Rochdale Islamic Academy
inspire - believe - achieve
BOYS' SCHOOL

ASSESSMENT POLICY

Reviewed: September 2024

Next Review: August 2025

Responsible: Mr Arif Pirbhai (Head)

Governing Body Approved: September 2024

Approved: Mr Sohail Ahmed (Chair of Governors)

ASSESSMENT POLICY

RATIONALE

RIAB 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.

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."

CHARACTERISTICS OF GOOD PRACTICE IN ASSESSMENT

Assessment which

- Promotes and supports learning
- Identifies what pupils know, understand and can do
- Enables consistent monitoring of pupil's progress
- Identifies individual learning styles

- Identifies individual learning strengths and weaknesses
- Encourages progression in learning

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

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

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

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

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

FOSTERS A SHARED INVOLVEMENT AND RESPONSIBILITY BETWEEN SCHOOL AND HOME

TYPES OF ASSESSMENT

When a pupils registers at the school the CATS 4 test will be carried out. This along with teacher feedback and class work will be used to inform the pupils flight plan from start point to GCSE using the target setting spreadsheet.

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 Examinations
- End of Topic/Unit Tests
- Standardised Tests

FORMATIVE is Assessment FOR Learning.

It is ongoing 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 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.

FORMAL ASSESSMENTS

At the end of every term, the school hold Assessment Week using summative test papers. The timetable for these assessments is published at the start of the academic year and tie in with the long-term planning. These tests give a good indication of whether pupils are working towards, meeting or exceeding year group expectations for this time of the year.

This Test Week is followed by a Pupil Progress Meetings whereby the class teacher, the Senior Management Team and intervention meet to analyse the results and to plan appropriate targets and support. Assessment information is used to plan teaching and learning strategies, including the identification of pupils who are working below their target stage, falling behind in their learning or who need additional support, enabling pupils to make good progress and achieve well. When tracking assessment information the Assessment team will carefully track the progress of different groups within the school. They also compare the progress rate of different groups. This information is then used to help plan to raise standards in any group identified as not make adequate progress.

- Assessment papers are standardised by subject leads/ assessment team to ensure they are marked correctly and in line nationally in quality.
- Threshold document is used to ensure results are capped and consistent throughout the school
- Fixed review lessons take place throughout the school 2/3 weeks following assessments. Pupils have an opportunity to input results and targets on the flight plan in the inside cover of exercise books and discuss future targets.

Following this parent's review morning will take place where results and pupils progress is shared with parents.

HOMEWORK

Homework is an integral part of effective assessment and it is very important learning experience for all pupils. Good practice is promoted through Homework which is set regularly across all departments according to the needs of the pupils and within the context of agreed whole school and departmental policies and timetables. High expectations are set in school regarding homework and pupils may be asked to redraft and resubmit homework which fails to meet departmental standards. Homework is set as per the school homework timetable, which is issued at the start of the year. All pupils are given deadline (dependent on type of homework) to complete their work. The regular setting and marking of homework encourages:

- Consolidation and extension of learning
- Monitoring of progress
- Independent learning • Self-discipline, personal organisation and responsibility
- Home/school partnership

All departments are encouraged to:

- Identify a range of meaningful tasks which facilitate progression in learning • Identify a variety of tasks which assess a range of subject skills
- Establish a range of standard homework tasks
- Integrate homework tasks with lesson planning and learning outcomes
- Share learning outcomes with pupils
- Mark all homework against agreed criteria appropriate to task
- Provide timely and constructive feedback which sustains pupil motivation and facilitates progression
- Link departmental policies with whole School Homework/Marking/Presentation of Work policies
- Monitor the effectiveness of Homework re learning outcomes
- Encourage the consistent use of Homework Planners

MARKING

The marking of pupils' work is an important assessment tool which is essential for both progression in pupil learning and effective teaching. Good practice is promoted through regular, accurate and consistent marking by all teachers within a department and a whole school approach. Positive marking and feedback which recognises pupil achievement, highlights both strengths and weaknesses and provides clear guidance for improvement are to be encouraged. Effective marking helps to:

- Recognise pupil achievement;
- Monitor pupil progress;
- Diagnose problems in learning;
- Provide feedback with regards to progress;
- Provide clear guidance for improvement; • Motivate and encourage pupils;
- Record and report pupil attainment;
- Assist in evaluation and planning. In summary our aim should be that work is marked:
- Promptly, regularly and consistently
- According to agreed and shared learning outcomes;
- According to agreed and shared assessment criteria;
- Using both quantitative and qualitative criteria;
- For improvement, using constructive commentary
- All homework will be marked within 7 days of the homework being submitted to the teacher

RECORDING AND REPORTING

RECORDING and REPORTING ensures regular and relevant communication 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 of individual pupil assessment outcomes, measured against agreed and shared assessment criteria, is the responsibility of each teacher, within the context of agreed departmental and whole school assessments policies.

Recording Consistent record keeping by all teachers allows the effective monitoring of pupil progress and the regular evaluation of teaching content/styles/methods:

Good practice includes:

- Common Assessment marks recorded in Teacher Mark Books
- Homework marks recorded in Teacher Mark Books
- Internal Exams/Tests recorded in Teacher Mark Books Teacher records can then be used to inform reporting, both formal and informal, to pupils, parents and the Senior Leadership Team.

REPORTING

3 reports are sent out to parents following each assessment series. Two of these reports are a one-page document containing pupil's grades, targets, effort and behaviour. In addition, an extended written report is sent at the end of year highlighting pupil's progress and areas of improvement.

PARENTS MEETINGS

There are 2 parents review day in the academic year:

1. January (start of the 2nd term)
2. End of 3rd term

This is usually in January and May following the winter assessment series and before the end of year exams. It is an opportunity for parents to meet subject teachers and forum tutors to discuss pupil's results/progress and targets.

MONITORING AND REVIEW

The Assessment manager /Head teacher is responsible for monitoring the implementation of this policy and uses this time to inspect samples of the children's work and to observe the policy being implemented in the classroom.