

Assessment Policy

Introduction

The Assessment Policy at Lumen Christi College is both diagnostic and evaluative and thus emphasises the formative value of assessment rather than the merely summative. The demands of the formal assessment process on teachers will be compatible with effective teaching and learning and the monitoring, in a structured way, of each pupil's progress.

1. Assessment is an integral and essential part of the teaching and learning process and is incorporated in the schemes of work of all departments and caters for both interim and long-term goals. Its purpose is to recognise and applaud the strengths of the pupils in subject areas and to clearly identify pupil areas for improvement and diagnose problems with a view to providing remedial attention appropriate to the problems identified.
2. All academic assessment is based firmly on an agreed scheme of work, assesses what is taught and is uniform and consistent within departments.
3. Assessment allows departments to identify and review strengths and weaknesses in the scheme of work taught and in teaching methods and so encourage continuous curriculum development through self-evaluation.
4. Assessment has a pastoral basis and reports on the social and personal development of the pupil via the Merit System and Form Tutor system.
5. Assessment stresses positive achievement in order to encourage pupils and promote their self-esteem.
6. Assessment informs teachers, pupils and parents about overall attainment levels within subjects and so will be in a format accessible to all three groups.

Teachers ensure, by explicit statement and implicit attitude, that the outcomes of any assessment are seen as a measure of performance and do not imply a judgement of an individual's personal worth.

Nature of Assessment

Formal assessment takes a variety of forms within the school. Continuous Assessment is an integral and essential part of the educational process and is a positive assessment of what pupils know, understand and can do at a given stage in their education. Departments have an assessment policy which identifies when such assessment takes place, the knowledge, concepts and skills to be assessed and a process of moderation to ensure uniformity of marking by teachers. In particular, departments take account of AfL procedures in keeping with the NI Curriculum. Such items are identified in departmental schemes/units of work. The methods of assessment depend upon the nature of the subject and the requirements of the NI Curriculum and of specification at GCSE and A Level. Teachers are encouraged to use formative assessment strategies; in particular, specify learning intentions, success criteria, engage in effective questioning and facilitate peer assessment and student self-evaluation. The pupil will usually be aware, in advance, of what is being assessed.

- (a) Controlled Assessments, projects, practicals and fieldwork form a component of the process for all year groups. The extent of such assessment is dictated both by the demands of the NI curriculum and the nature of the individual subject. Such common tasks are identified within subject schemes of work and pupil progress tracked over six assessments each year in each subject area at KS3 and over a minimum of five assessments at KS4 & 5.
- (b) Mark schemes for all internal examinations are agreed in advance to ensure consistency of marking and common papers are done by all pupils in a Year Group. These will essentially be summative in nature but will guide the teacher towards individual remedial help for those students found to be below expected standards of achievement as well as assist with supplementary tasks for those students who are performing particularly well. This may involve e.g. after-school clubs, tutorial provision, extension work, revision of topics etc.

Recording and Reporting of Assessment

Assessment is an ongoing process and is not envisaged as separate from the normal teaching process or learning experience. Thus all schemes of work identify what is to be assessed, when and how. Assessment corresponds to the skills/concepts of the subject / knowledge and understanding - as outlined in the NI curriculum and in GCSE and A Level Specifications, where appropriate. To ensure standardisation of marking, all pupils are tested on the same outcomes at agreed stages and with mark schemes agreed in advance. Assessments are appropriate to the ability range of the pupil and are based upon differentiated tasks, where possible.

Teachers retain records of all assessments outcomes in a format agreed at subject level and recorded on Pupil Trackers at all key stages. Results of assessments are reported to parents five times per year at KS3 and four times at KS4 & 5. The results recorded are monitored at subject meetings and appropriate remedial action agreed at departmental level. Subject Heads liaise with Pastoral Heads who in turn liaise with Form Tutors. Parents are kept informed of concerns and actions to be taken via phone call, letter or meeting as deemed necessary from relevant staff.

All pupils are encouraged to record Tracker results on an on-going basis in the assessment pages of their Student Planners. Based on performance, students also record action necessary to affect improvement.

Formal reporting of summative assessment results takes place after the internal Winter examinations. The KS3 report at this time is a summative outcomes report. The full annual report provides a percentage mark for the subject, a year average, a subject comment identifying strengths and weaknesses, comments on the personal and social development of the pupil by their Form Teacher and an overall comment by the Principal/Vice-Principals. Parents are also informed of pupil progression in the statutory areas of Communication, Using Mathematics and Using ICT.

Interim reports on pupils causing concern are drawn up as necessary. These reports are essentially summative, though areas of concern are highlighted by the Form/Subject Teacher to assist parents in helping in the education process. These reports are used in subsequent meetings with parents and in target setting interviews between Form Teachers and pupils.

Results of all assessments are communicated to pupils as soon as possible, discussed with them (where possible, on an individual basis), used to encourage and motivate pupils and to enable teachers to evaluate their own methodology. Form Teachers meet their pupils to discuss their progress at a whole-school level, while subject teachers will also hold discussions with pupils to monitor their performance.

Assessment Strategies

Monitoring and maintaining the highest standards of academic excellence is a central concern of Lumen Christi College. We hope to do this through a range of strategies designed as a continuous assessment of the teaching and learning process itself. These include:

- Departmental Schemes of Work contain a clear indication of syllabus content, assessment procedures and procedures for appropriate remedial action where pupils are identified as underachieving.
- Departmental Assessment Policies based upon whole-school policy.
- An ongoing programme of Work Observation by the Principal, Vice-Principals and designated reviewers
- The use of a 'book scoop' by Subject Heads to allow teaching staff to pool examples of homework and class work to assess the standards of work presented in each of the subject areas by a number of pupils.
- Pupil shadowing by designated members of staff to assess the experience of a pupil in the daily school curriculum.
- A biennial School Audit of the opinions of pupils, parents and staff on a wide range of issues.
- Continuous target setting for academic achievement as part of School Development Planning.
- Pupil self-assessment procedures in every subject in which the pupils identify areas for improvement, set appropriate targets for future achievement, suggest strategies to meet their goals and compile an annual statement of progress.
- Provision of extra English, Mathematics, Science and Language classes for those pupils identified as low achieving/underachieving in areas of language, numeracy or literacy.

The range of such procedures ensure that the teaching and learning process is the focus of ongoing assessment in the College. These strategies will be reviewed annually by the Leadership Team.

Review

This policy is reviewed periodically by the Vice-Principal and amended as considered necessary.

Individual subjects exercise a continuous assessment programme via homework, class work and class based assessments. Pupil achievement is recorded in the Assessment Section of the Student Planner at all Key Stages. The monitoring of pupil work on a whole-school basis is as given in the timetable below.

ARRANGEMENTS FOR WHOLE-SCHOOL ASSESSMENT OF KEY STAGE 3 PUPILS.

Throughout the year Assessments for Years 8, 9 and 10 are ongoing and results are recorded on the Key Stage 3 Pupil Tracker. Results are monitored at Departmental Meetings and acted upon in accordance with Departmental Assessment Policies. The Subject Head informs the Head Key Stage of Concerns and actions to be taken. The Head of Year 8/Key Stage 3 updates Form Teachers and liaises with the SENCO.

Work is also monitored on an on-going basis via Lesson Monitor and the Merit System at Pastoral Meetings. Possible outcomes - pupils placed on Report / Homework Club referral /meeting with parents. If placed on Report, the student's class work, homework and behaviour will be closely monitored for two weeks initially and then extended for as long as Head of Year deems necessary.

Minimum of five tracker assessments reported on.

In addition, the following arrangements are in place for each term:

- Term 1 Pupils issued with Student Planner, which includes an Assessment Record section, to note Tracker Assessment outcomes and assist with monitoring on-going progress and set targets for improvement.
- Baselining of Year 8 pupils via GL Assessment Cognitive Ability Tests, and Mathematics standardised tests.
- Vice Principal provides Year 8 baseline information to relevant subject teachers, Form Teachers, Head of Year 8 and Head of Key Stage 3, via SIMs.
- Vice Principal meets with Head of Year 8 and SENCO to identify Year 8 students in need of particular support.
- SENCO reviews files of new intake and refers concerns to Head of Year 8 and relevant Subject Heads.
- Appropriate action plans are drawn up. Head of Year 8 and Subject Heads liaise with Form Teachers and subject teachers respectively.
- Year 8 Parents Meeting: Study Skills and Home Study.
- Preparation of Progress Reports for students causing concern across the key Stage.
- Winter School examinations in all subjects
- Term 2 Pupils' self-evaluate and set targets for improvement which are recorded on subject proforma in the student planner and then collated onto the Target Setting sheet.
- Target setting meetings held with Form Tutors. Parents invited to attend as appropriate.
- Formal reports on pupil progress sent to all parents. Invitation to parents of all year groups to discuss action on problem areas.
- Head of Key Stage liaises with HoDs and SENCO to identify students in need of extra support and take appropriate action.
- Term 3 Key Stage 3 formal assessments.
- Annual Report to parents to include Teacher Assessed levels on Communication, Mathematics and Using ICT
- Identification of pupils not attaining required levels in Communication and Using Mathematics. Action Plan for improvement agreed between Subject Head, Subject Teacher and Head of Key Stage.
- Parents contacted via letter/meeting.
- August: Targets set for forthcoming year based on pattern of attainment and comparison with CAT and NI Benchmarking data.

ARRANGEMENTS FOR WHOLE-SCHOOL ASSESSMENT OF KEY STAGE 4 PUPILS:

Throughout the year assessments for Years 11 and 12 are ongoing and results are recorded on the Key Stage 4 Pupil Tracker and in the student planner. Results are monitored at Departmental Meetings and acted upon in accordance with Departmental Assessment Policies. The Subject Head informs the Head of Key Stage of concerns and actions to be taken. The Head of Key Stage 4 updates Form Teachers and liaises with the SENCO.

Work is monitored on an on-going basis via Lesson Monitor at Pastoral Meetings.

Possible outcomes - pupils placed on Report / Homework Club referral / meeting with parents. If placed on Report, the student's class work, homework and behaviour will be closely monitored for two weeks initially and may be extended if deemed appropriate by the Head of Key Stage.

Minimum of four tracker assessments reported on.

In addition, the following arrangements are in place for each term.

Term 1 Principal and Vice Principal reviews the available data in collaboration with the Head of Key Stage 4 to identify Yr 12 pupils not on target to achieve 7+ GCSEs and the Head of Key Stage 4 liaises with Subject Heads and SENCO to agree strategies for improvement.

Head of Key Stage 4 and/or Form Teachers meet with identified pupils and parents, if deemed appropriate, to discuss targets for improvement and remedial action.

Year 11 Parents Induction Evening: Study skills and Controlled Assessment/ Module Calendar.

Head of Department identify underachieving and low-achieving Yr 12 pupils across subjects in liaison with HoKS.

Mentor identified to assist Form Teacher in providing additional support for targeted students and parents informed.

Formal reports issued to parents of pupils identified as causing concern; each subject teacher reports on pupil progress based on work to date. Parents invited to meet with Form Teacher / Head of Key Stage to discuss concerns.

Teachers monitor pupil progress and provide remedial action as per departmental policy.

Year 12 Parent/Teacher meeting.

Ongoing completion of Controlled Assessments, as per calendar.

School/external examinations in all subjects.

Term 2 Pupils' self-assessment & target setting recorded on subject proforma. Target setting meetings with Form Tutors.

Formal reports on pupil progress sent to all parents. Invitation to parents to discuss action on problem areas.

Head of Key Stage 4, in consultation with Form Tutors and subject teachers, compiles list of Year 11 pupils requiring intervention strategies.

Term 3 Year 11 Modules for GCSEs

GCSE and Module results. Leadership Team analyse results and set targets for following year based on attainment of pupils. Comparison with CAT predictions and DENI Benchmarking Statistics.

Controlled Assessment deadlines are set by individual subjects and co-ordinated by the Head of Key Stage 4 for next academic year.

Each subject area identifies appropriate action re. failure of pupils to meet deadlines/ achieve at predicted target level. Subject Head liaises with Head of Key Stage 4 where concerns arise.

ARRANGEMENTS FOR WHOLE-SCHOOL ASSESSMENT OF SIXTH FORM PUPILS:

Assessments for Years 13 and 14 are on-going throughout the year and results are recorded on the Key Stage 5 Pupil Tracker. Results are monitored at Departmental Meetings and acted upon in accordance with Departmental Assessment Policies. The Subject Head informs the Head Sixth Form of concerns and actions to be taken. The Head of Sixth Form updates Form Teachers and liaises with the SENCO.

Work is monitored on an on-going basis via Lesson Monitor at Pastoral Meetings and concerns are discussed and actions agreed at Pastoral Meetings. Possible outcomes include: contact with home, formal meeting with student and parent; attendance at Homework Club; attendance at after school subject support sessions. Minimum of four tracker assessments reported on.

In addition, the following arrangements are in place for each term.

Term 1: Deadlines for completion of coursework set by all subjects for Year 13 and 14.

Principal and Vice-Principal review AS examination results, in collaboration with the Head of Key Stage 5 and Head of Careers, and interview Year 14 pupils causing concern. Parents attend meetings, as required. Mentors appointed, if deemed appropriate.

Subject Heads and subject teachers review AS module results. Comparison with ALPS predictors and identify pupils needing to repeat modules. Subject Heads liaise with the Head of Sixth Form.

Year 14 pupils review AS examination results & meet with Form Tutors & subject teachers to discuss appropriate targets and action strategies re. use of study, attendance at tutorials, etc.

Head of Key Stage 5 meets with Year 13 Form Tutors and pupils to discuss setting of targets based on GCSE scores, study plans and use of study time.

Year 13 Induction Meeting: Introduction to AS and A2 and use of ALPs target setting process.

Head of Key Stage 5 in consultation with Form Tutors and subject teachers compile list of Year 13 and 14 pupils causing concern. SENCO informed if necessary and IEPs developed or updated as appropriate.

Sixth Form Target setting with subject teachers subsequent to completion of tracker assessments.

Year 14 Parent -Teacher Meeting.

School examinations in all subjects.

Term 2: Completion of internal reports
Year 13 Parent -Teacher Meeting

Formal reports on pupil progress. Invitation to parents of all year groups to discuss action on problem areas.

Pupils' self-assessment & target setting via subject proforma.

Target setting meetings with Form Tutors to discuss personal and academic issues.

Head of Subject identifies underachieving pupils and liaises with Head of Sixth Form. Mentors appointed, if deemed appropriate, for students underachieving across a range of subjects.

Term 3: Year 13 AS Level examinations. Year 14 A2 Examinations

AS and A-Level results. Leadership Team analyse results and targets set for following year based on attainment of pupils and DENI Benchmarking Statistics.