

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 intern), 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.

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 February and June. It will be based on the pupil's performance in intern 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 will receive two Summary Progress Reports and two Formal Reports (February/June). Pupils in Forms V-MVI will receive two Summary Progress Reports and a formal report (February)
- (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 Head of Department 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 and senior members of staff.
- (ii) Heads of Department 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 Headmaster, the Head of Year or a senior member of staff.