

ASSESSMENT, REPORTING, MONITORING AND EVALUATION POLICY

This Policy should be read in conjunction with the School's Teaching and Learning Policy:

ASSESSMENT

Belfast Royal Academy believes that assessment is an integral part of teaching and learning and an important element in the professional responsibility of teachers.

Aims:

- (a) Assessment should help pupils to develop fully their academic abilities and self-confidence, to develop skills which they need for reflective and independent study and to establish shared understanding by pupils and teachers of clear and explicit study goals.
- (b) Assessment, both formal and informal, should complement and reinforce the delivery of the curriculum. It should enable the learning needs of individual pupils to be identified and allow future teaching strategies to be determined.
- (c) Assessment should recognise individual progress and achievement and provide pupils with meaningful information which will allow them to participate in self-evaluation.
- (d) Assessment should involve a range of techniques both formal and informal - carried out in a variety of contexts which will allow individual pupils to show what they know, understand and can do.
- (e) Assessment and reporting are an integral part of the link between the school and parents and should provide parents with meaningful information.

Methods and range of assessment:

- (a) The wide variety of assessment methods used in school includes formal assessment by examination (public and internal), through controlled assessment, coursework, homework, practical work, oral work and class tests.
- (b) Teachers are involved in the continuous assessment of pupils' work during class activities, monitoring not only academic attainment but other skills such as co-operation and teamwork. These skills are also assessed in an informal way through the programme of extra-curricular activities.
- (c) Through assessment, pupils become aware of what they are learning and applying, and of their progress in a subject. They must, therefore, understand how their work is marked. This will enable pupils to focus their efforts on important aspects of the subject and to take on more responsibility for their own work and progress.

- (d) Departments should aim to involve pupils in the assessment process, wherever possible. Pupils who are encouraged to assess their own effort and performance are apt to be more highly motivated and to develop more confidently the skills needed for effective independent study.

Responsibilities:

- (a) **The Examinations Officer** has responsibility for all aspects of public examinations.
- (b) **A Member of the Senior Leadership Team** has responsibility for organising the timetable and invigilation of all internal examinations.
- (c) **Subject Leaders** are responsible for:
- Liaising with the Examinations Officer concerning entries for all external examinations and the processing of coursework samples.
 - The organisation of the internal formal assessment of their subject regarding the setting and marking of examinations and the monitoring of agreed departmental assessments for track tests.
 - Agreeing with their departments the advice and information which is to be given to pupils to enable them to prepare for all internal and external assessments.
 - Monitoring and evaluating agreed schemes of work and teaching strategies in the light of assessment outcomes and information from DENI and CCEA.
 - Organising departmental record keeping.
- (d) **Individual Subject Teachers** are responsible for:
- Following agreed school and departmental guidelines on assessment.
 - Marking and commenting on all assessment tasks in a positive, accurate, meaningful and diagnostic manner - returning assessment tasks to pupils in an appropriate period of time.
 - Identifying the particular needs of individual pupils and developing learning plans accordingly including helping pupils to “Close the Gap” as per the Raising Achievement programme.
 - Recording attainment.

REPORTING

Reporting will be based on assessment of individual pupil performance.

- (i) A formal report on pupils in Forms I-III will be issued to parents twice per year, normally in January and June. It will be based on the pupil's performance in internal examinations.
- (ii) Forms IV - MVI: at regular intervals throughout the year, subject teachers will report to parents on each pupil's attainment and effort, as identified through a variety of assessment procedures. Pupils in Form IV - MVI will receive Progress Reports following the Track Tests and a formal report following the December examination period. In addition, Form IV pupils will receive a report following their internal examinations in June.
- (iii) The school holds consultation sessions when parents are invited to discuss their child's performance and achievements with individual subject teachers.
- (iv) Parents may contact the school at any time to see the Head of Year or a Subject Leader concerning a pupil's progress.

MONITORING AND EVALUATION

- (i) The Head of Year has the primary responsibility for monitoring the overall progress of a pupil throughout the year and will liaise closely with pupils, parents, subject teachers, Heads of School and senior members of staff.
- (ii) Subject Leaders will monitor the progress of pupils in their subject and will liaise with pupils, parents, members of staff in the Department and Heads of Year. They will seek to offer subject-specific support.
- (iii) When an unsatisfactory level of progress is indicated on a School Report, parents may be invited to attend an interview in school with the Principal, the Head of Year, The Head of School or a senior member of staff.