



DEVONPORT HIGH SCHOOL FOR GIRLS

ASSESSMENT POLICY

Named person: L Norster

Category: School

Review: Annually or when there are significant changes

Date to be reviewed: Summer 2019

This policy has been reviewed with regard to the work/life balance of staff.

Adopted by the Governors' Policy Committee on: 09/07/18

Ratified at the Full Governors' meeting on: 11/07/18

ASSESSMENT POLICY

Rationale

Assessment at Devonport High School for Girls supports each student in the achievement of their full learning potential and fosters the development of self esteem and personal responsibility. It takes place in a self reflective context and encourages the involvement of all staff, pupils and parents/carers.

Whole School Target Setting

Targets are drawn up based upon Fisher Family Trust (FFT) estimates and historic school trends by the Assessment Co-ordinator in consultation with the Head Teacher and Governors.

Student Progress and Support

Aims

- To develop a consistent whole school approach to monitoring student progress, leading to targeted intervention where needed and impact reviewed/modified.
- To develop clear procedures and practise for monitoring and evaluation of student progress.
- To maintain high expectations by ensuring student targets are challenging and relate to prior attainment information and comparisons with top performing students/schools nationally.
- To develop an effective assessment system consisting of:
 - a measure of prior attainment on entry
 - an understanding of student potential
 - a system for forecasting students' subsequent attainment
 - a system for monitoring students' progress from Year 7 through to Year 13
 - a system for mentoring students who are not reaching their potential
 - consistency of application across the school

Target Setting

Student targets are set as soon as possible during the first half of the autumn term and inputted centrally into our School Information System (SIMS) Assessment Manager. Targets are then reviewed and amended where appropriate throughout the year/course of study.

Individual student subject targets are inputted centrally using FFT estimates. In Year 7 FFT baseline testing is used to enhance the target setting process e.g. where there is not full coverage of Key Stage 2 prior attainment data (non-matched pupils). At Key Stage 3, 4 and 5 students are set targets based upon FFT top 20% estimates and they are reviewed by

departments throughout the academic year. At Key Stage 5, Year 12 targets are initially generated using prior attainment data (GCSE results) in early September. These targets are reviewed once estimates are available via FFT.

Students and parents/carers are informed of target grades via a target sticker which is distributed to students and stuck in to their planners. Target grades are also displayed on progress reviews which are generated three times per year.

Target grades are reviewed on a regular basis i.e. after internal assessments or modular examinations and moved up where appropriate. Target grades can be lowered in exceptional circumstances following consultation with a member of the Senior Leadership Team (SLT).

Staff are able to access www.fftaspire.org, and www.sisraanalytics.co.uk to assist in target setting and result analysis by using their login and password available from the SIMS Assessment Officer.

Student Progress and Support

- During the year staff complete 2 progress reviews and 1 full written report for every student they teach. For these data captures staff make a judgement on a student’s current and predicted grade. Progress is measured and reported using the appropriate GCSE/A Level grading structure for Years 7 to 13. Academic progress is measured using the following fine grade system:

GCSE	A Level	Descriptor
7a	A1	Grade A/7 – with the potential to be a A*/8
7b	A2	Grade A/7 – a secure grade
7c	A3	Grade A/7 – without consistent effort could drop to a B/6

- Staff also give an indication of a student’s behaviour for learning by grading Attitude and Organisation. Progress reviews and full written reports are sent home via the student with an electronic copy on SIMS accessed by parents/carers via the Parent Gateway.
- For those students not making the required progress in a particular subject the teacher will indicate this, along with intervention strategies and email the relevant Head of Department (HoD). This information is collated and distributed to their SLT link and Head of House (HoH) for discussion and action.
- After each data capture the school’s Student Information Officer – Assessment, collates all data for distribution amongst SLT, HoD and HoH (see QA folders). This information is used to track the progress of individual students, significant groups and the whole school against set targets with appropriate intervention where needed. The collated data is also uploaded to SISRA analytics for more in-depth analysis. Key Stage 5 data is also analysed using ALPS.

For further guidance on using Assessment Manager and an overview of Assessment procedures please refer to the “Assessment Handbook” issued to all staff in September.

Assessment for learning

AfL techniques are widely used throughout the school (please refer to Learning and Teaching Policy).

Marking policy

See separate Marking policy within Learning and Teaching Policy.

Report Writing

As a result of regulations from the Department for Education, and the styles of learning/teaching and assessment required by examinations we reassess annually the nature and frequency of internal school examinations and reports. Staff are involved in consultations and are kept informed of decisions made by the assessment team.

Parental/carer contact takes place at four points in the academic year via one Full Written Report, two Progress Reviews and one Parents' Evening. The order of these events will be slightly different for each year group to coincide with mock examinations etc. The assessment schedule can be viewed in the Assessment Handbook and School Calendar.

Full Reports (Years 7-13)

The format of these reports is standardised. Any amendments to report format or content must be authorised by the member of SLT responsible for assessment. Full reports are centralised and generated within the Profiles Module of SIMS. See the Assessment Handbook for full details and step by step instructions.

Reports are addressed to the parent/carer i.e. "Pupil X has made good progress this year". Subject staff write a teacher comment and a progression targets within the Profiles Module. The corresponding Assessment Manager mark sheet is also completed carrying a separate current and predicted fine grade (see above). Separate marks are also given for attitude and organisation using the following system:

O	-	Outstanding
G	-	Good
I	-	Inconsistent
P	-	Poor

Form Tutors write a comment on the progress of students across all subjects including citizenship, Social Studies, as well as the pastoral curriculum. Form Tutors also comment on a student's involvement within the wider school community including participation in extracurricular activities. Form Tutors also support students by using the Learn to Learn guidance to allow students to review their report and set cross curricular targets. If a student is absent when reports are given out, the Form Tutor ensures that the report is taken to the School Office to be posted home. All full reports are written in the third person.

Heads of House and Form Tutors if aware of other persons with Parental Responsibility for whom an additional report or Progress Review is required, ensure that this is sent out, together with notification of parents' meetings. Staff check with the Designated Safeguarding Lead (DSL) if they are uncertain of the legal position.

UCAS references

Staff write UCAS subject statements in September. This information is collated to form the UCAS reference.

Non-Examination Assessment (NEA)

See appendix.

Appeals procedure

See appendix.

NON-EXAMINATION ASSESSMENT (NEA) POLICY 2018/19 – New GCE/GCSE specifications

Aims:

- Encourage teams to think through the issues concerning non-examination assessment and be proactive in their planning.
- Clarify roles, responsibilities and procedures in relation to non-examination assessment.
- Ensure parity.
- Provide candidates with the opportunity to achieve their potential.
- Conform to awarding bodies regulations.

Non-Examination Assessment (NEA) is part of the assessment framework for new GCE and GCSE specifications. A NEA is classified as any type of assessment that is not 'externally set and taken by candidates at the same time under controlled conditions'. NEA therefore includes, but is not limited to, internal assessment. Externally marked and/or externally set practical examinations taken at different times across centres are classified as NEA. The exact details and requirements vary from board to board and subject to subject and it is essential that all staff follow the procedures laid down by their respective examination boards. This is also to be supported by the nominated subject 'Examinations Champion' (see roles and responsibilities).

All departments will be issued with a copy of the "Instructions for conducting non-examination assessments" which is produced on behalf of all the examination boards by the JCQ.

All Year 10, 11, 12 and 13 students will receive a booklet as a guide for students and parents/carers.

Tables within these booklets will provide a guide to when NEA's are likely to take place, however it is the responsibility of HoDs to inform students and parents/carers by letter, of the requirements of the assessments, the lessons affected and the marks available. A standard letter can be found in annex. Students should then transfer dates to their booklets.

Students will be responsible for bringing appropriate materials and equipment they need for the non-examination assessment.

The importance of attending all scheduled sessions is highlighted in the students' booklets. However should a student miss a non-examination assessment due to ill health, a note is required from home to explain the absence. In the case of a prolonged absence, a doctor's note is required. The note should be addressed to the HoD and handed in immediately upon their return to school. The HoD will then arrange and inform parents/carers of an appropriate time for the non-examination assessment to be carried out. This time should not impede on the teaching and learning in other subject areas.

If a non-examination assessment is missed due to staff absence students and parents/carers should be informed by letter of the re-arranged date.

Students who are entitled to additional time or special arrangements in examinations have the same entitlement for non-examination assessments and suitable arrangements should be made for them which will not impede on the teaching and learning in other subjects.

ANNEX (Standard letters to inform Parents/Carers)

Dear Parent/ Carer

Re: Non-Examination Assessment for SUBJECT 2018/19

I am writing to inform you of the requirements for the non-examination assessment that your daughter/son will undertake. Restrictions as to where, when and under what conditions students can prepare/complete non-examination assessment work varies considerably between subjects. Therefore, students will receive appropriate instructions from their teacher.

EXAMINATION BOARD	ASSESSMENT TITLE	% OF FINAL GRADE	DATES OF PREPARATORY WORK	DATES OF Non-Examination Assessment

Students will be responsible for bringing appropriate materials and equipment they need for the non-examination assessment.

Obviously non-examination assessments are important and impact upon final grade outcomes, so it is extremely important that students attend all scheduled sessions. Should a student miss a non-examination assessment due to ill health, a note is required from home to explain the absence. In the case of a prolonged absence, a doctor’s note is required. The note should be addressed to me and handed in immediately upon their return to school. I will then arrange an appropriate time for the non-examination assessment to be carried out.

I hope that you find this information useful and that together we can encourage students to reach their full potential. If you have any questions, please do not hesitate to contact me.

Yours faithfully

Head of----- Department

(Re-arranged date: Standard letter to inform Parents/Carers)

Dear Parent/ Carer

Re: Non-Examination Assessment for SUBJECT 2018/19

As your daughter/son was unable to attend their scheduled non-examination assessment session I am writing to inform you of the **re-arranged date**, please refer to the table below.

EXAMINATION BOARD	ASSESSMENT TITLE	% OF FINAL GRADE	DATES OF PREPARATORY WORK	DATES OF CONTROLLED ASSESSMENT

Students will be responsible for bringing all the materials and equipment they need for the non-examination assessment.

Obviously non-examination assessments are important and impact upon final grade outcomes, so it is extremely important that your daughter/son make every effort to attend this re-scheduled session as further delay may significantly impact upon their workload and potential for meeting their target grade.

Once again, should your daughter/son miss this non-examination assessment due to ill health, a note is required from home to explain the absence. In the case of a prolonged absence, a doctor's note is required. The note should be addressed to me and handed in immediately upon their return to school.

I hope that you find this information useful and that together we can encourage students to reach their full potential. If you have any questions, please do not hesitate to contact me.

Yours faithfully

Head of----- Department

Non-Examination Assessments - Roles and Responsibilities

Senior leadership team will:

- Establish a centre approach to non-examination assessments.
- Assign responsibilities to specific members of staff.
- Ensure that all staff understand their roles and responsibilities.
- Deal with issues arising.
- Monitor the operation of non-examination assessments.
- Consult with subject departments (with support from the Examinations Officer and Head of House).
- Draw up policy and plans for the senior leadership team to consider (with support from the Examinations Officer and Head of House).

Heads of Department will:

- Nominate a departmental 'Examinations Champion' to be responsible for keeping up to date with examination/non-examination assessment regulations and have this as a standing agenda item at departmental meetings.
- Store samples of candidates' work securely where appropriate.
- Select (in consultation with their departments) awarding organisations and specifications.
- Ensure schemes of work incorporate non-examination assessments appropriately.
- Decide on timings of non-examination assessments within scheduled lesson time to meet the requirements of terminal assessment.
- Arrange internal standardisation of marking by all teachers involved.
- Arrange for candidates to be informed of their centre assessed marks in accordance with the staff guidance on review of centre assessed marks, which allows sufficient time so that candidates may request a review of the centre's marking before marks are submitted to the awarding body (see review of marking – centre assessed marks guidance below).
- Ensure that all teachers understand their roles and responsibilities in non-examination assessment and are familiar with the requirements of the specification and non-examination assessment element rules.
- Inform the Examinations Officer when external invigilation is required.
- Consult with the Special Educational Needs Co-ordinator (SENCO) on additional arrangements, which might be needed for particular candidates.
- Inform students and parents/carers in good time by standard letter (see annex 'B') of the requirements of the assessments, the lessons affected and the marks available.
- Make contingency arrangements for the event of absences by candidates or teacher, for example a second, alternative date for the non-examination assessment.
- Arrange for secure storage of candidates' work.

Teachers will:

- Contribute to decisions about the selection of the awarding organisation and specification.
- Provide information as necessary to the subject department (on planning of teaching) and to the examinations office (individual unit codes, planned dates of assessment).
- Ensure they understand their roles and responsibilities in non-examination assessment and are familiar with the requirements of the specification and non-examination assessment element rules.

- Book facilities, resources and any specialist requirements needed for the non-examination assessment and cover or remove from the classroom any relevant materials that would advantage a student during non-examination assessment.
- Obtain confidential materials and tasks set by the awarding organisation.
- Supervise assessments as appropriate, ensuring authentication forms are signed by candidates and the supervising teacher.
- Maintain attendance records for all non-examination assessment sessions.
- Store candidates' work securely according to the examination board requirements.

Examinations Officer will:

- Liaise as necessary with the SLT, subject departments and individual teachers.
- Store samples of candidates' work securely where appropriate.
- Enter students for individual units, including non-examination assessment units and externally examined units.
- Be responsible, as necessary, for storage and transmission of information e.g. The JCQ 'Instructions for conducting non-examination assessments' booklet, data and confidential materials between awarding organisations and teachers.
- Create a central point of administration, dealing on behalf of the SLT.
- Make periodic reports to the SLT to enable them to monitor arrangements for non-examination assessments.
- Liaise with the SENCo regarding access arrangements as appropriate.

SENCo:

- Inform Examinations Officer and Heads of Department of any student requiring additional arrangements at the start of the academic year and also provide in year updates of any changes.
- Liaise as necessary with the SLT, subject departments and individual teachers.

Site staff and ICT staff will:

- Ensure all necessary booked and agreed accommodation (rooms, workshops, studios, ICT suites) and facilities (equipment, laptops, apparatus, desks and chairs) are available and in place for controlled assessment tasks.
- Provide access to secure ICT facilities where necessary.

Reviews of marking - centre assessed marks

(GCSE controlled assessments, GCE coursework, GCE and GCSE non-examination assessments and Project qualifications)

Devonport High School for Girls is committed to ensuring that whenever its staff mark candidates' work this is done fairly, consistently and in accordance with the awarding body's specification and subject-specific associated documents.

Candidates' work will be marked by staff who have appropriate knowledge, understanding and skill, and who have been trained in this activity. Devonport High School for Girls is committed to ensuring that work produced by candidates is authenticated in line with the requirements of the awarding body. Where a number of subject teachers are involved in marking candidates' work, internal moderation and standardisation will ensure consistency of marking.

1. Devonport High School for Girls will ensure that candidates are informed of their centre assessed marks so that they may request a review of the centre's marking before marks are submitted to the awarding body.
2. Devonport High School for Girls will inform candidates that they may request copies of materials to assist them in considering whether to request a review of the centre's marking of the assessment.
3. Devonport High School for Girls will, having received a request for copies of materials, promptly make them available to the candidate.
4. Devonport High School for Girls will provide candidates with sufficient time in order to allow them to review copies of materials and reach a decision.
5. Devonport High School for Girls will provide a clear deadline for candidates to submit a request for a review of the centre's marking, which will be given to students with their marks. Requests will not be accepted after this deadline. Requests **must** be made in writing to the Examinations Officer, giving specific reasons for the marks to be reviewed.
6. Devonport High School for Girls will allow sufficient time for the review to be carried out, to make any necessary changes to marks and to inform the candidate of the outcome, all before the awarding body's deadline.
7. Devonport High School for Girls will ensure that the review of marking is carried out by an assessor who has appropriate competence, has had no previous involvement in the assessment of that candidate and has no personal interest in the review.
8. Devonport High School for Girls will instruct the reviewer to ensure that the candidate's mark is consistent with the standard set by the centre.
9. Devonport High School for Girls will inform the candidate in writing of the outcome of the review of the centre's marking.

10. The outcome of the review of the centre's marking will be made known to the head of centre. A written record of the review will be kept and made available to the awarding body upon request.

The moderation process carried out by the awarding bodies may result in a mark change, either upwards or downwards, even after an internal review. The internal review process is in place to ensure consistency of marking within the centre, whereas moderation by the awarding body ensures that centre marking is in line with national standards. The mark submitted to the awarding body is subject to change and should therefore be considered provisional.

To request a review of Centre-assessed marks for non-examination assessments (NEA)

1. Discuss any concerns with your teacher and your parents/carers.
2. Request a copy of the materials needed to consider whether to request a review. These include a copy of the work submitted and the marking criteria.
3. Once the materials have been provided, you should consider whether the mark has been awarded in line with the requirements of the awarding body, to decide whether you wish to request a review of your mark formally.
4. If you wish to request a review, you must do so in writing to the Examinations Officer explaining specifically why you are making the request, before the deadline provided on this form. Requests will not be accepted after this deadline.
5. Reviews of marking of centre assessed marks prior to submission to awarding bodies cost £65 per review.
6. By making a request for a review of your mark, you accept the outcome of the review may mean your mark is lowered, confirmed as correct or raised, and this will be the final mark that will be submitted to the Examination Board.
7. Devonport High School for Girls will arrange for your mark to be reviewed by an assessor who has appropriate competence, has no previous involvement in the assessment of your work and has no personal interest in the review.
8. You will be informed, in writing, of the outcome of the review of your mark.