preparation and planning. It is expected that pupils will be working 12-15 hours per week outside of School time.

Pupils are encouraged to use appropriate ICT skills to research and present their homework.

Appendix 3

MARKING POLICY

The marking of pupils' work is an important Assessment tool which is essential for both progression in pupil learning and effective teaching.

Good practice is promoted through regular, accurate and consistent marking by all teachers within a shared departmental and whole School approach.

Positive marking and feedback which recognises pupil achievement, highlights both strengths and shortcomings and provides clear guidance for improvement are encouraged.

Effective Marking helps to:

- recognise pupil achievement
- monitor pupil progress
- diagnose problems in learning
- provide feedback re progress
- provide clear guidance for improvement
- motivate and encourage pupils
- record and report pupil attainment
- assist in evaluation and planning

In the context of a review of Assessment within School, it is our aim that work is marked:

- promptly, regularly and consistently
- according to agreed and shared learning outcomes
- according to agreed and shared assessment criteria
- using both quantitative and qualitative criteria
- for improvement, using constructive commentary
- according to whole School/departmental Marking/Homework/Presentation of Work policies

Appendix 4

PRESENTATION OF WORK POLICY

Good presentation enables pupils to keep a clear record of work completed both in class and at home. It aids progression in learning and encourages self responsibility and effective personal organisation.

Good Practice encourages:

- Homework and classwork which is neat and legible
- the use of lined paper (unless otherwise requested and issued by departments)
- all written work to have a title and date (including work on loose paper which should also be named)
- all written work to have a margin to aid effective marking
- all written work to be submitted using ink pens (blue or black). Guidelines for completion of graphs/maps/diagrams are agreed by individual departments.
- the use of word processing. All work should have a name/title/date as above. It should normally be completed using black type face and size 12 point. Coursework which is processed at GCSE and A Level should meet requirements agreed by individual departments.
- written work to be repeated which is not completed in accordance with the above guidelines
- good organisation of notes/handouts/research material in notebooks and files
- all pupils to have the appropriate materials for the completion of work at home and in School. The materials required in Key Stages 3 & 4 are: pens(blue/black for writing; red/green for underlining); lead pencil; colouring pencils; a centimetre ruler; a scientific calculator(Year 9 onwards); mathematical instruments(protractor/compass)
- the good condition of all School stationery - text books/note books/files/homework planners
- the replacement of above if not maintained to an acceptable and agreed standard
- all departments to link Presentation of Work policies with whole School Policy

Appendix 5

RECORDING and REPORTING

RECORDING and REPORTING ensures regular and relevant communication of pupil attainment and progress to pupils, teachers, parents and other appropriate external audiences. It is linked to both formative and summative methods of assessment and the recording and reporting of individual pupil assessment outcomes, measured against agreed and shared assessment criteria, is the responsibility of each teacher, within the context of agreed departmental and whole School Assessment policies.

RECORDING

Consistent record keeping by all teachers allows the effective monitoring of pupil progress and the regular evaluation of teaching content/styles/methods.

Good Practice encourages:

- Common Assessment marks/grades recorded in Teacher Mark Books/Assessment Manager
- Homework marks/grades recorded in Teacher Mark Books
- Internal Exam marks/grades recorded in Teacher Mark Books/Assessment Manager

Teacher records can inform reporting, both formal and informal, to pupils, parents, Heads of Department, Heads of Year and Senior Management.

1. FORMAL REPORTS

- **Written Report in February**, linked to internal mid year examinations

- **Years 12 - 14 ***

A Full Written Report in booklet format comprising a Percentage Mark for each Subject/Year Average/descriptors of content and skills tested in each subject/Subject Teacher Comment including exam performance, progress, effort, attitude, organisation/Year Teacher Overview Comment on general progress/Principal Overview Comment/Attendance/Punctuality/Detention record.

- **Years 8 - 11**

A Single Page Report computer generated comprising a Percentage Mark for each subject/Year Average/Numerical Score based on standard descriptors for Effort, Personal Organisation and Homework/Year Teacher Overview Comment/Principal Overview Comment/Attendance/Punctuality/Detention record. Additionally, in Year 11, there are descriptors of content and skills tested in each subject.

- **Written Report in June**, linked to end of year internal School examinations.
 - **Years 8 – 10**
A Full Written Report comprising a Percentage Mark for each Subject/Year Average/Numerical Score based on standard descriptors for Effort, Organisation and Homework/Subject Teacher Comment including exam performance and progress/Year Teacher Overview Comment on general progress/Principal Overview Comment/Attendance/Punctuality/Detention record. A Pupil Self Assessment Record is being piloted in 2005.
 - **Year 11**
As Years 12 – 14 in February – see above *

2. PARENTS' MEETINGS

Each year group has ONE annual Parents' Meeting with pupils in attendance. Subject and Year Teachers have the opportunity to report on the following: progress/achievement/homework/classwork/coursework/effort/attitude/presentation/organisation/guidelines & targets for improvement. Pupils have the opportunity to discuss with parents and teachers own performance and action plan.

3. HOMEWORK

Pupil attainment, progress and guidelines for improvement are reported to teacher, pupil and parent through the regular marking of Homework, according to agreed assessment criteria, as outlined in the Homework Policy.

4. RECORDS OF ACHIEVEMENT

Records of Achievement are completed by Subject/Pastoral teachers and pupils in Years 12 and 14 and are reported and presented to staff and pupils at the GCSE and A Level Speech Days in the Autumn term. The Record of Achievement consists of:

- Personal Details
- Attendance
- Punctuality
- Progress in Subjects
- Achievements and Experiences
- Personal Statement

The Record of Achievement is due to be replaced by the Progress File in 2007. KS3 pupils complete an annual record of their achievements and experiences for Pupil File.

5. UCAS

All Sixth Form teachers complete Subject Statements for higher education references. Reports are written according to the following criteria:

- Powers of Analysis including the ability to present an argument
- Oral and Written Expression
- Independence of Mind/Initiative
- Imagination/Creativity/Inventiveness
- Industry/Determination/Perseverance
- Personal/Interpersonal Skills
- AS Grade/Module marks are recorded
- Predicted A2 Grade is recorded

Overview Pupil References are written by Leadership Team/Careers staff/Year 14 Year Teachers. These are positive in tone and in addition to above, include commentary on:

- Positions of Responsibility
- Awards and Achievements
- Involvement in Clubs and Societies both in and outside School
- Hobbies/Interests
- Work Experience
- Personal/Social Qualities
- Higher Education Aspirations

6. INDIVIDUAL REFERENCES for pupils and outside agencies - employers/further education - are reported as requested. These are completed by members of senior staff.

7. EXTERNAL EXAMINATIONS

Pupils in Years 10/12/13/14 are assessed externally in public examinations as follows:

- | | | | |
|---|---------|---------------------------------|-------------------|
| • | Year 14 | A Level | May/June |
| | | AS Resits | January/May/June |
| | | Key Skills | January/May/June |
| • | Year 13 | AS Level | January/May/June |
| • | Year 12 | GCSE Level | November/May/June |
| | | ICT (OCR) | |
| • | Year 10 | Key Stage 3 | May |
| | | (English/Maths/
Science/ICT) | |

Assessment is often a combination of Coursework and final examination and performance is reported in GCSE/A Level/AS grades with component module marks/levels for KS3/Key Skills.

8. INTERNAL REPORTING - end October - Years 12-14 - is intended to identify a small number of pupils whose performance, based on the evidence of recent performance, is either particularly credit worthy or giving cause for concern. Subject teachers will report to Year teachers and parents will be informed as required. A proforma will be distributed to all teachers for this report.

Appendix 6

ROLES AND RESPONSIBILITIES

The Assessment Policy and its implementation within and across departments is monitored and evaluated by:

- Vice Principal (Curriculum)
- Curriculum Co-ordinators
- Heads of Department
- Curriculum Committee

Vice Principal Curriculum and Curriculum Coordinators

It is the responsibility of Vice Principal Curriculum and Curriculum Coordinators to review monitor and evaluate all aspects of the Assessment Policy within the context of whole School development planning and self evaluation

Heads of Department

It is the responsibility of Heads of Department to apply and embed the principles of the School Assessment Policy within their own departmental practice. They should formulate and maintain a departmental policy on Assessment - which may be the whole School policy.

Good practice can be clearly identified through:

- consistent departmental planning
- assessment tasks fully integrated with Schemes of Work
- shared learning outcomes
- standardized marking
- constructive feedback
- assessment data used to inform teaching and learning
- assessment data regularly and consistently recorded
- assessment data used for regular reporting
- regular self assessment by pupils and staff
- liaison with Head of Year/Subject teacher re individual pupil performance as required
- liaison with External and Internal School Examination officers re entries for all examinations
- effective organisation re setting/marking internal examinations
- monitoring and evaluation of all departmental assessment practice and outcomes

Subject Teachers

It is the responsibility of Subject Teachers to:

- implement departmental/whole School policies on Assessment, evaluating their implementation
- mark in accordance with departmental policy in a positive, accurate, meaningful and diagnostic style

- compile and maintain individual pupil records
- report to pupils, parents and staff on individual and group progress(October/January/June)
- liaise with Head of Department/Year Teacher re individual pupil support as required

Year Teachers

It is the responsibility of Year Teachers to:

- liaise with Heads of Department/Senior staff/Subject teachers concerning individual pupil progress
- report to parents as required re individual pupil progress
- produce Overview statements for Reports in January and June
- conduct with Senior staff formal overview of pupil performance twice yearly after internal examinations

External Examinations Officer

It is the responsibility of the External Examinations Officer to liaise with appropriate staff/pupils/parents/exam boards regarding all aspects of external assessment. This role has particular responsibility for AS/A Level examinations.

Assistant External Examinations Officer

It is the responsibility of the Assistant to liaise with appropriate staff/pupils/parents/exam boards regarding GCSE/KS3 examinations.

Internal School Examinations Officer has responsibility for the organisation and invigilation of all internal School examinations.

Pupils and Parents

Pupils and parents may be asked to contribute to the evaluation of assessment practice in School.

REPORTING CRITERIA

STAFF GUIDELINES

HOMEWORK

- S/he always completes homeworks on time. Standard of written work is excellent.
- S/he completes homeworks on time. Standard of written work is good.
- S/he usually completes homeworks on time. Standard of written work is fair.
- Homework is often handed in late and is not always completed to the required standard.

EFFORT

- Homework is often handed in late and is not always completed to the required standard.
- Concentration and application to work are excellent. There is a valued contribution to class activities.
- Concentration and application to work are good. There is a consistent contribution to class activities.
- Concentration and application to work are fair. Sometimes there is contribution to class activities.
- Improvement is required in concentration and application to work. Contribution to class activities is inconsistent.

PERSONAL ORGANISATION

- S/he always brings the appropriate books/equipment to class.
- S/he usually brings the appropriate books/equipment to class.
- S/he does not always bring the appropriate books/equipment to class.
- S/he rarely brings the appropriate books/equipment to class.