



# **BALLYCASTLE HIGH SCHOOL**

**NIL SINE LABORE**

## **Assessment Policy**

- *Approval by the Board of Governors: **JUNE 2022***
- *The implementation of this policy will be monitored by: Senior Leadership Team*
- *This policy will be reviewed every four years*

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## SECTION 1: ASSESSMENT

### Rationale

Ballycastle High School supports the belief that every child regardless of intellectual ability or social background should have a rewarding educational experience. Our aims are personal excellence and that every pupil should achieve his or her full potential. This takes place in a context which encourages the involvement of pupils, parents and staff.

### Definition

Assessment is the process of obtaining, analysing and interpreting evidence for use by both pupils and teachers to enable the review, planning and improvement of learning. It is fully integrated with the delivery of the curriculum and is an essential component of effective classroom practice.

### Northern Ireland Curriculum

The Northern Ireland Curriculum places emphasis on a variety of assessment procedures, integrated with classroom practice. This practice of Assessment for Learning is overt at **Key Stage 3** and involves the following key actions:

- Sharing Learning Intentions
- Sharing and negotiating success criteria
- Giving feedback to pupils
- Effective questioning
- Self and peer assessment

Developing this practice develops transferable learning, encourages learner responsibility and increases transparency, as assessment shapes the learning experiences for each individual pupil.

At **Key Stages 4 and 5**, assessment is often focused on summative assessment, tests and examinations.

The following five principles are useful when devising assessment events at Key Stages 4 & 5:

- It should be complementary to and supportive of learning;
- It should be valid and reliable;
- It should be fit for purpose and manageable;
- It should support teachers' professional judgement; and
- It should support accountability

Assessment is a key professional competency, requiring teachers to use a range of assessment strategies and assessment information to make teaching more effective.

Assessment is embedded into all aspects of the curriculum and is an essential component of effective classroom practice.

## Purposes of Assessment

The four main purposes of assessment at all levels are:

- **Diagnostic:** this takes place at the start of a learning programme and identifies strengths and learning needs. Results from diagnostic assessment can be used to design intervention strategies towards improvement;
- **Formative:** this is part of everyday teaching and learning and occurs through observing, listening, questioning, discussing and reviewing. Formative assessment generates evidence to help identify underachievement at an early stage, can identify progress and gaps in learning, is useful for setting learning goals and success criteria and is a means of communicating quality feedback to pupils;
- **Summative:** This provides information to pupils, parents and teachers about individual overall performance at a specific point. This usually takes place after a unit of work, at a specific time of examination or testing and the information indicates progress and achievement. Summative assessment needs to assist pupils in the improvement of their learning;
- **Evaluative:** evaluative assessment ensures accountability across all levels of the school. It is useful for curriculum planning and monitoring. The Department of Education requires information on outcomes at the end of Key Stage 4 for target setting and benchmarking. This also informs areas for school development and improvement. This information may also be used at departmental or individual teacher level for evaluation and development planning.

## Indicators of Effective Practice

“The teachers’ assessment of the pupils’ work can be considered effective when:

- Assessment is an integral part of planning, teaching and learning; the teachers use suitable forms of assessment, based on expectations which are clear, realistic and understood by pupils;
- The pupils’ written work is regularly and consistently marked in ways that highlight the strengths and shortcomings, using approaches that are well understood by pupils and their parents;
- The level and nature of the pupils’ prior attainments influence the selection and use of teaching methods and subject content; the pupils’ strengths are consolidated and their weaknesses addressed;
- The purpose of homework is explained clearly; the work which is set is appropriate to the needs of the pupils, reinforces and extends their knowledge and understanding and provides the teachers with the evidence of progress.”

*Evaluating Schools DENI*

## **Characteristics of Good Practice in Assessment**

Assessment which:

### **1. Promotes and Supports Learning**

- Identifies what pupils know, understand and can do.
- Enables consistent monitoring of pupils progress.
- Identifies individual learning styles.
- Identifies individual learning strengths and weaknesses.
- Encourages progression in learning.

### **2. Informs Teaching**

- Assists lesson planning.
- Informs review of content and skills.
- Promotes a variety of teaching strategies.
- Enables consistent monitoring of teaching progress.
- Encourages self reflection.

### **3. Is both formative and summative**

- Promotes a shared learning culture.
- Provides clear and regular feedback.
- Diagnoses learning difficulties.
- Measures pupil performance.
- Identifies clear and shared targets for pupil progress.
- Promotes differentiation by outcome.
- Informs subject choice and career decision making.
- Provides effective and progressive pupil records.
- Informs regular reporting to parents.

### **4. Uses appropriate and diverse strategies**

- Is both formal and informal.
- Accommodates a variety of learning styles.
- Tests a range of skills.
- Encourages effective and standardised marking procedures.
- Is both quantitative and qualitative.
- Is carried out in a range of contexts.

### **5. Recognises ALL pupil progress and achievement**

- Rewards progress, effort and achievement.
- Fosters motivation and promotes a commitment to learning.
- Creates opportunities for self direction.
- Fosters self esteem and social development.

## 6. Develops the capacity for self assessment

- Shares learning outcomes and assessment criteria
- Gives sensitive and constructive feedback
- Supports pupils in self and peer assessment activities
- Engages pupils in realistic target setting

## 7. Fosters a shared involvement and responsibility between school and home

### Types of 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 Exams
- End of Topic/Unit Tests
- Standardised Assessments
- Pupil tracking events

**FORMATIVE** is Assessment **for** Learning. 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
- Homework
- Questioning
- Oral Discussion
- Presentation
- Short Recall Test
- Practical Project
- Research
- Self/peer assessment
- Teacher observation

### DIAGNOSTIC ASSESSMENT

#### CAT TESTS

These standardized tests are administered in Term one of Year 8, 11 and 13.

This digital test measures the three principal areas of reasoning – verbal, nonverbal and numerical – as well as an element of spatial ability, allowing the full range within an entire year to be tested. The results are shared with staff to inform learning and teaching and target setting for pupils.

It is used to:

- To gain an overview of each pupil's potential achievement
- To gain a baseline of pupil achievement and help to inform planning, learning and teaching etc. so that learning is tailored to meet the needs of individuals.
- Alongside other achievement data help set classes for Year 11.
- Used alongside other data including teacher knowledge of the pupil to set targets.

### **PROGRESS TESTS**

A series of standardised assessments for progress in English, Maths and Science, monitoring and identifying individuals' strengths and weaknesses. These tests are administered in Term one and Term 3 of Year 8, 9 and 10.

It is used to:

- To identify subject specific support needs of individuals or within class groups
- Help staff to adapt learning and teaching approaches
- Alongside other achievement data help set classes for Year 11

### **NGRT**

NGRT quickly assesses the range of reading skills across classes. It tests not just the ability of students to decode what they read, but also to comprehend and apply meaning. Carried out in Year 8 and repeated annually for SEN pupils.

It is used to:

- To identify literacy support needs of individuals or within class groups
- Help staff to adapt learning and teaching approaches

### **SWRT (NFER)**

A simple single word reading test gives an early indicator of pupils whose reading falls below the level expected to cope with normal curriculum work. Carried out in Year 8 and repeated annually for SEN pupils.

It is used to:

- To identify literacy support needs of individuals or within class groups
- Help staff to adapt learning and teaching approaches
- Identify pupils who may require Access Arrangements for examinations

### **PASS SURVEY**

Uncovers emotional or attitudinal problems (such as low self-regard or attitudes to attendance) likely to hinder achievement at school. Completed by all pupils in November and April.

**Diagnostic Testing Timetable:**

Month	Assessment	Year Group
September	CAT4 D / E/ F/ G	Year 8 /10/ 11 /13
	PTE 11T / 12 / 13 PTM 11T / 12 / 13 PTS 11T / 12	Year 8 / 9/ 10
	NGRT	Year 8 and SEN pupils
	SWST	Year 8 and SEN pupils
October	Dyslexia / Dyscalculia	Identified Pupils
November	PASS 1	Whole School
January	Kirkland Rowell Surveys	Pupils Parents Staff
March	NGRT B	Year 8 and SEN pupils
April	PASS 2	Whole School
May	PTE 12, 13, 14 PTM 12, 13, 14 PTS 14	Year 8, 9 & 10

**EVALUATIVE 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.

Examples:

- Pupil Target Setting Booklet
- Strengths and Interests statement for Internal Reports
- Pupil Progress File
- UCAS/Higher and Further Education Applications

## **Assessment of Cross Curricular Skills**

The Education (NI) Order 2006 requires that the curriculum for every grant aided school shall require each pupil in each key stage at the school to be assessed in each school year in the cross-curricular skills of:

- (a) communication;
- (b) using mathematics;
- (c) using information and communications technology.

Communication and Using Mathematics (and in due course Using ICT) are assessed with reference to the Levels of Progression, which will focus on skills as well as knowledge. The Levels of Progression will provide clear information for teachers, parents and young people themselves on the progress pupils are making in developing their literacy and numeracy skills. The Levels of Progression set out, in the form of “can do” statements, a range of skills that pupils should be expected to be able to demonstrate if they are to build the communication, numeracy and ICT skills needed to function effectively in life and in the world of work.

Reporting on Cross Curricular Skills and Thinking Skills & Personal Capabilities at KS 3 will be shared across teaching subjects and remarks will be included in the end of year report. The responsibility of subjects for this area of reporting will be reviewed regularly by SLT.



## **SECTION 2: Examinations**

### **Internal Examinations**

At Ballycastle High School, pupils in Years 8-11 will be formally assessed in December and May/June through internal examinations.

At Key Stage 3, all classes should sit a common paper in each subject.

Years 12-14 will take internal examinations in December as mock exams in advance of the external GCSE, AS and A2 examinations in May/June.

At GCSE (in both Year 11 and 12) and AS/A level, pupils sitting papers comprising of questions from past papers should be marked according to the mark scheme produced by the examining board. Mock examinations should correspond as closely as possible to the external exam which pupils will sit.

### **External examinations**

Pupils in Years 11/12/13/14 are assessed externally in public examinations at various times throughout the school year depending on the examination board and the nature of the specification.

### **Controlled assessment**

Controlled assessment is a form of internal assessment that is normally marked by the centre and subsequently moderated by the Awarding Body.

Controlled Assessment is an extremely important element of many GCSE courses and makes up a significant part of the final GCSE grade.

It is in parents', pupils' and teachers' interest that pupils complete high-quality assessments and controlled assessment should be seen as a priority in raising standards and tackling underachievement.

The control levels (High, Medium or Low) are set by the Awarding Body for each stage of the assessment process.

The time allocated to controlled assessment tasks is set by the Awarding Body and will vary between subjects. Specific details for each task will be issued by the subject teacher at the beginning of the assessment.

Some vocational qualifications have specific assessment requirements which must be adhered to. More information can be found in **Sections 5 and 6** regarding these qualifications.

## SECTION 3: Tracking, Recording and reporting

### Tracking

Pupil tracking events (including internal examinations) will take place on five occasions through the school year. These tracking events are scheduled as below:

	<b>KS3</b>	<b>KS4</b>	<b>KS5</b>
Tracking 1	October	October	October
Tracking 2	Winter Exams (Dec)	Winter Exams (Dec)	Winter Exams (Dec)
Tracking 3	February	February	February
Tracking 4	April	April	April
Tracking 5	Summer Exams (Jun)	_*	-

\*Year 11 pupils may sit external units in some subjects. Internal exams will take place for those subjects with no external units.

Tracking assessments must be robust and rigorous. These may be an end of topic or unit test, an extensive homework or a practical task, if appropriate. All departments should have an assessment plan, detailing assessments to be used across the year.

Pupils will be given opportunities to reflect on their tracking performance, setting personal targets and evaluating their progress.

Tracking outcomes provide data that inform teachers about

- Pupils who are underachieving and may need intervention
- Appropriateness of the assessment task
- The quality of learning and teaching within departments

It is an important aspect of the use of data that departmental action is taken where it is required to support pupils' development and progress in their learning.

The process of tracking is set out below:

<b>Tracking Process</b>	
<b>Process</b>	<b>Who?</b>
Tracking assessments take place either informally during classes (Tracking 1, 3 and 4) or during formal examinations (Tracking 2 and 5)	Heads of Department Subject teachers
Assessment outcomes are returned to pupils with feedback on how to improve. Outcomes and subject specific interventions put in place and recorded on SIMs	Subject teachers Pupils
Tracking reports issued to pupils Parents invited to review and sign tracking report.	Pupils Parents
Pupils' overall tracking outcomes are reviewed	Heads of Year
Any patterns / issues raised at Year Team meetings	Heads of Year Form Teachers
<ul style="list-style-type: none"> <li>• Pupils set targets for future improvement.</li> <li>• Targets should be meaningful and specific</li> <li>• Departments may support target-setting with a list of targets for pupils from which they may select the most appropriate for their needs.</li> <li>• Pupil Target Setting Booklet completed during Form time.</li> <li>• Form Tutors should discuss the targets set by the pupils</li> <li>• Parents are invited to read through Target Setting Booklet and sign</li> </ul>	Form Teachers  Pupils  Parents

## Recording and Reporting

Recording and reporting ensures regular and relevant communication of pupil attainment and progress to pupils, teachers, parents and other appropriate external audiences. It is linked to both formative and summative methods of assessment and the recording and reporting of individual pupil assessment outcomes, is the responsibility of each teacher. Both formative and summative assessment events should be detailed in departmental schemes of work.

### Recording

Consistent record keeping by all teachers allows the effective monitoring of pupil progress. Teacher records can inform reporting, both formal and informal, to pupils, parents, Heads of Department and Heads of Year.

### Reporting

Full reports are completed once a year for all pupils and subsequently sent to parents. As well as the mark /grade obtained by each student, reports should include a written comment by each teacher informing the parent/guardian of the progress made to date and suggesting areas for improvement/ development and also on the standard of behaviour of each pupil.

It is also statutory to report on pupil progress in Key Stage 3, in the Cross Curricular Skills of Using Maths and Communication (but without making reference to specific Levels of Progression)

Interim reports will detail the pupil assessment outcome, class average and an effort grade.

Reporting schedule is as follows:

	<b>KS3</b>	<b>Yr 11</b>	<b>Yr 12</b>	<b>KS5</b>
Tracking 1	Tracking report	Tracking report	Tracking report	Tracking report
Tracking 2	Interim Report	Full Report	Full Report	Full Report
Tracking 3	Tracking report	Tracking report	Tracking report	Tracking report
Tracking 4	Tracking report	Tracking report	Tracking report	Tracking report
Tracking 5	Full Report	Interim Report	-	-

### **Non-academic achievement**

Through the statutory completion of Progress Files, each student in Years 8- 12, maintains an on-going formative record of progress and achievement building upon earlier records and in some cases, information transferred from other schools. It includes the recording of information about involvement in extra-curricular activities, both in and outside school. A-Level students will record such information in their UCAS forms.

### **Parent Teacher Meetings**

Each year group has one annual Parents' Meeting where parents/guardians meet with the subject teachers who have the opportunity to report on the following:

- progress and achievement
- homework
- classwork
- coursework/controlled assessment
- effort/attitude
- presentation and organisation
- behaviour
- targets for improvement.

## SECTION 4: Marking policy

The marking of pupils' work is essential for both progression in pupil learning and effective teaching. Good practice is promoted through regular, accurate and consistent marking by all teachers. Positive marking and feedback which recognises pupil achievement, highlights both strengths and shortcomings and provides clear guidance for improvement are encouraged.

*Feedback to any pupil should be about the particular qualities of his or her work, with advice on what she or he can do to improve, and should avoid comparisons with other pupils.*  
(Black, P. 1998)

Effective Marking helps to:

- recognise pupil achievement
- monitor pupil progress
- provide feedback and guidance for improvement and progression
- motivate and encourage pupils
- record and report pupil attainment

It is essential that work is marked:

- promptly, regularly and consistently
- according to agreed and shared assessment criteria /outcomes
- using both quantitative and qualitative criteria
- for improvement, using constructive comments

Formative feedback is an important strand of assessment for learning and promotes pupil independence and effective communication between teachers and pupils.

Feedback must:

- Recognise areas of success in the work being marked
- Track progress so far, possibly making reference to previous pieces of work
- Provide guidance for improvement and set out how to go about this
- Be motivational and give encouragement

Marking should be done efficiently and regularly. Where possible, marking should adhere to agreed success criteria, a mark scheme or rubric, or criteria set by the examination board. Using mark schemes is expected particularly during periods of internal examinations.

It is not essential to always provide a numerical or grade outcome, in fact research suggests that comment only marking can be more effective in motivating and directing pupils through progress. Pupils may be invited to comment on their own work, setting out areas they know they need to improve and suggesting how they can do this.

When using mark schemes for external examinations, it is imperative that pupils become familiar with the language expected and how marks are awarded.

It is good practice for Heads of Department to have a clear overview of the marking processes used in the department and this may be done through 'book scoops', round table marking at a departmental meeting, marking for other classes and designing mark schemes and rubrics collectively.

Literacy issues should be addressed, as outlined in the literacy policy.

## SECTION 5: Assessment in BTEC / CTEC Qualifications

### Aim:

- To ensure that assessment methodology is valid, reliable and does not disadvantage or advantage any group of learners or individuals.
- To ensure that the assessment procedure is open, fair and free from bias and to national standards.
- To ensure that there is accurate and detailed recording of assessment decisions.

In order to do this, the centre will:

- ensure that learners are provided with assignments that are fit for purpose, to enable them to produce appropriate evidence for assessment.
- assess learner's evidence using only the published assessment and grading criteria.
- ensure that assessment decisions are impartial, valid and reliable.
- develop assessment procedures that will minimise the opportunity for malpractice.
- maintain accurate and detailed records of assessment decisions.
- maintain a robust and rigorous internal verification procedure.
- provide samples for external verification, as required by the awarding body.
- monitor standards verifier reports and undertake any remedial action required.
- share good assessment practice between all BTEC / CTEC programme teams.
- ensure that BTEC / CTEC assessment methodology and the role of the assessor are understood by all BTEC / CTEC staff.
- provide resources to ensure that assessment can be performed accurately and appropriately.

### 5.1. Assessment rules

#### 5.1.1 Providing feedback to learners.

The teacher must decide when the learner is fully prepared to undertake the assessment. Once learners are working on assignments which will be submitted for assessment, they must work independently to produce and prepare evidence for assessment.

Before starting an assessment, the tutor must ensure each learner understands the:

- assessment requirements
- nature of the evidence they need to produce
- importance of time management and meeting deadlines.

Once the learner begins work for the assessment, the teacher must not:

- provide specific assessment feedback on the evidence produced by the learner before it is submitted for assessment



- confirm achievement of specific assessment criteria until the assessment stage.

#### *5.1.2 Submission of evidence.*

Only one submission is allowed for each assignment. The assessor must formally record the assessment result and confirm the achievement of specific assessment criteria.

Each learner must submit:

- an assignment for assessment which consists of evidence towards the targeted assessment criteria
- a signed and dated declaration of authenticity with each assignment which confirms they have produced the evidence themselves.

The assessor must:

- formally record and confirm the achievement of specific assessment criteria
- complete a confirmation that the evidence they have assessed is authentic and is the learner's own work.

The assessor must not:

- provide feedback or guidance on how to improve the evidence to achieve higher grades.

#### *5.1.3 Opportunities for resubmission.*

Because every assignment contributes to the final qualification grade, it may be appropriate for the Lead Internal Verifier to authorise one opportunity for a learner to resubmit evidence to meet assessment criteria targeted by an assignment.

The Lead Internal Verifier can only authorise a resubmission if all of the following conditions are met:

- the learner has met initial deadlines set in the assignment, or has met an agreed deadline extension
- the tutor judges that the learner will be able to provide improved evidence without further guidance
- the assessor has authenticated the evidence submitted for assessment and the evidence is accompanied by a signed and dated declaration of authenticity by the learner.

If a learner has not met the conditions listed above, the Lead Internal Verifier must not authorise a resubmission.

#### 5.1.4 Procedure for resubmission

If the Lead Verifier does authorise a submission, it must be:

- recorded on the assessment form
- given a deadline for resubmission within 10 working days\* of the learner receiving the results of the assessment
- undertaken by the learner with no further guidance.

\* 10 working days must be within term time, in the same academic year as the original submission.

Our Standards Verifiers will require you to include evidence of resubmitted work in sampling, including:

- evidence of Lead Internal Verifier authorisation, signed and dated, with the resubmission deadline clearly stated
- the initial assessment record
- the resubmitted learner evidence, accompanied by a signed and dated declaration of authenticity by the learner
- the resubmission assessment record, detailing the additional learner evidence submitted and showing any related changes to the assessment decisions
- confirmation from the assessor that the resubmitted evidence is authentic and is the learner's own work.

These rules, and further information, can be found at:

[https://qualifications.pearson.com/content/dam/pdf/BTEC-Firsts/news/Guide\\_to\\_Internal\\_Assessment\\_for\\_BTEC\\_Firsts\\_and\\_Nationals.pdf](https://qualifications.pearson.com/content/dam/pdf/BTEC-Firsts/news/Guide_to_Internal_Assessment_for_BTEC_Firsts_and_Nationals.pdf)

<https://ocr.org.uk/administration/cambridge-technical/assessment/>

## 5.2. Retakes

Retakes are available for the following qualifications:

- BTEC 2010 Firsts and Nationals (Legacy)
- 2016/17 Level 3 Nationals
- 2016 Introductory Suite
- Tech Awards
- L2 and L3 Technicals

Retakes are not available on the following qualifications:

- 2012 BTEC Firsts and Nationals

*5.2.1 Conditions for retaking a new assignment.*

If a learner has met all of the conditions listed in 1.3 Opportunities for resubmission but still not achieved the targeted pass criteria following resubmission of an assignment, the Lead Internal Verifier may authorise one retake opportunity to meet the required pass criteria.

The Lead Internal Verifier must only authorise a retake in exceptional circumstances where they believe it is necessary, appropriate and fair to do so.

The retake must be a new task or assignment targeted only to the pass criteria which were not achieved in the original assignment.

- The assessor cannot award a merit or distinction grade for a retake.
- The assessor must agree and record a clear deadline before the learner starts a retake.
- The learner and the assessor must sign declarations of authentication as they both did for the previous submissions.
- The learner will not be allowed any further resubmissions or retakes.
- Standards Verifiers will require you to include evidence of any retakes in sampling.

## **SECTION 6: Assessment and Appeals in OCN NI Qualifications**

### **Access to Fair Assessment Statement**

This document sets out our policy for ensuring access to fair assessment for all learners on accredited training programmes. Assessment practice will be open and consistent with the code of practice and regulations laid down by the OCN NI.

### **Commitment**

We are committed to supporting equality of opportunity in education and learning and will ensure that all assessments are conducted rigorously and accurately.

We will;

- Promote practice and procedures that support equal opportunities for all individuals, regardless of their culture, sex, ability, disability, age, ethnic background, nationality, religion, sexual orientation (sexuality), marital status, employment status or social class
- Work towards removing all practice and procedures that discriminate unfairly (directly or indirectly)

To meet this commitment, we will:

1. Develop materials and documentation that are easily understood, and reflective of a diverse society and differing needs and abilities of learners
2. Develop quality assurance processes that are fair
3. Provide advice that is sensitive to the widest possible range of learners' needs
4. Use assessments that are based on award requirements only and do not discriminate against anyone

### **Putting this policy into practice**

To put this policy into practice successfully we will:

- issue a copy of this policy to all staff, trainers and verifiers and ensure they are familiar with it
- make it readily available to learners upon request
- monitor and review the effectiveness of the policy and make improvements where appropriate.

### **Learning support**

As part of the induction process all learners will be asked if they have any learning support needs that may require additional mechanisms to be put in place.

### **Internal assessment**

Internal assessment will be conducted by the tutor/assessor. Assessment will be internally verified in accordance with the OCN Standardisation Policy and the OCN NI's verification/moderation procedures.

Feedback will be given to learners as soon as possible after assessment. Feedback will be as helpful as possible to the learner, i.e. confirming what has gone well and giving clear guidance on what actions the learner might take to improve on their performance.

### **Arrangements for learners with special assessment requirements.**

Assessment will be available to all those who have the potential to achieve standards required for a particular qualification or course. However, some learners may need access to alternative means of providing evidence and/or additional support. We will take care to ensure that any proposed assessment methods are of equal quality and rigour to those being used for all learners in order to demonstrate that the learner with special assessment requirements has achieved the standard expected.

Learners may be identified as having particular assessment requirements in relation to, for example, learning difficulties, a visual or hearing impairment, a mental illness, or English as an additional language. This means that they will need appropriate support in their development to help them meet the required standard such as;

- Help with communication and number skills
- Adapted equipment and physical environment
- Special information technology
- Confidence building

### **Assessment Appeals**

All learners will be informed of the assessment appeals procedure at the beginning of the programme.

## Appeals Procedure for Learners

In the event that an individual Learner disagrees with an assessment decision they are entitled to appeal against it using the procedure outlined below. The aim is to resolve the issue within 14 working days after it has been raised or as soon as is reasonably practical.

### Stage 1

- ❑ If a learner does not agree with an assessment decision s/he should raise the issue with the assessor concerned as soon as possible and within 5 working days of the assessment decision being taken.
- ❑ The assessor should consider the learner's objection, review their decision and provide clear feedback to the learner about their reviewed decision.

### Stage 2

- ❑ If a learner is dissatisfied with this outcome and the learner feels unable to discuss this with the assessor concerned, they should submit an appeal in writing, setting out the grounds upon which they disagree with the assessment decision.
- ❑ This appeal documentation should be forwarded to the internal verifier.
- ❑ The internal verifier should review all relevant documentation including the appeal, the assessed work, the assessment decision and course specifications. If necessary, the internal verifier should discuss the issue with the assessor and the learner.
- ❑ The internal verifier should reply in writing within 5 working days of receiving the written appeal stating the outcome of the appeal.

### Stage 3

- ❑ If the learner is still dissatisfied at this stage, the learner may submit a written request to the quality manager to review the decision of the internal verifier. In this instance the quality manager will invite an independent reviewer to review all the documentation and meet with those involved to discuss the issue at the earliest opportunity.
- ❑ The decision reached by the independent review will be final. A record will be kept and copied to all parties concerned.

## SECTION 7: Roles and Responsibilities

The Assessment Policy and its implementation across departments is monitored and evaluated by:

- Vice Principal
- Senior Teacher (Curriculum)
- Heads of Department and Subject Co-ordinators

The **Vice-Principal and Senior Teacher** are responsible for leading Heads of Department and Subject Co-ordinators to review, monitor and evaluate all aspects of the Assessment Policy within the context of the whole School Development Plan.

The **SENCo** should liaise with examination officers, parents and pupils to ensure that appropriate access arrangements are in place for examination candidates.

**Heads of Department and Subject Co-ordinators** should devise a departmental assessment and homework policy, in line with the whole-school assessment policy. This departmental policy should be dynamic and informative, providing structure and purpose to assessment procedures used at departmental level. Subject specific expectations, guidelines and procedures should be established for assessment within the department.

**Subject teachers** should become familiar with the whole-school assessment policy and engage with the departmental policy in everyday teaching and learning. All aspects of assessment should be compliant with this policy. Subject teachers are responsible for setting appropriate and meaningful homework, and for collating, marking, annotating and returning homework in a timely fashion. Persistent failure to complete homework to the appropriate standard should be sanctioned in line with the departmental procedures. Subject teachers are responsible to engaging with individual pupils after each tracking event to review progress and suggest strategies for improvement.

**Heads of Year and Form Teachers** have responsibility to review overall progress and discuss strategies and targets for improvement.

**Pupils** will have opportunities through the school year to reflect on their tracking performance and, through self-assessment, to set targets for improvement. This will be guided by Form Teachers and a pupil target setting booklet will be used to support this task.

**Parents/Guardians** are invited to participate in the successful development of their children in all aspects of school-life. They are encouraged to attend Parents' Meetings, to engage with progress through the homework diaries and to ensure that appropriate time is given to homework, revision and controlled assessment work at home.

### **Quality Assurance**

External examination results are analysed at departmental level and then reviewed by the Curriculum Leader with the Headmaster/Vice-Principal. Comparison will be drawn between previous years' outcomes and the NI averages. Factors relating to good and poor achievement will be identified and noted for action planning.

The Assessment Policy will be reviewed every four years and amended as required.

### **Linked Policies**

The Assessment Policy should be considered within the context of the following Policy and Guidance documents:

- Homework Policy
- Literacy Policy
- Controlled Assessment Policy
- Learning and Teaching Policy
- Data Protection Policy
- Internal Verification Policy
- SEN Policy
- Curriculum Policy
- OCN Standardisation Policy