LEARNINGSURE COLLEGE

Policy on Assessment & Reporting

ASSESSMENT

Schools have to do all they can to ensure that all young people achieve their abilities to the best of their abilities. Any assessment arrangements must start from the need to engage pupils in identifying appropriate and realistic learning outcomes to enable them to take responsibility for their learning.

The aims and guiding principles of assessments should be common to every department in the school and should be the basic principles of all assessments set by departments for all year groups. Recognition should be taken of the needs of LSC, Local Authority and Government priorities.

PURPOSES OF ASSESSMENT

1. To provide information for pupils, parents and teachers on pupil progress.
2. To allow for course monitoring and evaluation within departments to improve learning and teaching.
3. To act as a positive aid to the performance of each pupil.
4. To provide objective guidance on course choice and progression throughout a pupil's school career.
5. To prepare pupils for external examinations and awards.

GUIDING PRINCIPLES

All assessment policies and instruments of assessment should:

1. Support learning and teaching.
2. Ensure that all specific learning needs are identified at an early stage through diagnostic assessment and professional judgement.
3. Promote self-awareness in pupils.
4. Acknowledge achievement at all levels to maintain pupil motivation.
5. Be an opportunity to evaluate course materials, learning processes and teaching methodology.
6. Ensure consistency of approach across the curriculum, while recognising subject specificity.
7. Reflect Equal Opportunities Policies of the school and local authority.
8. Meet the requirements of national examinations.
9. Assist the process of target setting for individual pupils.

PUPIL ASSESSMENT

We should assess the achievement of learning outcomes as determined by the objectives of the course
- Knowledge and understanding
- Skills developed within the course

We should also seek to assess skills displayed across a range of learning opportunities
- Co-operation with others
- Ability to solve problems
- Capacity for independent learning

TYPES OF ASSESSMENTS

1. Pupil progress is normally assessed formally.
2. Assessment may be formative or summative.
3. Assessment may involve the setting of specific tasks or form part of day to day teaching. Each department will decide the balance of these according to perceived subject needs.
4. Assessment may be based on what pupils say, what pupils write, and what pupils do
5. Not all activities need to be formally assessed. A holistic view of a pupil's abilities may be seen as more appropriate.
6. In some cases, pupil self-assessment or peer assessment may be appropriate.
7. Instruments of assessment may be altered to accommodate specific needs, but LSC must authorise where applicable.

ASSESSMENT FOR LEARNING PROGRAMME

This government initiative will feature as a significant part of future School Development Plans. Staff development in this area has already commenced with introducing materials from Dylan William's "Inside the Black Box" and "Working inside the black box". William's interpretation of assessment for learning is any assessment for which the priority in its design and practice is to promote pupils' learning, which differs from assessment designed to measure competence. He sees assessment activities as helping learning if they provide information that can be used as feedback, by teachers and pupils, in assessing themselves and each other, to modify the teaching and learning

activities they are engaged in. Such assessment becomes 'formative assessment' when the evidence is used to adapt the teaching work to meet learning needs.

Formative assessment strategies, such as sharing outcomes; higher-order questioning; wait time; focused feedback; comment only marking, and self and peer assessment, have been introduced by several departments. These will be more fully developed across the school as the programme progresses. The school is also part of the SELF /Motivated School project where these areas will be explored further.

TIMING OF ASSESSMENTS

1. Whilst there are constraints due to the whole school reporting schedule, the timing of assessments will be at the discretion of individual teaching departments. This would generally be at the end of a unit of work.
2. KS3, KS4 and KS5 assessments should be carefully planned by departments taking account of the timing of similar assessments by other departments.
3. Assessment at KS3 is continuous and may also be summative.
4. In addition to continuous assessment, students in KS4/5preparing for external examinations will sit formal prelim examinations.
5. Departments are advised of alternative assessment arrangements by the Support for learning department and are asked to notify their intention to run assessments.

PLANNING OF ASSESSMENT

1. Assessment should be part of the planning process in departments.
2. Aims and objectives and learning outcomes of the course should be clearly stated and shared with pupils.
3. A study programme, including a timescale for completing each part or unit of a course, should be drawn up and shared with pupils.
4. Departments should liaise with the Support for Learning department where necessary.
5. Assessments should indicate how well pupils are progressing towards the stated aims, objectives and learning outcomes.
6. Members of the SMT will monitor the assessment policies of link departments through discussions and departmental documentation.

MARKING AND GRADING
1. Grades must be criterion-referenced, using raw scores or grade related criteria, agreed and followed by all departmental members.
2. National guidelines must be used in KS3/4 and grades 9-1 guidelines will be used, where appropriate, in S1 and S2.
3. The outcomes of all formal assessments should be recorded and lodged with the head of the department.
4. There should be articulation between courses at KS3/4 with expected courses in KS4 Similarly, there should be articulation between courses in KS4 with courses in KS4/5.

STANDARDISATION
1. Standardisation procedures should exist within departments. These may include sampling and cross marking.
2. There should be an agreed marking scheme or criteria.

3. Meetings should be held regularly to monitor the marking of all aspects of internal assessments.

THE ROLE OF DEPARTMENTS
1. All teaching departments will have a clear policy statement on assessment.
2. Heads of Departments will ensure that all department members are aware of assessment procedures.
3. Each department will have standard assessment procedures across all ability groups.

INFORMATION FOR PARENTS

1. A clear explanation of grades will be made available to parents at the time of reporting or as requested.
2. Parents will be informed about general assessment procedures and key timings.

MONITORING AND EVALUATION

1. Monitoring and evaluating assessment policy and assessment instruments will be ongoing at both school and departmental levels. This will be through self-evaluation by the department, SMT and the School Development Planning Group.
2. There will be equal opportunities monitoring of results/achievements at departmental and school level.

REPORTING

INTRODUCTION

Reporting to parents on their child's progress is an essential part of the home/school partnership and plays a vital role in raising pupil attainment.
The aims and guiding principles of reporting in Learningsure college are common to all departments.

AIMS

1. To provide specific information for parents, pupils and teachers.
2. To enhance home/school partnership.
3. To inform parents and pupils of pupil progress in a positive manner.
4. To alert pupils and parents to areas of concern so that these can be quickly addressed.
5. To provide a starting point for discussion at Parents' Evenings.

GUIDING PRINCIPLES

1. Reports should be positive in their comments and demonstrate a sound knowledge of the child concerned.
2. Reports should be written by the class teacher and reflect pupil progress against a course description.

3. Reports should highlight pupil strengths as well as indicating areas in need of development.
4. Reports should be seen as a positive strategy in raising attainment.

METHODS OF REPORTING

1. Reporting to parents may be formal or informal or both.
2. Formal reporting takes place following an agreed reporting calendar (see school calendar).
3. The format of formal reporting, as far as possible, is standard in all departments throughout year groups.
4. Informal reporting may take the form of a note in a jotter or study planner, highlighting positive progress or raising concerns.
5. Each department has its templates of reports in an agreed format.
6. Currently, the school is preparing to pilot the use of electronic reporting for all KS3 pupils.

TIMING OF REPORTS

1. Dates and deadlines for reporting are published in the school calendar at the start of each academic year.
2. Where feasible reports should coincide with the appropriate Parents' Evening. This iscurrently not possible with the KS4/5 prelim reports which are issued in March.

ROLE OF DEPARTMENTS

1. Heads of Department are responsible for monitoring the reporting process and monitoring the department's quality of reports.
2. Heads of Year have overall responsibility for monitoring the quality of reporting for their year group.
3. Departments should keep copies of progress and full reports.

ROLE OF PASTORAL CARE STAFF

1. Pastoral Care Teachers write PSE reports for all of the pupils in their care.
2. Pastoral Care Teachers write a summative report attached to each set of curricular reports for a particular pupil. They will alert parents to any areas of concern and will highlight areas of achievement.
3. Pastoral Care Teachers receive a copy of the progress reports and full reports for all the pupils in their care.
4. After each report is published, it is used by the Pastoral Care Teacher to discuss academic progress with the pupils in their care. This is usually preceded by each pupil carrying out some self-assessment.

ROLE OF SUPPORT FOR LEARNING STAFF

1. Support for Learning staff receive reports for all pupils they have a specific interest in.
2. Support for Learning staff writes a Support for Learning report, for these pupils, which is included with the set of reports which is sent to parents.

3. Support for Learning staff use pupil reports as part of their monitoring process. They help assess the impact of the particular additional Support the pupil is receiving. Reports can also highlight areas where further support strategies may be required.

ROLE OF PARENTS

1. Parents receive reports on their children as intimated in the reporting calendar. Advanced warning of reports being issued is published in Parental Newsletters.
2. Parents are invited to comment on all reports issued to them.
3. Parents should use the reports to mark progress or discuss concerns relating to their children's performance.

ROLE OF PUPILS

1. Pupils receive reports as intimated in the reporting calendar.
2. They must use this report, with their Pastoral Care Teacher, and Support for Learning Teacher (if appropriate) to self-assess, discuss progress and set achievable targets.