WELLINGTON COLLEGE BELFAST

Assessment and Reporting

Reviewed by The Board of Governors October 2019

Contents

Definition

Assessment in Wellington College 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).

Rationale

Assessment in Wellington College seeks to fulfil the assessment aims specified in The Education Order (2006) that provides the statutory base for the assessment arrangements.

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

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 others ideas.

   - 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 and important foundation for the teaching and learning model of the College.

Assessment

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, Year Heads, 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

Roles and Responsibilities

Role of 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

Role of the 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

Role of 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

Role of Head of Year

The Head of Year is responsible for:

- the analysis 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

Role of 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

Role of Student

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

Role of Parent/Guardian

The Parent/Guardian 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

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;
- Senior Leadership Team;

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.

Tracking Point 1

Subject: Physics   Year: 14

Grade	A	B	C	D	E	U
Number of students	4	7	4	6	3	2
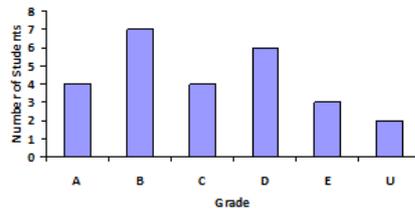
%	A*/B	A*/C
Assessment		
Target		

Strengths	
Areas for improvement	
Students Causing Concern	
Actions	

This document asks HoDs to 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.

Achievement Report

This report helps HoYs to identify students who are to be congratulated and those that may require further support. Throughout 19/20 a mentoring programme will be introduced to help support some of our lower achieving students.

Groups

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

Winter Tracking Point

YEAR 8 (Average Grade)

■ All ■ Boys ■ Girls

Observations		
Students Causing Concern		
Actions		
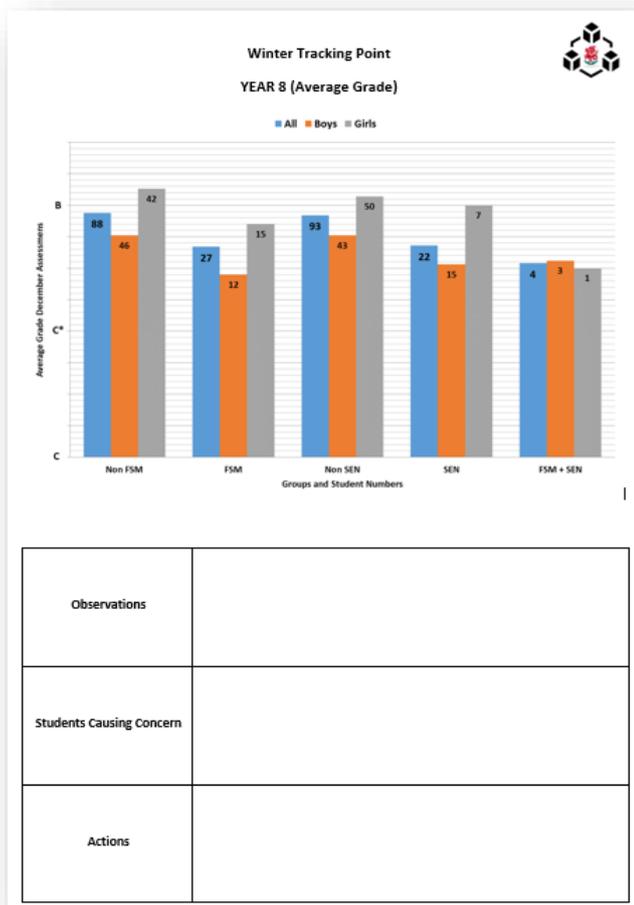
Future Developments

Throughout 2019-20 new summaries will be introduced to allow finer detail of student progress within each subject at KS3. These summaries will compare student attainment at each tracking point against a subject target grade obtained from baseline testing.

KS3 Assessment 2019-20

Key changes from 2018-19 model

- No formal examination week prior to Christmas
- Additional assessment date in March

Rationale for change

The College believes that the Key Stage 3 assessments should be a powerful tool in both supporting and challenging the individual learner to achieve their potential. It should:

- Build an overview of students as they move through KS3,
- Provide a scale of progression,
- Allow for meaningful feedback for improvement,
- Assess a range of core skills, capabilities and general aptitude in **literacy** and **numeracy**,
- Gather evidence that our students have learned the material.

While examination will remain a core and robust element of Junior School assessment; topic tests, the assessing of group projects, presentations, projects and homework can all provide important, and powerful feedback on student progress. Assessments should:

Be valid and reliable

Assessments should feel purposeful for the student, in the sense that they don't just examine recall and knowledge but work to exercise other skills that bring together multiple sections of past learning or acquired skills. Finishing work at home that was not completed in class is neither a valid nor reliable homework for assessing progress.

A good assessment should contain;

- Clear instruction
- Clear success criteria
- Links to higher order thinking skills

Provide feedback

Feedback should be meaningful, refer to expectation and suggest a pathway for improvement.

Give clear ways to achieve

Quality assessment should clearly lay-out the means by which the student can access full marks, where their marks come from, and a clear sense of expectation. Not only does this empower the student –

but it is also excellent preparation of the rigours and expectations of GCSE. Departments will work to develop an assessment map for the Academic Year 2019-20 built around the published assessment Calendar.

Appendix 2

Baseline Testing and Target Setting (KS3/KS4)

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.

Year	Baseline Testing
8	- CAT 4 Test will be used 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
9	CAT 4 Test will be used to establish subject specific target grades
10	- Existing PTE and PTM information will be used to establish subject specific target grades - A sample of students will complete the PASS attitudinal survey
11	- CAT 4 Test will be used establish subject specific target grades - Target grades will be reviewed and updated by HoD - A sample of students will complete the PASS attitudinal survey
12	- CAT 4 Test will be used 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.

Points to note:

<div align="center">Target Setting (KS5)</div>

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

Year	Target Setting
13	• C2k Chance Analysis will be generated from GCSE outcomes • Target grades will be reviewed by HoDs
14	• Target grades and Module results achieved at the end of Yr13 will be used to inform UCAS Predicted grades

- B-Tech 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. In 2019-20 the use of Chance analysis for Target Setting at KS5 will be reviewed and the use of baseline testing data will be trialled.

Attitudes to Learning (Pilot)

In an effort to develop a more meaningful measure than the Effort scale an Attitude to Learning scale has been introduced in the year 2018/19. The aim of this scale is to reflect the aspirations of the College for our learners and includes some of the themes within the College's Teaching and Learning Model. The scale is shown in the table below and was reviewed and updated in June 2019.

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.

At each tracking point the scale above will be used to monitor the attitudes to learning of different groups and students within the College.

Appendix 4:
Tracking Assessments

KS3 + Yr11 (Non Modular)

Assessment	When	Format	Recorded
Tracking point 1	October	Internal department assessments	Grade ATL
Tracking Point 2	December	Internal department assessments	Grade ATL
Tracking Point 3	March	Internal department assessments	Grade ATL
Tracking Point 4	June	Summative examination	Grade ATL

KS4/5

Assessment	When	Format	Recorded
Module Results	Aug	External Examinations	
Tracking Point 1	November	Internal department assessments	Module Result Target Grade Grade ATL
Tracking Point 2	February	Mock Examination Week	Target Grade Grade ATL
GCSE / GCE	May/June	External Examinations	

At each assessment point grades from A*- C (no C* at KS5) are to be awarded to reflect a student's attainment across all assessment objectives. Initially Head of Department professional judgement will be used to establish grade boundaries however guidance will be provided in line with the boundaries attained in external examinations if required.

19/20	Tracking Point												
	1			**2**			**3**			**4**			
8	18th Oct	Grade ATL	Grade based on Common Assessment Tasks	9th Dec	Grade ATL	Grade based on Common Assessment Tasks. Yr 10 students will receive a **full report** and Yrs 8,9,11 will receive a **short report**	19th Mar	Grade ATL	Grade based on Common Assessment Tasks	15th Jun	Grade ATL **Subject Comment**	**Exam Week 26th - 29th May** Grade based on end of year examinations. Yrs 8 and 9 will receive a **full report**. Yrs 11 will recevie a full report from Non-modular Subjects. Yr10 will receive a short report.
9	18th Oct			9th Dec			19th Mar			15th Jun		
10	18th Oct			9th Dec	Grade ATL **Subject Comment**		19th Mar			15th Jun		
11 (Non modular)	18th Oct			9th Dec	Grade ATL					23rd Jun		**Exam week 8-12th June**
11 (Modular)	18th Oct			9th Dec			28th Feb	Grade ATL **Subject Comment**	Grade based on Mock Examinations and any **Module results included.** Full report issued			
12	25th Oct	Grade ATL	Grade based on Common Assessment Tasks and any modular results not to be included	Mock Examinations 27th Jan - 7th Feb			28th Feb			**External Examinations**		
13	25th Oct						28th Feb					
14	25th Oct						28th Feb					

This calendar will be reviewed throughout the year and may be subject to change.

Appendix 6:
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

Wellington College Belfast
Co-educational Grammar School
Principal: Mr David Cutler BA (Hons), MA (Oxon), PGCE, MBA (Ed)

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

Wellington College Belfast
Co-educational Grammar School
Principal: Mr David Cutler BA (Hons), MA (Oxon), PGCE, MBA (Ed)

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 writing style is maturing 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. Keep up the good work!

| 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.

| Geography | 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 Murlough Fieldwork 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.

| Home Economics | 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. However, I was particularly pleased with his practical exam in which he demonstrated both skill and very effective presentation. Well done Shea.

| History | 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.

| Music | A* | 1 | EMC |

This is an excellent result from a very capable and hardworking pupil. Keep up the hard work!

| Physical Education | 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.

| Physics | 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.

| Religious Education | 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.

| Spanish | 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.

| Technology | A | 1 | SG2 |

Year Head Comment	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.

Subject Report Comment guidance KS3/KS4

Report Subject Comment Guidance

Length:

40 - 80 words.

Structure:

Opening	State the level of overall achievement with reference to any assessment information
State the strengths	Highlight any areas that the evidence shows the student has learned or made progress
Identify areas for improvement	Highlight any areas that the evidence shows the student has not yet achieved or learned
Next steps	Suggest an approach to help a student improve in their learning that demonstrates a knowledge of the student as an individual learner

WAGOLL:

- Jonathon's pleasing examination performance shows that he is working at his target grade. His answers in the Literature section of the paper were well-developed and he provided an excellent range of evidence to support his points. He still needs to work on his timing, though, as his final response was rushed. I have been very impressed by Jonathon's attitude this year and I am confident that his effort will pay off in the upcoming modular examinations.

- Simon is a bright and diligent student. Therefore, the grade he has achieved in his mock examination is not reflective of his ability. He performed exceptionally well in the Germany section of the paper but was let down by his application of examination technique in the Northern Ireland section. To improve he must now apply the advice given to him by the History Department. I have no doubt that he can better this result in the summer.

Common errors to watch out for:

- Using incorrect gender
- Ensure the forename used matches the forename given on the Report
- Comment too general

Check:

Get someone to **proofread** the comments as spell check will not pick up any of the common errors above or grammatical errors.