

Assessment & Reporting Policy

Carrickfergus Academy



Version	Date	Revision Author	Summary of Changes
1	Sept 22	JES	Stanines added
2	Sept 25	JES	New assessment cycles
3	Sept 26	JES	KS3 formal examinations / CARE

Rationale

Assessment at Carrickfergus Academy supports and promotes high quality teaching and learning. The aim of assessment is to enable each pupil to achieve his or her full potential. Pupils are encouraged to take responsibility for improving their work through self-review and targeting areas for future focus.

The Assessment Policy in Carrickfergus Academy is fully integrated with the delivery of the curriculum and reflects the statutory requirements and rationale of the NI Curriculum.

Assessment Should:

- Reflect statutory requirements and established practices for formal examinations;
- Promote and support learning while informing and improving teaching and learning;
- Ensure assessment is both formative and summative, occurring continuously during learning and at the end of a learning period;
- Use a range of appropriate and inclusive assessment strategies;
- Recognise and celebrate all pupil progress and achievement;
- Provide regular, constructive feedback while helping pupils develop the skills for self-review and effective target setting;
- Promote a shared sense of involvement and responsibility between school, pupils, and home.

Assessment Methods

Assessment at the Academy is very much integrated into pupils' everyday learning and is used to develop pupils' knowledge and understanding. It may take the form of:-

- Short quizzes;
- Retrieval practice;
- Questioning;
- Independent or group tasks;
- Class discussion;
- Homework; project work;
- Class or unit tests;

- Teacher observation of pupil participation. In keeping with the rationale of the NI Curriculum, pupils are also encouraged to be fully involved in their learning and to review their work and set targets for improvement.

Within the Academy assessment is carried out formally and informally using:-

- Diagnostic - in the first instance, to ascertain a baseline of attainment in order to project suitable targets using CAT;
- Formative – ongoing and appropriate to the activity and our setting, providing relevant information to effect accurate planning for further student progress via clear, appropriate next steps;
- Summative – a collective measure of attainment and progress in line with curriculum targets will be summarised for all learning phases and in line with end of key stage targets.

Carrickfergus Academy acknowledges that the pupil is able to determine how much they learn by their approach to the opportunities provided for them. The Academy will work with parents and pupils in trying to maximise these opportunities for learning and consequently the chances to succeed. The Academy has introduced knowledge organisers to help focus, structure and improve pupils' revision at home.

Baseline Assessment

A partnership between home and school is promoted from the start of Year 8 in order that parents are aware of what is being assessed and how it is to be assessed. Prior to starting Year 8 pupils will complete the CAT assessment, a type of aptitude test, used to measure ability, monitor progress and predict subsequent learning. Parents will be informed of their child's academic standing in relation to their peers, places in streams classes and are assigned a stanine based on these results.

Baseline assessment is carried out in August before pupils start their Year 11 and Year 13, using CAT. This computer adaptive baseline test (along with analysis of performance at GCSE) is a very good predictor of future attainment. The progress of pupils in Years 11- 14 is monitored by the use of a 3-cycle target setting process in the form of standardised tests and portfolio work. This allows for underperforming pupils to be identified early, and interventions put in place. Heads of Year & Subject Leaders are aware of pupil progress after every testing cycle to identify areas where pupils are not doing so well and to monitor progress of all pupils in the cohort across a range of subjects.

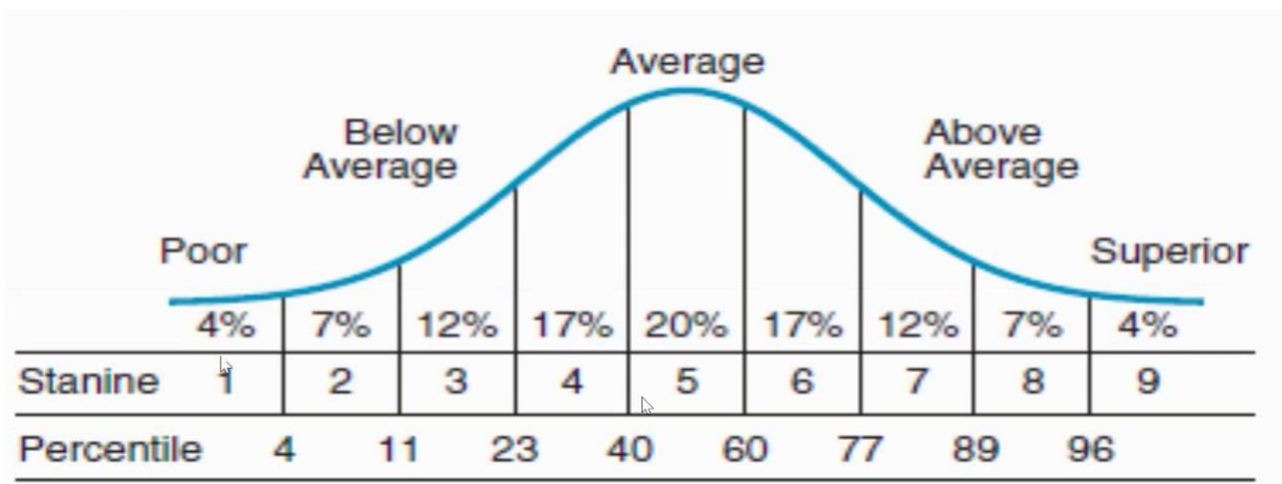
Stanine Explained

A stanine is a way of showing how well a pupil has done on an assessment compared to other pupils of the same age. Instead of giving a detailed score, it places performance into one of nine broad band Stanines make it easier to understand a pupil's performance because they:

- Reduce the focus on tiny score differences;
- Give a clear overview of where a pupil sits compared with national or school-wide averages;
- Help teachers and parents see patterns in progress;
- Support fair grouping and target setting.

Stanines range from 1 to 9, with 5 being the middle (average).

- 1 – 3 Below average
 - 1 = lowest performance range
 - 2 = well below average
 - 3 = slightly below average
- 4 – 6 Average range
 - 4 = slightly below average but within normal range
 - 5 = average
 - 6 = slightly above average
- 7 – 9 Above average
 - 7 = solidly above average
 - 8 = well above average
 - 9 = highest performance range



Reporting and Communication with Parents

- Formal written reports are provided for pupils in Years 10 following the December exams; for Years 11, 12, 13 and 14, these will follow on from the March mock exams; for Years 8 & 9 following June exams;
- Year 8, 9 & 10 tracking reports containing stanines, conduct and effort following December and March exams for Year 8 & 9 and March and June exams for Year 10;
- Year 11, 12, 13 & 14 tracking reports contain marks, grades, conduct and effort following each tracking cycle;
- Parents' Meetings – one per year for each year group;
- The Year 8 Parents' Assessment Evening is held in September of Year 8 to inform parents about the academy's assessment processes;
- KS3 revision support held throughout academic year;
- All 3 reports for pupils are placed on Parent App for parents to view;
- Pupils are central to this process, and the homework diary allows them to track their progress across all subjects. This review takes place three times a year to help pupils understand whether they are on track or need to improve.

CARE Class

The Care Class adheres to the same assessment and reporting procedures at Tracking 1 and Tracking 3. Reasonable adjustments are made for individual pupils where required.

Tracking Points

Following parent, pupil and teacher evaluations, two structured one-week examination periods have been introduced for KS3 to support assessment, monitoring and to help pupils prepare for statutory formal examinations at KS4 and KS5. These examination weeks take place in December and June.

Year	Tracking 1	Tracking 2	Tracking 3
8 & 10	December Formal Examination	March	June Formal Examination
11	December	March Mocks	June
12, 13 & 14	October	December	March Mocks

These assessments allow Subject Leader and Class Teachers to monitor pupil progress, diagnose learning needs and forecast future performance. Appropriate interventions are put in place where required.

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

- Senior Teacher Assessment & Reporting
- Subject Leaders
- Year Mentors

This policy works alongside the following policies:

- Controlled Assessment Policy
- Examination Policy
- Homework Policy
- Internal Appeals Policy

As part of their subject handbook each department will have an Assessment Policy that is linked to the Academy Assessment Policy but tailored to their individual needs. These departmental policies will be reviewed on an annual basis by the departments.