



# ASSESSMENT POLICY

St. Ninian's High School

Scoil Ard Noo Ninian

*“Empowering our students to be self-motivated and confident young people who have **respect** for others and clear **aspirations** for their future success”*

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## PURPOSE

This policy is about preparing and equipping students for their external assessments.

## AIMS

- To carry out external assessments in accordance with awarding body requirements.
- To prepare students adequately for their external assessments.
- To equip students with the the knowledge and skills required to be successful in their external assessments.
- To enable and encourage students to take responsibility for their own planning and preparation for formal assessment.
- To use assessment data to motivate students by celebrating success, and challenging underperformance.
- To use assessment data to inform teaching processes.
- To share assessment data with students and help them to use this data to improve their learning and maximise their attainment.
- To share assessment data with parents and help them to use this data to support the learning process.

## To achieve our aims...

### The senior leadership team will ensure that:

- Procedures are in place, and regularly reviewed to bring about our aims.
- Quality control measure are in place to monitor the effectiveness of procedures.
- Training is in place to enable staff to fulfill their responsibilities, as outlined below.

### The Examinations officers will ensure that:

- All procedures, practices and regulations as outlined by the awarding bodies are followed for all external assessments (ref: Examinations policy).
- External assessments are carried out at a time that is most likely to result in the best outcomes for students whilst ensuring we meet the requirements of the awarding body.
- Practice (mock) examinations are carried out in Y9 and Y10 that have some aspects of external examination conditions.



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- Practice (mock) examinations are carried out in Y11 that replicate, as close as is practicable, external examination procedures.

## **Subject leaders will ensure that:**

- Appropriate programmes of study, that aim to develop the knowledge **and** the skills of students require to be successful in external assessments, are in place and followed by their teams.
- Students, and their parents, are provided with an overview of the internal and external assessments students will meet during their course. The overview will include the percentage contribution to the final grade, the type of assessment.
- Students, and their parents, are provided with guidance on how to succeed in, and prepare for, internal and external assessments.
- The results of external and internal assessments are shared with students along with relevant information and advice about their current performance and (if relevant) on how to improve.
- The results of relevant internal and external assessments are used, in conjunction with assessment for learning techniques, to generate attainment, achievement and progress data. (ref: Reporting policy) (ref: Teaching and learning policy)
- Attainment, achievement and progress data is used to celebrate success and identify individual students, and groups of students, who require extra support. (ref: Using data to improve outcomes policy)

## **Subject teachers will:**

- Plan and teach lessons that follow agreed programmes of study, in order to provide students with the opportunities to develop the knowledge and skills required to be successful in their external assessments.
- Help students, and their parents to understand the demands of assessments students will experience during their course.
- Help students to plan ahead for assessments by providing guidance and support on how best to prepare and succeed in upcoming assessments.
- Share the results of external and internal assessments with students along with relevant information and advice about their current performance and on how to improve.
- Use the results of internal and external assessments, alongside assessment for learning strategies, to make professional judgements about the attainment, achievement and progress of students. (ref: Reporting policy) (ref: Teaching and learning policy)



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to have *respect*

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- Use judgements about attainment, achievement and progress to celebrate success and maximise their impact on those students who require extra support to maintain or improve their progress. (ref: Using data to improve outcomes policy)

## Heads of Year will ensure that:

- Student and their parents are well informed about the internal and external assessments that they will experience during the year/course.
- Students are given time and support to plan ahead and manage their total workload, considering things such as: managing their deadlines, planning their revision, mindfulness, mental health and stress management.
- Attainment, achievement and progress data from all subject areas is used to celebrate success and identify individual students, and groups of students, who require extra support. (ref: Using data to improve outcomes policy)

## Other policies

- Teaching and learning policy
- Reporting policy
- Using data to improve outcomes

## To be reviewed:

- By the curriculum deputy head teacher
- September 2018

## Appendix: Language used

**Formative assessment** techniques are used whilst learning is taking place to inform and improve learning.

**Summative assessment** techniques are used after learning has taken place to measure performance.

**External assessments** take place in accordance with strict awarding body regulations. The information is used to contribute to a final mark and ultimately the grade achieved in the given qualification.



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Examples include: External examinations, Controlled assessments, Coursework

**Internal assessments** are summative, they are used to determine the extent to which skills have been developed and knowledge has been learned. They take place at appropriate times throughout the year as per subject requirements. The information gained from this type of assessment is often forms the basis for reports.

Examples include: Mock exams; end of year exams; end of topic tests; or key pieces of work such as essays, research projects, portfolios.

**Assessment for learning (Informal assessments)** are carried out by a class teacher as learning is taking place. Teachers use a whole range of strategies to assess student understanding of key learning. This information is used by teachers and students to determine the next steps.

Examples include: Class activities, bookwork, homework, group work, class tests, experiments, performances.

**Attainment** is the grade or level a student is awarded for a piece of work or a qualification.

**Achievement** is the difference between the grade or level a student is awarded compared to the grade to level they were expected to achieve.

**Progress** is the difference between the grades or level a student is awarded compared to the grade or level from a known starting point (often referred to as a baseline).

**Forecast grade** is the grade a teacher thinks a student will achieve at the end of their course given their current level of performance and assuming they maintain their current attitude to learning.

<b>POLICY</b>	Assessment
<b>Person(s) responsible for updating policy</b>	Deputy Head Teacher in charge of Assessment
<b>Date approved:</b>	June 2016
<b>Date to be reviewed:</b>	Every year
<b>Status:</b>	Statutory