

**Belfast Model School for Girls**  
***Achievement for All***



**Assessment and Reporting Policy**

**Agreed by Board of Governors: Sept 2011**

**To be reviewed: Sept 2014**

***Rationale:***

**Assessment of Learning** procedures seek to quantify and evaluate how pupils are performing and provide data to inform future teaching and learning. Each department may have its own mode of assessment that takes cognizance of current practice and statutory guidelines.

**Assessment for Learning** is about ensuring that assessment is an integral part of day-to-day learning and teaching.

Assessment information is communicated to all parents/guardians on an annual basis in line with statutory guidelines. Assessment and reporting arrangements are planned and executed through the Assessment and Reporting Team.

**Assessment of Learning**

- Assessment of learning is an on-going process across all Key Stages. Each Learning Area/subject administers appropriate tests on a regular basis to gauge pupils' learning and inform teaching.
- Formal testing takes place for pupils not taking external examinations at the end of the school year (Years 8, 9 and 11). For Year 10 this happens in Term 2 and Year 12 students sit mock examinations at the end of Term 1.
- Years 12, 13 and 14 (and some Y11 pupils) take public examinations at various stages across the year with the main period occurring in May/June.
- Summative assessment provides a picture of pupils' attainment at the end of the relevant Key Stage.
- Teachers use assessment data to monitor teaching and learning, reset targets for improvement and/or vary teaching strategies as required.
- KS3 pupils are assessed on Cross Curricular Skills and Thinking Skills and Personal Capabilities according to statutory guidelines.
- In order to facilitate the monitoring of pupil progress, departments are recommended to develop standardised assessments for units of work throughout the Key Stages. Results of these standardised tests should be recorded on Assessment Manager. Pupils' achievements are compared with MidYIS and/or Yellis predictions to gauge relative improvement across KS3 and KS4.
- Each year GCSE results are compared internally across departments and externally with similar types of schools. The Principal has a reflective discussion with each Head of Department to evaluate pupils' attainment and review targets for subsequent years. Examination grades are compared with predicted grades derived from MidYIS and Yellis by Heads of Departments and their subject teachers. This information is used to inform departmental planning for improvement and to assist in reducing in-school variation across subjects.
- Departments employ a variety of types of planned assessment appropriate to the nature of their subject. Assessments have clearly defined criteria and a planned cycle for moderation of pupils'

work. Teachers provide effective feedback and guide pupils to self-evaluate and set challenging but realistic targets.

### **Diagnostic Assessment**

- The Suffolk Reading Test is administered to Year 8 pupils to determine reading ages prior to starting this school. This information is used to inform the allocation of pupils to Y8 classes and to identify pupils needing support in literacy.
- The Mathematics Department carries out baseline testing in numeracy with all new intake pupils and the results inform the allocation of pupils to Y8 classes. Also, this information is used to diagnose pupils requiring additional support in the ESU.
- The MidYIS test is taken by all Year 8 pupils. This is a baseline test designed to measure ability, and aptitude and to provide baseline data for predicting future attainment. The results assist in the identification and monitoring of underachievement in Key Stage 3. Pupils identified as underachieving in a number of subjects are referred to the HODs, HOYs and the SENCO for appropriate support.
- The Yellis test is taken by all Year 11 pupils. Value added data can be derived from the Yellis results and these are used to compare individual and class performance. The results help to predict GCSE grades and are used to identify underachieving and under-performing pupils. Support strategies are provided to meet the needs of individual pupils.

### **Assessment for Learning**

Assessment for Learning is about ensuring that assessment is an integral part of day-to-day learning and teaching. Assessment for Learning is an integral part of the teaching and learning process and is a fundamental aspect of the NI Curriculum. The elements of Assessment for Learning are rolling out as follows:

- Learning Intentions
- Success Criteria
- Formative feedback
- Reflecting on learning
- Effective questioning

At the end of this sequence the Assessment and Reporting team will review and evaluate the programme and advise on moving forward, taking cognizance of statutory guidelines at that point in time. Pupils are given opportunities to engage in self-assessment at all Key Stages and to set SMART targets for improvement.

### **Reporting to Parents**

Progress reports are issued to parents for pupils in Years 8, 9 and 11 at the end of the Autumn Term, and for Year 10 at the end of the Summer Term. Annual reports are compiled and issued to parents at the end of Years 8, 9 and 11. Year 12 pupils receive a full report following their mock GCSE examinations and Y10/13/14 in the Spring Term. School adheres to statutory guidelines on reporting to parents. Each pupil receives at least one summative report annually outlining their attainment, progress and other achievements. ***These policy Guidelines are translated into action through other policies and procedures, for example:***

*Teaching and Learning Policy*

*Curriculum Policy*