



## WELLINGTON COLLEGE BELFAST

### Assessment and Reporting Policy

#### Context

Assessment of student progress and the reporting of outcomes are a statutory requirement of schools. (Education Order 2006).

Assessment is the systematic collection, interpretation, and use of information about students to give an informed appreciation of what they know and understand, their level of skills and personal capabilities and what their learning experiences enable them to do. Assessment at Wellington College is both formative (AfL) and summative (Internal and External Exams).

Reporting informs parents/carers and statutory bodies of student progress.

#### Rationale

Assessment of students' progress should be valid, reliable, and robust. It should be an open, transparent process that is equitable for all. Reporting should be frequent, completed in a supportive manner and include all relevant stakeholders in a student's progress.

This policy aims to support this rationale.

#### Aims

The main purpose of assessment is to improve the quality of student learning. Effective assessment should:

- motivate students and help them develop positive attitudes towards their work and learning;
- support students to accept responsibility for their own learning;
- develop personal skills that will enable students to become effective learners;
- inform teachers and parents about student progress;
- inform planning for future teaching and learning strategies to further progress;
- measure students' progress against their own previous achievement and assist with target setting.
- be an integral part of curriculum planning, teaching and learning;
- be valid and reliable;
- be fit for purpose and manageable;
- support teachers' professional judgement

- support accountability

## Forms of Assessment

### Formative Assessment (Assessment for Learning):

In Wellington College, AfL is part of the everyday teaching and learning process and involves the continuous process of dialogue and interaction between students, teachers and peers. It focuses on how students can improve their learning. AfL is not just about measuring learning but promoting learning. There are three key areas that the College focuses on:

#### 1. Sharing of Learning Intentions and Success Criteria:

- Students know what they are meant to be learning by the Sharing of learning intentions and success criteria with students for lessons, assignments, and assessments.

#### 2. Feedback for Improvement:

- The College Feedback and Marking Guidance should be followed.
- Peer and self-assessment and self-evaluation are used to develop understanding
- Feedback is provided throughout a task, not just at the end.

#### 3. Effective Questioning:

- Questions asked are clear, purposeful and include open ended questions to extend thinking and learning.
- Questions should be planned in advance of lessons.
- Students should be encouraged to ask questions of each other and build on the ideas of others.
- Students should be given time to answer questions and their responses treated with respect.

Formative assessment is ongoing and will be embedded into the learning and teaching of each department and forms an important foundation for the teaching and learning model of the College.

### Summative Assessment:

In Wellington College, summative assessment provides information about a student's progress in subject knowledge and understanding and personal skills and capabilities. Summative assessment takes place after students have completed units of work, modules, and the end of term/year.

The summative assessment data provided by the internal school examinations allows the school to monitor progress of individual students, keeping parents and students informed about their progress.

The outcomes of summative assessment will be used effectively by Subject Teachers, Form Tutors, Heads of Year, Heads of Departments and SLT for:

- monitoring progress, e.g., student tracking system
- benchmarking (KS4 & KS5)

- target setting – whole school, subject specific and individual
- placing students in subject classes
- keep parents informed of their child's progress and attainment
- help students make informed decisions about subject choices at Key Stage 4 and A Level
- supporting students in their learning

## **Methods of Assessment**

Each department will be continually evaluating and adapting their assessment schedule to reflect the needs of both their learners and specification. Methods of assessment range from the formal to the informal and include:

- written work
- oral and aural work
- practical tasks and investigations
- project work and presentations
- student self-assessment and peer-assessment tasks
- teacher observation and questioning
- class discussion
- teacher-student interactions
- controlled assessment
- homework
- class tests and school examinations

## **Recording of Assessment Data**

A record of students' progress will be retained in:

- individual teacher's mark books or in an electronic format
- central electronic mark sheets using SIMS Assessment Manager
- annual report to parents
- shared departmental area using Excel spreadsheets
- student's reports held within SIMS.
- marks, grades and attainment levels awarded for homework, class work, projects, controlled assessments, assignments, tests and examinations.

## **Parental Consultations**

These are organised to encourage parents to become actively involved in their child's learning and to provide parents with information about their child's progress and attainment on how they can achieve their potential.

## **Monitoring of Assessment Practice, Policy, and Quality Assurance**

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

The Board of Governors and Principal through regular reports at Governors meetings

Senior Leadership Team by regular updates from the Vice Principal and Senior Leader for Data

## **Data**

The collection of assessment data is only useful when it is used effectively to provide feedback to learners, parents and teachers and used to inform future planning. It is therefore important that the correct information is provided to the relevant post holder. Outlined below are the main reports made available to each post holder throughout the year. Reports involving the analysis of external examination result data are not included.

### **Heads of Departments**

Following each tracking point for GCE or GCSE groups, Heads of Department will receive a tracking record outlining the achievement of a cohort and how it compares to their departmental target. HoD's will complete this document as part of their departmental self-evaluation. HoDs will consider the Strengths, Areas for Improvement, Students Causing Concern and Actions within a particular examination group cohort.

### **Heads of Year**

Following internal tracking points, Heads of Year will receive two reports. An Achievement report will identify high or low achievement, under or over achievement and progress while a Group's report will identify the achievement of target groups within their year group. HoYs will identify students who are to be congratulated and those that may require further support.

### **Groups**

The report allows HoY's to identify the progress of various pastoral groups within each year group and requires HoY's to identify any students that are giving cause for concern and to document any actions taken.

## **Baseline Testing and Target Setting (KS3/4)**

Baseline testing in the form of the GL Suite of baseline tests will be used at KS3 and KS4 to:

- Set challenging student specific targets.
- Support learning conversations between students and teachers.
- Inform planning and evaluation of both assessments and lessons.
- Identify both underachieving and overachieving learners.
- Compare cohorts and inform both departmental and whole school target setting.

The table below outlines how baseline testing will be used at each Year group.

As the CAT 4 is a snapshot of how a student performs on a particular day and with the introduction of the C\* grade there will be limitations to the CAT 4 test when used as target

setting for KS3. Despite this, these indicators can provide an effective measure of a student's potential and progress within a subject area.

<b>Year</b>	<b>Baseline Testing</b>
<b>8</b>	CAT 4 Test will be used to establish subject specific target grades Students with a stanine of less than 5 in the verbal or quantitative categories will then complete a PTE or PTM test to identify areas for development
<b>9</b>	CAT 4 Test will be used to establish subject specific target grades
<b>10</b>	Existing PTE and PTM information will be used to establish subject specific target grades A sample of students will complete the PASS attitudinal survey
<b>11</b>	CAT 4 Test will be used to establish subject specific target grades Target grades will be reviewed and updated by HoD A sample of students will complete the PASS attitudinal survey
<b>12</b>	CAT 4 Test will be used to establish subject specific target grades Target grades will be reviewed and updated by HoD

As the CAT 4 is a snapshot of how a student performs on a particular day and with the introduction of the C\* grade there will be limitations to the CAT 4 test when used as target setting for KS3. Despite this these indicators can provide an effective measure of a student's potential and progress within a subject area.

### **Baseline Testing and Target Setting (KS5)**

The table below outlines the target setting for Year 13 and Year 14

<b>Year</b>	<b>Target Setting</b>
<b>13</b>	C2k Chance Analysis will be generated from GCSE outcomes Target grades will be reviewed by HoDs
<b>14</b>	Target grades and Module results achieved at the end of Yr13 will be used to inform UCAS Predicted grades. Fine Grading in the form of a C grade Confidence index will be used.

Points to note:

- BTec examinations do not follow the same pattern as more traditional examinations and Target Grades will be set by the HoD using their professional judgement and assessment information collected from the student to date.
- In occasional cases where a student has successfully appealed a predicted UCAS grade there may be a discrepancy between a departmental target and a UCAS predicted grade.

At each stage it is important that students are engaged in the target setting process and in line with the Learning and Teaching model of the College should be confident in their ability and have high aspirations for themselves as learners. All Target setting and Baseline data will be made available to staff through the Staff Resources Assessment folders.

## **Roles and Responsibilities**

### **Senior Leadership Team**

The Senior Leadership Team is responsible for:

- developing quality assessment practice within the school
- identifying assessment priorities and matching these to the school development plan
- providing opportunities for on-going professional development in relation to assessment and supporting staff to develop and improve assessment practices
- monitoring and evaluating school assessment practices and outcomes

### **Head of Department**

The Head of Department is responsible for:

- common departmental assessment tasks and methods, including tracking assessments, for each year group integrated into the departmental schemes of work
- assessment for learning methods including opportunities for peer and self-assessment practice
- setting and revising assessment tasks
- nature of revision guidance given to students
- standardisation of assessment tasks
- monitoring and evaluation of departmental assessment practices and outcomes to discuss whether they are fit for purpose, differentiate etc.
- how assessment information is used to inform and modify teaching and learning and provide quality feedback to students
- guidance on writing effective subject specific reports
- liaise with the external and internal school examination officers regarding entries for all examinations
- analysis of internal and external departmental performance data

## **Subject Teachers**

The Subject Teacher is responsible for:

- implement departmental and whole school policies on Assessment
- marking students' work in a meaningful and diagnostic style in accordance with the departmental and whole school guidance (www and ebi)
- compile and maintain individual student records
- write effective subject reports
- liaise with the Head of Department/Year Head as appropriate regarding individual student support and achievement

## **Head of Year**

The Head of Year is responsible for:

- the analysis of school assessment/reporting data in order to identify students who are performing well and those who are experiencing difficulties with their learning and/or underachieving
- to implement a range of strategies, as appropriate, to support students who are experiencing difficulties with their learning and/or underachieving
- to monitor pastoral concerns that affect student performance and, when necessary, to liaise and communicate these concerns to other relevant staff

## **SENCO**

The SENCO is responsible for students on the SEN register for:

- producing, managing and reviewing IEPs in consultation with relevant staff
- assisting subject teachers and adult assistants to implement a range of strategies as appropriate to support the learning of their SEN students
- liaising with the external and internal school examinations office regarding Access Arrangements for all examinations
- carrying out appropriate diagnostic assessments

## **Students**

The student is responsible for:

- adhering to the behaviour policy of the College
- attending classes punctually and taking an active role in their learning
- completing all assessments to the best of their ability

## **Parents/Carers**

The Parent/Carer is responsible for:

- being engaged in their son or daughter's learning
- home school communication to ensure a student can be appropriately supported
- provide a suitable place in which students can complete or prepare for assessments
- help their children to develop good study habits
- make it clear to students that they value assessments



## Appendix 1

### Attitude to Learning

Alongside Assessment indicators, the College uses an Attitude to Learning scale as a measure of a student's engagement and performance within the classroom environment. The descriptors are provided below.

Grade	Descriptor
1	Actively participates and contributes positively to lessons. Enjoys challenge and shows resilience when faced with problems. Effort consistently reflects high levels of engagement and motivation.
2	Contributes constructively to lessons and is actively involved in learning activities. Generally, enjoys challenge and reflects good levels of engagement and motivation.
3	Occasionally contributes constructively in class but can be reluctant to get involved in learning activities. Lack of effort reflects inconsistent motivation and engagement.
4	Rarely makes a positive impact on lessons. Does not make helpful contributions to learning activities and avoids challenge. Effort reflects poor levels of engagement and a significant improvement is required in order to make progress.

A student's overall Attitude to Learning will be tracked throughout the year.

## Appendix 2

### Reporting

For each year group there will be two main reporting points throughout the year; a short report and a longer report that will contain subject specific comments. An example of each is provided below. For academic Year 19-20 there will be the introduction of the electronic distribution using the School Coms for all racking points.

#### Short Report



##### Year 11 December Report

This report details:

- Subject Target grades
- Grade achieved in the recent internal December Assessments
- Subject Attitude to Learning grade (descriptors attached)

Name:		Reg Group:	
Percentage Attendance: 97.4			
Subject	Target Grade	Assessment Grade	Attitude to Learning
English Language	A*	B	1
Mathematics	B	C	2
Art	A	A*	1
French	A	A	1
Home Economics	A	A	2
Science – Double Award Biology	C*	D	2
Science – Double Award Chemistry	C*	A	1
Science – Double Award Physics	C*	B	1
Spanish	A	A	1

Please Note:

- English Literature are presently completing Controlled Assessments and have no grade to report.
- For the purpose of this report the 3 strands of Double Award Science are reporting separately.
- The next report issued to Parent/Guardians will be following the Yr 12 mock examinations in February 2019.

#### Long Report



##### Year 10 December Report

This report details:

- Grade achieved in the recent internal December Assessments
- Subject Attitude to Learning grade (descriptors attached)
- Teacher subject comment

Name:				
Reg:		% Attendance.		
Subject		December Assessment	Attitude to Learning	Teacher Initials
English Language		A	2	DY
A very good result. Although he has been quiet in class, Shea has made excellent progress in English - his written skills, creative well and his skills of analysis are both detailed and perceptive. I would strongly recommend that he consider picking English Literature as a GCSE subject. Good on the order well!				
Mathematics		A*	3	JM
Shea has made excellent progress this year. He must now strive to maintain this very pleasing standard. This can be achieved by revising thoroughly prior to examinations.				
Art		B	1	JMC
Shea has made good progress this term. He is developing good observational drawing skills and understanding of the formal visual elements of art.				
Biology		A	1	YJ
A pleasing examination result in Biology. Shea is a highly motivated pupil who has a natural flair for Biology and answers GCSE style questions with insight and a real depth of understanding. Shea could attain high grades in GCSE Biology.				
Chemistry		B	2	KM2
A very good result from Shea. He works hard in class. With continued conscientious effort the potential is there for a higher grade, this can be achieved with more detailed revision.				
French		A	2	LI
This is a great result (84%) from a capable pupil. Shea has worked hard this year to develop his understanding of French grammar and to expand his knowledge of key vocabulary. He is a pleasure to teach and I am pleased to see his efforts rewarded with this excellent score.				

<b>Geography</b>	A*	1	DSA
This is an excellent assessment result. Shea's examination shows a depth of knowledge and understanding of Coastal Processes. He is a conscientious, hardworking student who produced an outstanding <del>Mapwork</del> <del>Mapwork</del> Project and has developed a wide range of appropriate fieldwork and graphical skills this year. To improve he should endeavour to fully develop reasons for his answers. Shea would be an ideal candidate for GCSE Geography. Well done and keep up this high standard.			
<b>Home Economics</b>	A	2	KL
This is a very pleasing result from a quiet, pleasant pupil. Shea works well in class and produced a pleasing result on his written paper. <del>Good</del> <del>Good</del> was particularly pleased with his practical exam in which he demonstrated both skill and very effective presentation. Well done Shea.			
<b>History</b>	A*	2	GB
Shea has achieved an outstanding result in his Christmas examination. This is representative of his hard work and preparation. He has consistently demonstrated a sound grasp of course content and genuine understanding of the more difficult concepts and ideas that studying history entails. He should definitely take history into consideration when deciding which subjects to take on to GCSE. I believe he would be both well suited, and would gain a lot from, studying history at this level.			
<b>Music</b>	A*	1	EMC
This is an excellent result from a very capable and hardworking pupil. Keep up the hard work!			
<b>Physical Education</b>	C	2	CJS
Shea is a quiet pupil who has shown some level of improvement in both handball and badminton. With more confidence in his ability and more exposure to sport he could improve further.			
<b>Physics</b>	A	2	DJC
Shea is a quiet and very able student who would benefit from being more forthcoming in class however his work demonstrates a good aptitude for this subject. This was a very pleasing grade. Well done Shea.			
<b>Religious Education</b>	A	1	RF
Shea is a pleasant pupil who works well in class and can apply what he learns to examination questions. He has a good understanding of the topics studied and I would encourage him to consider choosing Religious Studies for GCSE.			
<b>Spanish</b>	A	1	CD
Shea is a quiet student who has worked well in Spanish this year. He scored highly in all four parts of the exam. This is a very good result.			
<b>Technology</b>	A	1	SG2
<b>Year Head Comment</b>	Mrs McKenna		
This has been a busy and very productive term for Year 10. They have adapted well to the changes in form classes and are actively preparing to make their GCSE choices early next term. It has been a pleasure to see them maturing into young adults, developing the skills that will ensure success as they progress to Key Stage 4.			

## Appendix 3

### Continuous Assessment Guidance

Within the College, students in KS4 and KS5 will experience 3 tracking points, 2 of these will be continuous assessments and 1 will be a more formal mock examination period. For continuous assessment tracking points, it is at the discretion of the Head of Department to determine the nature of this assessment. We recommend that each assessment is taken from an element of a past paper. In many cases a summative end of topic test may be the most rigorous approach however this may not be appropriate for all subjects however assessments should contain the majority of the characteristics below.

#### Characteristics of a effective assessment

**Valid** – an effective assessment will assess learning objectives that are directly related to the specification that is being delivered. Assessments should look to achieve an appropriate coverage of the assessment objectives and will cover an appropriate breadth of knowledge within the specification. Assessments should reflect the amount of time spent on learning objectives within class time and the level of demand expected when faced with an external examination.

**Evaluative** – an effective assessment should allow teachers to differentiate between students through a blend of basic, intermediate and difficult questions. Evaluation of Assessments should contribute to student support through the planning for learning and the use of teaching strategies within the classroom. Assessments should also allow students to evaluate their own learning and easily allow for the identification of areas for their own development.

**Accessible** – an effective assessment will allow students to clearly establish the demands of each question and will allow enough time and space for students to provide their answer. Assessments should not contain any significant surprises for students. An effective assessment should, if appropriate, reflect the rubric and layout of the external examinations. Students should easily establish the number of marks available for a particular question or task and there should be a corresponding mark scheme for each assessment.

(Chartered Institute of Educational Assessors)

The ultimate aim of the of the assessment cycle within the College is to facilitate support of students in achieving their full potential.