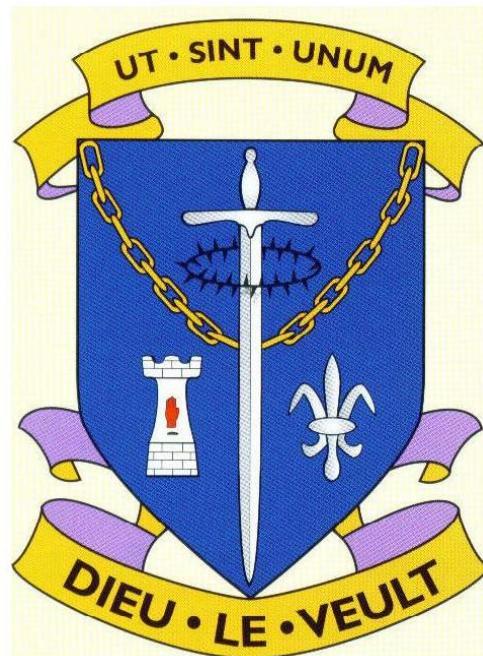


# ***St Louis Grammar School***

## ***Kilkeel***



## **Assessment Policy**

*Date of Policy: September 2019*

*Last Reviewed: June 2021*

*Reviewed by: Mr T Brown*

*Ratified June 2021*

*Date of Next Review: September 2026*

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## Introduction

Assessment in St Louis supports each pupil in the achievement of his or her full potential and fosters the development of self-esteem and personal responsibility.

Assessment is at the heart of teaching and learning and is used to inform pupils, teachers, parents, Governors and employers what pupils know, understand, can do, and how pupils are progressing.

The results of assessment are used diagnostically, to identify areas of strength and weakness, and to measure pupils' individual progress as well as the school's overall progress against:

- Our own targets.
- National targets.
- The results of similar schools.
- Pupils' targets as set and agreed by teacher and pupil.

The evaluation of pupil achievements in assessment is undertaken with the aim of raising attainment across the school and to evaluate the effectiveness of the school curriculum.

Assessment is one of the means by which we measure the achievements of our pupils and as such is used to gauge the achievement of the school's aims.

## Definition

Assessment can be defined as:

*the process of obtaining, analysing and interpreting evidence for use by pupils and teachers to enable the review, planning, and improvement of learning and teaching.*

Assessment is:

- Fully integrated with the planning and delivery of the curriculum.
- An essential part of classroom practice.
- Used to make an informed judgement about pupils' achievements and progress.
- One of the means by which the school can evaluate whether every learner fulfils his or her potential at each stage of his or her development.
- Intended to draw attention to pupils' positive achievements.
- An event that can take place on any occasion when pupils express themselves in relation to learning objectives.
- Used to communicate progress to pupils, parents, employers and the wider school community.

Assessment can take many forms including summative, formative, and nationally standardised tests.

The school uses a range of assessments throughout the year. Assessments can incorporate: teacher's own class assessments; standardised assessments (such as those provided by GL Assessment); school internal continuous assessments taken throughout the year (four a year for junior school, five a year for years 11-14); and external assessments at Key Stage 3, 4 and 5.

## Indicators of effective assessment

*TTI (2010) states that assessment is effective when:*

- *the school's assessment policy reflects statutory requirements and provides clear guidance about the purposes of assessment, the methods to be used, the range and types of evidence to be retained, and the uses to be made of assessment information;*
- *teachers use an appropriately wide range of assessment for learning strategies, including, self and peer-assessment, and formative use of summative assessment outcomes;*
- *the pupils' work is marked regularly, frequently and consistently in ways which highlight the strengths and give feedback on what the pupil needs to do in order to improve;*
- *pupils identify personal learning targets;*
- *appropriate and realistic targets are set, monitored and tracked for individual pupils for learning, and attainment in end of key stage assessments and public examinations; and*
- *the school communicates to parents the pupils' progress and achievement.*

### ***Together Towards Improvement – ETI - 2010***

St Louis recognises and encourages the following as characteristics of good practice:

Assessment that:

- Promote and support learning
- Informs teaching
- Is both formative (assessment for learning\*) and summative (assessment of learning\*)
- Uses appropriate and diverse strategies
- Recognises all pupil progress and achievement
- Develops the capacity for self and peer assessment
- Fosters a shared involvement and responsibility between school and home.

*\* Please see the appendix for definitions of AFL, formative and summative assessment.*

## Whole School Assessment

### Using Data

The Staff of St Louis make effective use of assessment data across all key stages to inform learning and teaching, to monitor pupil progress, and to set targets. This includes data the individual teacher will collect as part of learning and teaching, as well as formalised assessment data that is stored electronically in the schools' Management Information System (SIMs) as part of the continuous assessment process. National Bench Marking Data and standardised testing (GL assessment) is also used at KS 3, 4 and 5.

### Continuous Assessment data

Pupils are involved in a continuous assessment process throughout all key stages. Teachers record the results electronically in SIMs of the four or five formal assessments each year. These assessments take a variety of forms, though all are aligned with the curricula requirements of each Key Stage. For example, at KS 4 the nature of the assessments will be in line with the requirements of the course as questions and homework will be at GCSE level.

Care is taken to assure the quality of the assessments across the curriculum, and for assessments to be suitably differentiated, and staff are involved in the regular review of the effectiveness of such assessments within departments and at Heads of Department / TiC meetings.

A final synoptic assessment, assessment 4 or 5, takes place at the end of the summer term and takes the form of a formally timetabled examination.

Data is used by staff as part of a self-reflective culture that is firmly established within day-to-day learning and teaching with the aim of enabling all pupils to progress in their learning.

### Target Setting data

Pupils are involved in a target setting process at KS 3 (where appropriate), 4 and 5 in which teacher and pupil agree targets at the start of the year. This target, together with continuous assessment data, provides for an electronic means to visually assess progress throughout the year through the use of the SIMs tracking sheet. (See Appendix 1 for an example.) This target should be set using all available data, including standardised data. However, the target must be made by the teacher based on aptitude rather than attitude and previous attainment.

Other data is collected at various key stages and this is outlined below.

### Key Stage 2 / 3 transition data

In September each year the school will gather Key Stage 2 data provided by the Primary schools and other agencies to produce individual pupil profiles as well as to draw a picture of the profile of the cohort.

This data includes the Key Stage 2 results for English and Mathematics as well as other data that can be used to gain a more comprehensive picture of pupil ability. These include:

- GL Assessment transfer test results.
- CAT 4 (GL Assessment) – this test is undertaken by the school in term 1.
- Assessment of reading ability tests (NGRT / NGST) – this test is undertaken by the school in term 1 and will be organised by the English teachers / SEN coordinator.

- Assessment of mathematical ability tests – this test is undertaken by the school in term 1 and will be organised by the HOD Maths.
- SEN data collected from the Primary schools and parent data capture form.
- Progress Test in English (PTE11) / Progress Test in Maths (PTM11) when provided by the primary school.
- Discussions between the Head of Junior School and Primary School Teachers which will include the Head of Year 8 and other relevant teachers.

It is recognised that some of this data may be of a sensitive nature so precautions are taken to ensure that the data is disseminated to staff as deemed appropriate. The data is compiled in order to identify the profile of the incoming cohort and for comparison to previous years. This is shared with the SMT.

This data is shared with all staff through the staff “Use of Data” booklet. Additionally, English and Mathematics data is shared with the respective heads of departments who disseminate this to members of their departments. The data is used to identify areas for pupil improvement and to develop suitable individualised strategies to support pupils in their learning.

SEN data is made available to classroom teachers by the SENCO through the Staff Shared area and through the staff “Use of Data” booklet, and teachers use this data to produce individualised strategies to support pupils’ learning.

Departments are encouraged to undertake their own diagnostic baseline tests as they see fit to help inform learning and teaching strategies.

CAT4 data is published in the staff “Use of Data” booklet as well as on a secure section of the school’s staff area to allow access to all teaching staff. The “Use of Data” booklet takes the form of a printed spreadsheet showing the pupils’ individual marks in each section of the test. This data is not used by staff in isolation; it is used in conjunction with class tests, teacher assessment, and other assessment data to help teachers to “Know their cohort”. This data is not as a matter of course shared with pupils or parents and is kept private. There may be occasions where this information is shared with parents and pupils such as when tackling underachievement or to accompany the summer assessment. However, staff must make the parties concerned aware that this data is a prediction of success, not a guarantee. Staff are also to discuss this data by promoting the “Growth Mindset”.

### **KS 3 assessment data**

As part of the statutory assessment arrangements, at the end of KS 3 pupils will complete assessments in English, Mathematics and ICT.

When pupils reach key stage 4 the English and Mathematics levels, GL Assessment results for PTE / PTM, CAT are recorded in SIMs and are available to all staff in the individual pupil tracking sheets used as part of continuous assessment.

### **KS 4 assessment data**

When entering KS 4 pupils will undertake the CAT 4 test for a second time to ascertain their expected level of performance at GCSE.

CAT4 data is published as per the Junior School (see above).

The Head of Middle School and the Heads of Years 11 and 12 use the CAT 4 predicted grades for English and Mathematics as part of the evidence to identify pupils who are in danger of not

achieving a grade C or above at GCSE. Discussion is also undertaken with the HoDs of English and Mathematics. In liaison with the Heads of English and Mathematics, suitable strategies to tackle potential underachievement are devised to provide the pupils identified with support.

Value added for past cohorts is also published on the staff shared area. These take the form of pupils' individual value added mark arranged by subject. An average for each class is also included. This data is used by HoDs to compile their "Departmental Self Evaluation Report".

In September teacher and class residuals are used by Heads of Department to evaluate success and identify areas for improvement as part of target setting. Teacher residuals are also made available to staff.

The results of GCSE assessments are converted into a points score. This is stored in the pupil tracking sheets for year 13s and is made available to all teachers. Data is collected from other schools for pupils joining the school at sixth form. This data is also uploaded to SIMS and appears on the teachers' mark sheets by the Assessment Manager.

The results of these various data sets are used by HODs / TiCs / teachers to undertake pupil target setting in October.

### **KS 5 assessment data**

When entering KS 5 staff will use Sims chance predictions, and CAT 4 data, to ascertain their expected level of performance at A Level. This is based on performance in GCSE and predictions based on previous cohorts' performance in that subject. This data is prepared each year and made available by the end of September to assist in Target Setting.

This data is not used by staff in isolation, it is used in conjunction with class tests and other assessment data to help teachers to "Know their cohort". This data is used by HoDs to set targets for their department. This data is not shared with pupils or parents and is kept private.

The Head of Senior School and the heads of years 13 and 14 use the predicted grades to identify pupils who are in danger of not achieving a grade C at A level / Post-16. In liaison with subject teachers, suitable strategies to tackle potential underachievement are devised to provide the pupils identified with support.

Value added for past cohorts is also published and distributed to HoDs/TiCs. These take the form of pupils individual value added mark arranged by subject. This is used to evaluate success and identify areas for improvement. Class residuals are also made available to staff.

### **Benchmarking Data**

When national benchmarking data becomes available Heads of Department use this data to evaluate success and identify areas for improvement based on the schools / subjects performance when compared with similar schools (such as FFT – Fisher Family Trust). If available, this data is included in the "Departmental Self Evaluation Report" completed by the HoD that is submitted to the principal by mid-September..

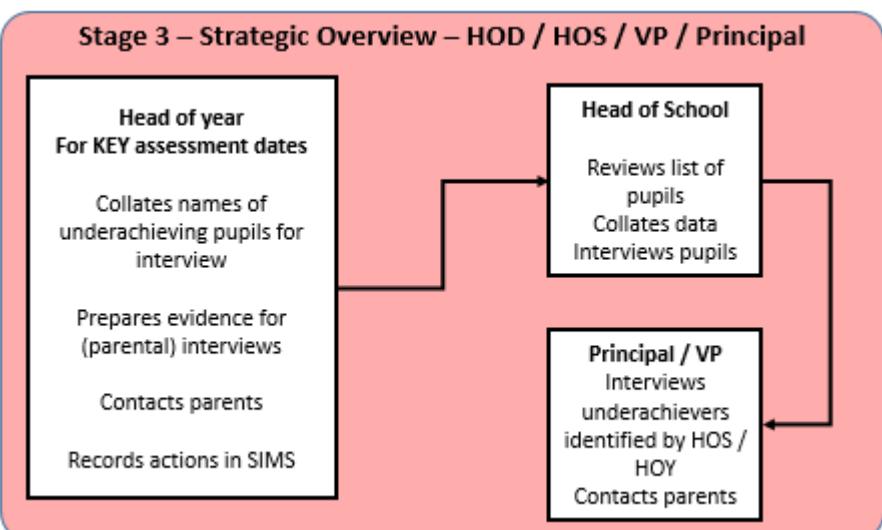
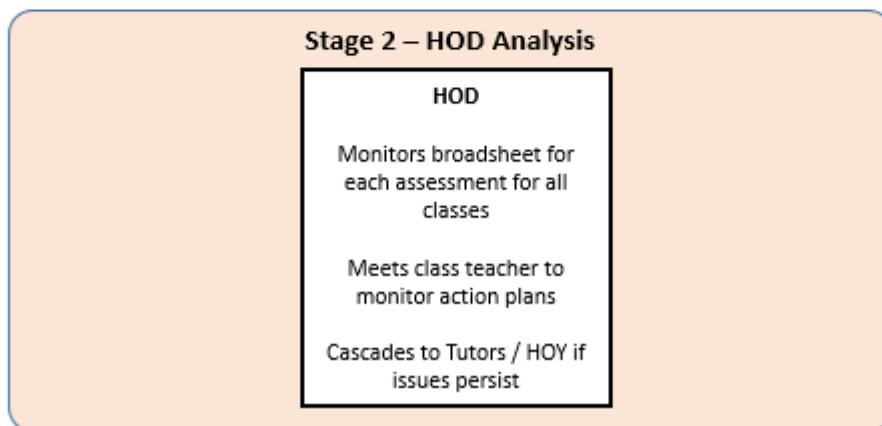
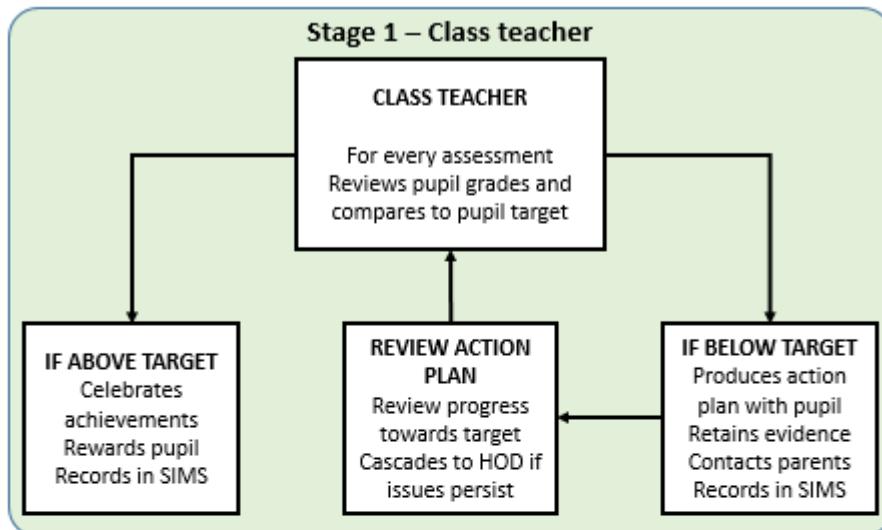
## **Departmental Self Evaluation Report**

Each HoD is responsible for producing a “Departmental Self Evaluation Report” which includes an evaluation of achievements throughout the key stages using the following data:

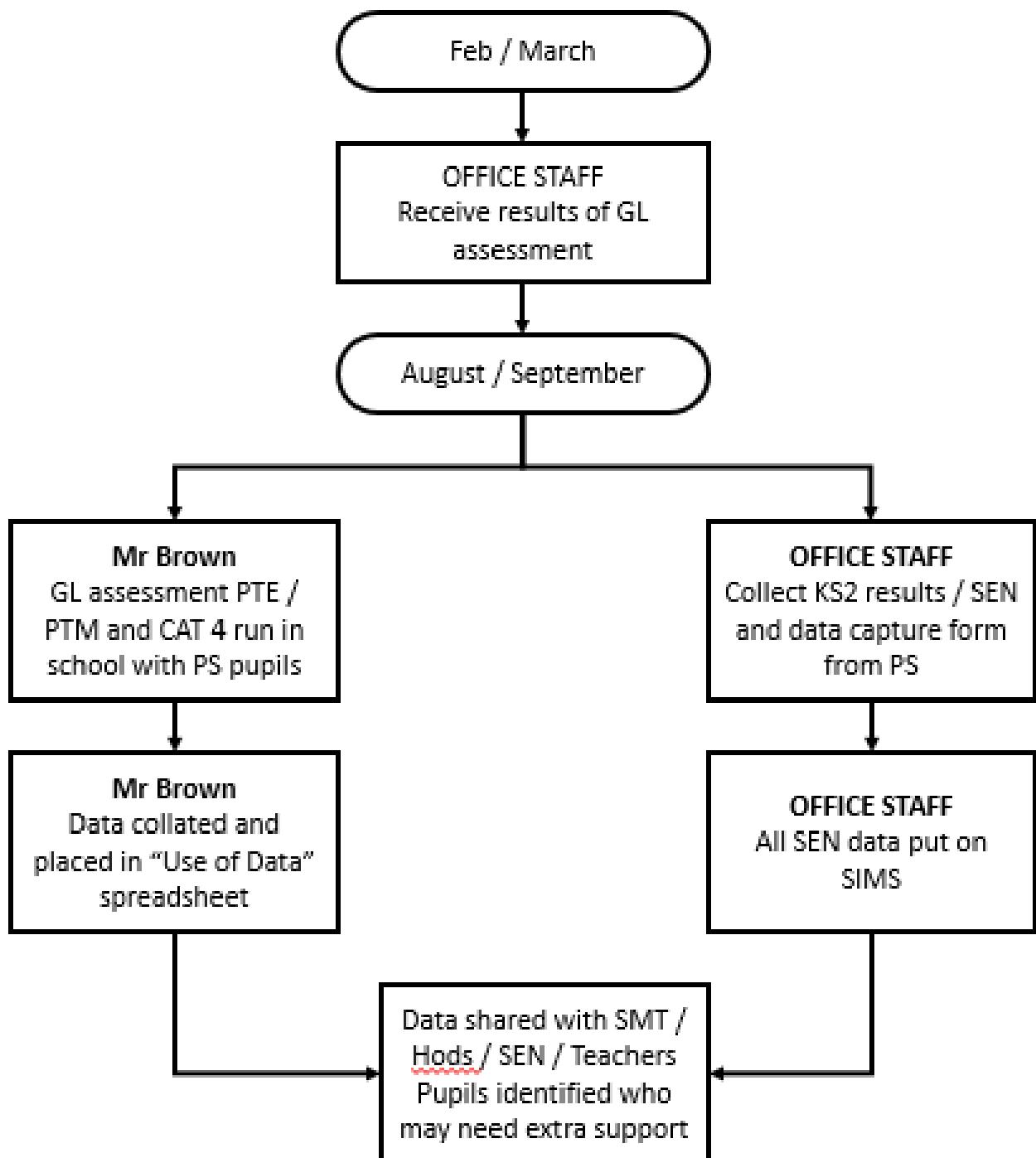
- CAT 4
- Bench Marking Data
- Class and teacher residuals
- Pupil individual GCSE points scores
- KS 3 results for “Using Mathematics”; “Communication” and “Using ICT” where appropriate
- PIE / PIM / PTE / PTM
- KS 4 results
- KS 5 results

Heads of Department liaise with subject teachers to evaluate performance of the department and to set targets for the coming year. The report assesses all areas of teaching, learning, and assessment including the subject specific events that pupils were involved in throughout the year.

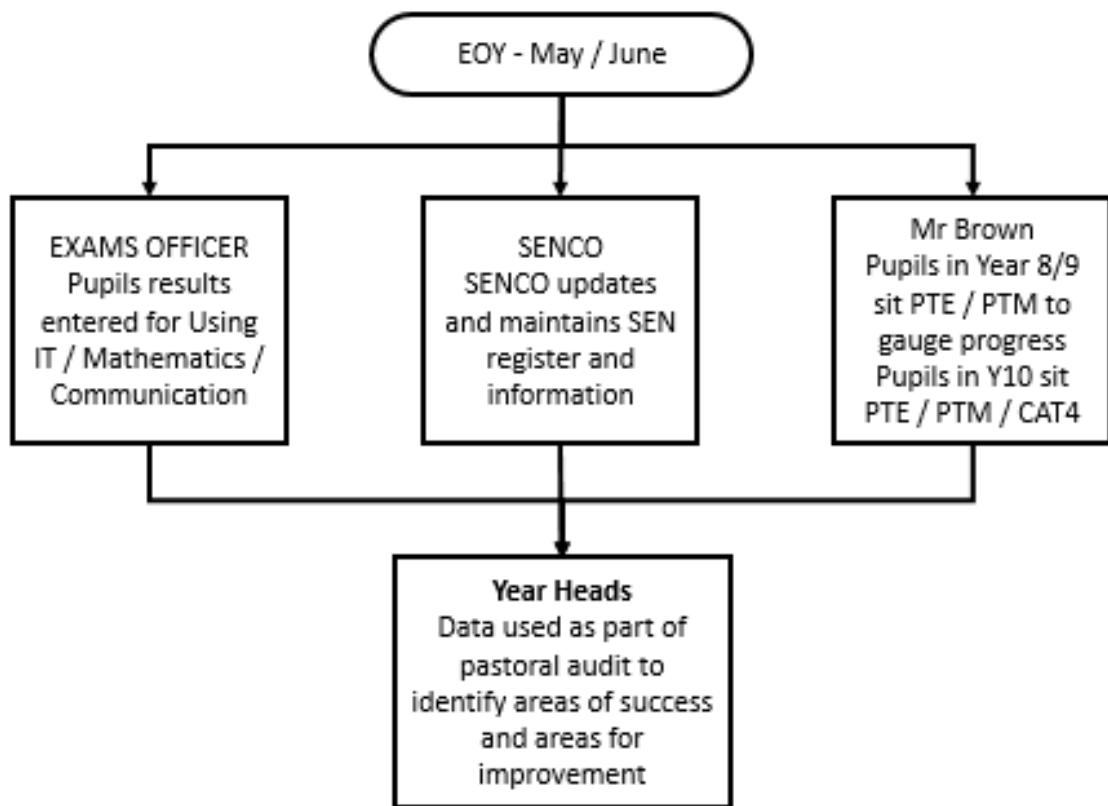
Pupil Achievement Cycle



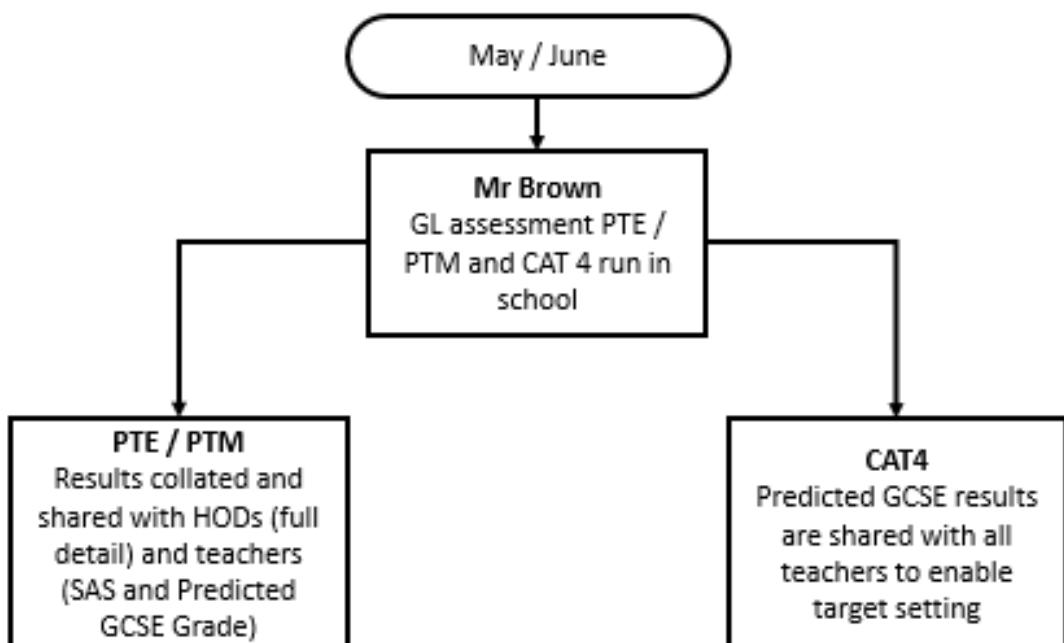
## Key Stage 2 / Transition – Use of Data



### Key Stage 3 – Use of Data



### Key Stage 3 / 4 / Transition – Use of Data



## Nature of assessments

### Homework

Teachers set homework on a regular basis and is considered any activity pursued by pupils after the normal school day and it serves to ensure that every student achieves his or her full potential. Please refer to the **Homework Policy** for further detail.

Homework:

- May take many forms including practical work or on-going assignments
- Encourages pupils to develop effective study habits
- Consolidates and extends learning
- Encourages independent learning and research skills
- Allows pupils to practise skills necessary for examinations
- Assesses whether learning objectives are met and understood
- Encourages the development of the home / school partnership
- May not be written e.g. it may be listening or reading homework

Homework is both formative and diagnostic. It appraises pupil performance and evaluates the success of the learning and teaching methods employed. It requires teachers to give constructive feedback and to adapt teaching strategies to students' needs. It identifies specific learning difficulties so that help can be given.

## Roles and Responsibilities

### *Pupils*

Pupils must be encouraged to:

- understand the importance of homework and maintain a homework diary in KS3 and KS4.
- complete the homework on the night given.
- have their homework diary signed by parents on a weekly basis.
- complete the homework to the required standard.
- take note of teachers' comments and do corrections.

### *Parents*

Homework serves as a means for communication that enables the parent:

- to be aware of his/her child's curriculum.
- to monitor progress.
- to share responsibility for their child's education.

Parents are expected to:

- understand the importance of homework.
- do everything they can to convey the importance of homework to their child.
- do all they can to ensure the presentation of homework is of a high standard.
- sign homework/homework diary on a weekly basis.

**Heads of Department / Teachers in charge are expected to:**

- establish a Department Policy in the context of the Whole School Assessment Policy.
- identify meaningful tasks which facilitate progression in learning.
- establish a routine for the quality assurance of homework across the department.
- ensure homework supports and enhances curricular aims.
- mark all homework against agreed criteria appropriate to the task.

**Subject Teachers**

- set appropriate homework in accordance with departmental Homework Policy.
- set non-written homework as and when appropriate.
- correct homework as soon as possible incorporating the requirements of their departments Marking Policy.
- provide diagnostic feedback to pupils and Heads of Department.

**Form Tutors**

- Monitor homework diaries to ensure homework policy is met.
- Take action where necessary including liaising with the Head of Year.
- Issue rewards where three good notes have been recorded within a week.
- Issue detentions where three negative notes have been recorded.
- Liaise with Heads of Year to tackle underachievement.

**Heads of Year**

- Monitor the number of good and negative notes in homework diaries and take action where necessary

**End of unit tests**

End of unit tests are set as part of the continuous assessment process. These tests usually reflect the work covered in a six-eight week period.

Where end of unit tests are used within a department it is expected that pupils across a year group will complete the same test to allow Heads of Department to make comparisons of progress in each class. However, the decision to employ variations of the test is at the discretion of the Head of Department and this may be for a particular class or group of pupils.

At GCSE and A level, it is expected that the nature of the assessment should be reflective of the demands at examination level.

For roles and responsibilities see **Terminal Examinations** below.

**Terminal Examinations / Mock Examinations**

Terminal examinations take place in June and are intended to evaluate pupil progress. These involve pupils in years 8-10.

This is an integral part of the continuous assessment process. The fourth/ fifth assessment must be a synoptic assessment set by each department that incorporates and tests the curriculum content covered throughout the year. This assessment is both summative and evaluate as it records the overall achievements for each pupil and compares the work of one pupil with another, and one class to another.

Mock examinations are undertaken where appropriate in December by pupils in year 11, 12, 13 and 14. The aim of mock tests is to prepare pupils for the rigours of external examinations.

## **Roles and Responsibilities**

### ***Pupils***

- Revise course to date.
- Practice examination techniques including gaining an understanding of the timings of questions.
- Be aware of the structure of the examination.
- Know that results will have implications for continuous assessment.

### ***Subject teachers***

- Must cover the syllabus or programme of study.
- Must prepare pupils for the examination.
- Must correct scripts within the specified time scale.
- Give feedback to pupils and parents.

### ***Heads of Department***

- Must arrange for internal moderation including informing the examinations officer of the number of pupils taking the test.
- Must ensure appropriate papers are set.
- Must ensure appropriate marks schemes are prepared.
- Must evaluate results.

### ***Heads of year***

- Monitor overall results.
- Liaise with Heads of School and Heads of Department / Teacher in Charge to identify and tackle underachievement.
- Liaise with parents where necessary.

### ***Examinations officer***

- Liaise with heads of department to identify the number of pupils in each class, the number of papers and time required
- Plan a timetable of where and when the exams will be taken

## **Recording**

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

Good Practice encourages:

- Assessment marks recorded in Teacher Mark Books and / or SIMs using Assessment Manager.
- Assessment marks recorded in the pupil planners on the appropriate page.
- Homework marks/grades recorded in Teacher Mark Books.

- Internal Exam marks/grades recorded in Teacher Mark Books and SIMs using Assessment Manager.
- Assessment marks from tests undertaken in the VLE and other online testing systems such as YacaPaca are recorded in Teacher Mark Books and / or SIMs were necessary.

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

## **Formal Reporting**

Reading of report comments and marks is a general appraisal strategy which involves giving each student feedback on his or her progress. It takes place twice a year for all year groups:

- In January – for KS 4 and 5 comments from teachers will be included and the marks are based on the individual assessment marks for three continuous assessment activities completed. At year 12 this may include the mock examination mark taken from tests prior to Christmas and / or coursework progress. Key Stage 3 reports will include marks only.
- In June - for years 8-10 comments from the subject teacher and the marks shown are the average of continuous assessments 1-4 and a separate mark for the synoptic continuous assessment taken as a formal exam in the summer term. Year averages will also be shown.
- GCSE / AS and A level results: Pupils will receive results in August on the date published by the Examinations Boards. Pupils who do not attend on the day will receive their results in the post. Year 11 pupils will receive their results in the post or can collect at the school at the appointed time.

As an appraisal strategy, reading of report comments and marks is intended:

- To monitor the progress of individual students and classes (academic and pastoral including behaviour, attendance and punctuality).
- To enhance the self-esteem of individuals, of classes and year groups (in terms of expectations and achievements).
- To support staff.
- To identify potential or actual problems.
- To encourage ownership of learning.

A copy of the reports for all pupils is kept on file and electronically within SIMS.

Reading of report comments and marks is a formative, diagnostic and summative process. It gives an appraisal of pupil performance and evaluates their progress. It helps pupils to assess their learning. It identifies particular problems and provides an opportunity for the teacher to suggest areas for improvement. It records overall progress to date as well as progress against peers. Roles and responsibilities are set out below:

## **Roles and responsibilities**

### ***Subject teachers***

- Must know their pupils.
- Must provide comments on pupils' areas of strength, areas for improvement, and strategies to improve attainment
- Must assess individual pupil progress in the subject.
- Must report using current data.
- Must celebrate the achievements of all pupils.
- Must liaise with heads of department to identify pupils who are underachieving and strategies for tackling underachievement.

### ***Heads of department***

- Must ensure that suitable comment banks are written to be used by all staff in the department.
- Must acquaint themselves with pupil progress in all classes and liaise with subject teachers to support them in identifying pupils who are underachieving and strategies for tackling underachievement.

### ***Form tutors***

- Must know their pupils.
- Must comment on each pupils' "Strengths and Interest" thus recognising all pupils achievements including external achievements.
- Must assess individual pupil progress to identify underachievement.
- Must liaise with year heads to report underachievement and to identify strategies for tackling this.

### ***Heads of year***

- Must liaise with all concerned staff to recognise underachievement and to identify strategies for tackling this.
- Must liaise with parents where necessary to tackle underachievement.
- Must liaise with the SMT / Heads of school where necessary to tackle underachievement.

## **Parent Teacher Meetings**

Parent Teacher Meetings (PTM) are occasions on which parents of pupils in a Year Group are invited to visit the school and consult with teachers. This happens once a year for each year group.

PTMs offer an opportunity for Teachers and Parents to discuss a pupil's progress. The pupil must accompany their parents. These events allow parents to express concerns and to share relevant information. The structure serves as a forum for communicating general information and providing advice.

Teachers have the opportunity to report on the following:

- progress
- achievement
- homework
- attendance
- classwork
- coursework
- effort
- attitude
- presentation
- organisation
- guidelines & targets for improvement
- course content
- standardised scores from GL assessment e.g. PTE / PTM / PASS / CAT 4 with suitable explanation from the teacher as to what these results mean in terms of their own subject.

During the PTM for years 10 and 12 teachers can take the opportunity for discussing the pupils' suitability for option choices at GCSE and A level and to give careers advice where appropriate.

## **Roles and Responsibilities**

### ***Parents / Pupils***

- Parents and pupils are expected to attend an initial meeting with the Head of School / Year head prior to meeting individual teachers.
- Where they cannot attend, notice must be given to the school a week before the PTM. The school cannot supply individualised reports to such parents unless there are reasonable grounds for parents not being able to attend.

### ***Subject Teachers***

- Must have all the relevant information including a record of attendance, punctuality, behaviour and uniform.
- Provide positive feedback.
- Discuss areas for improvement.
- Discuss strategies for tackling underachievement.

### ***Form Teachers***

- May be called upon by parents to provide a general overview of progress and to discuss any areas for concern the parent may have.
- May be called upon by parents to provide a record of attendance, punctuality, behaviour and uniform.

### **Head of Careers**

- Be on hand to help parents / pupils when discussing career choices at the PTMs for years 10 and 12.
- Provide support in identifying suitable option choices for GCSE and A Level.

### **Heads of Year**

- Complete arrangements as to teachers required at the meetings and where they will be sitting.
- Conduct scheduled meetings with identified pupils and their parents.
- Be available to meet with parents and pupils who may have concerns.
- Follow up students and parents who do not attend and record this on SIMS.
- Evaluate and provide feedback to staff where necessary.
- Receive information from parents and communicate it to other staff where appropriate.

### **Following the meeting Heads of Year must:**

- In consultation with HODS / Heads of Year identify pupils who are underachieving.
- In consultation with HODS / Heads of Year devise strategies to tackle those pupils who are underachieving.
- Review arrangements for suitability and discuss strategies to improve the running of the PTM with Heads of School / SMT

## **External Assessment**

This section should be read in conjunction with the schools “Examinations Policy”.

Pupils in years 10,11, 12,13 and 14 are assessed externally. External exams and assessments are scheduled in November, January, March, May and June. The HoD/ TIC decide which examinations the pupils will be entered for. This is done with discussion with the pupils and the class teachers involved.

## Glossary

### Types of assessment

#### Summative 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 Assessment

Formative is Assessment **for** Learning (AFL). It is on-going 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
- Use of ICT were appropriate

#### Self Assessment

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
- Use of ICT were appropriate

#### Peer assessment

Peer assessment encourages pupils to give each other valuable feedback so they learn from and support each other. It allows pupils the opportunity to talk, discuss and explain and challenge each other. Peer assessment helps develop the skills needed for self-assessment. These skills help to encourage and promote independent learning thus helping children to take increasing responsibility for their own progress.

Teachers are encouraged to use a range of assessment techniques to help pupils to develop their knowledge skills and understanding in a range of contexts.

## Appendix 1 – Print screen of continuous data in SIMS

Focus Reports Routines Tools Window Help

Back Forward

Select Class

Open Print Browse

Take Register Tracking ICT Year... My List Entry

Marksheet Entry: Tracking ICT Year 11 : 11A/Ilt1 10/11, Brown, Timothy

Save Undo Print Export Calculate

1 Basic Details 2 Marksheets

Group Filter

Students	TIG ICT Target Grade Tracking Year 11	TrICT 1 Tracking Year 11	TIG ICT Grade 1 Tracking Year 11	f	TrICT 2 Tracking Year 11	TIG ICT Grade 2 Tracking Year 11	f	TrICT 3 Tracking Year 11	TIG ICT Grade 3 Tracking Year 11	f	TIG ICT Winter Grade Tracking Year 11	f
	A	70	B		83	A		76	B		B	
	A	74	B		86	A		89	A		A	
	A	67	C		94	A*					A	
	B	59	D		51	D		65	C		D	
	A*	71	B		83	A		89	A		A	
	A*	79	B		86	A		73	B		B	
	A*	65	C		86	A		75	B		B	
	A*	88	A		97	A*		100	A*		A*	
	A	74	B		83	A		76	B		B	
	A	62	C		70	B		67	C		C	
	A*	80	A		100	A*		84	A		A	
	A*	74	B		83	A		70	B		B	
	A	75	B		80	A		78	B		B	
	B	62	C		66	C		80	A		C	