



ASSESSMENT POLICY

2024-2025

-
- This document has been approved for operation for - Islamiyah Girls High School
 - Last Reviewed – September 2024
 - Next review – July 2025
 - Review Period – 1 Year
 - Owner – Islamiyah Girls High School
 - Approved By – Governing Body
-

ASSESSMENT POLICY

1.1 INTRODUCTION

Assessment, Recording and Reporting are vital components in effective teaching and learning, and important tools by which to raise achievement.

Section 1 – Principles

1. Careful thought is given to the purpose of assessment, adopting a wide range of methods to reflect the schools curriculums and learning opportunities.
2. Assessment is an integral part of the teaching and learning process, a valuable formative tool. See ‘Assessment for learning’ section.
3. The outcomes of assessment can modify teaching methods as well as indicate pupil progress.
4. We recognise the potential for assessment in developing a positive self image in the pupil from positive and constructive feedback and the feeling of success which encourages further study.
5. Teachers in the department are developing a common framework for marking work to be fully understood by all the team.
6. Results of assessment are reported in a way useful for pupil, teacher, parents and other interested parties.
7. Assessment gradually builds up into a profile for each pupil over their school career.
8. Pupils are encouraged to be aware of the evidence and assessment techniques being used and to review their own progress by a procedure containing an element of self assessment.
9. Summative tests have an ongoing policy in their construction, marking and usage. These tests should show what a pupil can do, i.e. be criterion referenced.
10. Assessment records should provide confidence between teachers across phases and enhance progression for pupils.

Assessment is an on-going process which occurs *continually at an informal level* as well as formal level. The teacher’s job is to use it as a positive and constructive means to enable all pupils to progress and raise levels of achievement.

Assessment should also be a *formal process* in which both formative and summative judgements of pupils’ effort, ability and attainment are recorded. Teachers should record, as appropriate, information relating to a range of assessments. Reporting to parents is an essential part of schooling because it helps in developing the link between school and home, which is beneficial in raising achievement.

Teachers should regularly feedback to pupils about their work. Assessment data that is recorded and *not* communicated is less effective than information that is used for motivational feedback and/or objective analysis. Feedback must be honest and constructive so that it motivates all pupils to achieve their best.

1.2 METHODOLOGY

Target setting

Pupils are assessed on entry to SGA as well as using Cognitive ability tests (CAT), which give indicators of potential achievement based on comparable national results. Information on prior attainment, such as KS2, KS3 and Year 10, is also collated as available, and used to inform target

setting.

All pupils are set a target level, in relation to their individual prior attainment, for all courses they study. At KS3 targets are set using the CAT and KS2 results. At KS4 targets are set using KS3 teachers' assessments and CAT results. In English, Maths and Science pupils will be tested within the first few weeks of entry to Year 7, providing a further benchmark against which accurate targets can be set.

1.3 Feedback

Every pupil should gain feedback from a range of formal and informal assessments.

Feedback to pupils will be both verbal and written. It will be constructive, positive and honest, and largely formative in nature i.e. informing the pupil what needs to be done in order to progress towards achieving at least their target level/grade.

Assessment and feedback should motivate **all** pupils to want to continually progress.

Feedback to pupils must distinguish between 'effort' and 'attainment'

Teachers must be clear about their expectations of pupils and the criteria used in assessing their work. Pupils must be made aware of these criteria and feedback provided should relate clearly to them.

Teacher assessment can take various forms:

- spontaneous verbal feedback in lessons
- marking of assignments/homeworks
- Internal moderation at KS3 in English/Maths and Science for standardisation of work level
- tests/exams
- pupil/teacher dialogue

Pupils should be encouraged to participate actively in the assessment process through considered self-evaluation and reflection on their work. For example:

- self-evaluation
- self-marking
- peer marking
- setting and/or reviewing assessment criteria
- target setting

Pupils self assessment and peer marking will be completed in blue. Pupil reflections will be completed in green.

Marking Schedule per term depends on the number of lessons:

No of Lessons	4	3	2	1
Dirt	4	3	2	2
P.A	4	3	2	2
S.A	4	3	2	2

1.4 Recording

Data relating to formal assessment will be recorded by the teacher to inform teaching strategies for individual or groups of pupils. It will also inform discussion between staff at departmental meetings and with line managers.

Departments should develop and update portfolios of pupil work providing examples across the range of attainment for the purpose of standardising assessments, resulting in a shared understanding of the standard of work required to meet each assessment level and consistency within departments. These portfolios could include exemplars from sources such as the exam boards.

Assessment data is recorded not only to inform the feedback given to pupils and staff but also to provide information on how the school as a whole is progressing. It should be used in the following ways:

- Subject staff to reflect on the progress of different groups
- HODs to analyse and reflect with their departments on the achievement of different groups and individual pupils in relation to targets set.
- The Assessment Coordinator, reporting to the SLT, will analyse recorded assessment data as part of the school's monitoring and evaluation process.
- Senior management to draw conclusions from data analysis about the progress of the school in general and on specific areas for development, and to use this to inform the Self Evaluation Form (SEF) and School Improvement Plan (SIP) processes

1.5 Reporting

Pupil progress is reported in writing to parents 2 times a year, following the schedule below:

- October Year 7 Settling in Meeting
- January Interim Report
- July Annual summative report

In addition, Parent Consultation Evenings form an integral part of the reporting cycle. These are held once annually for most pupils, with an additional meeting for parents of pupils causing concern

Interim and Full reports summarise pupil progress in relation to end of year targets and the full report will offer formative advice on how to improve further in the form of action points. Full reports include a pastoral overview from Form Tutors and Heads of Year. The distribution of these is planned to balance the workload of staff. Parent Consultation Evenings are scheduled likewise in an attempt to suit the requirements of the year group, eg prior to mock exams for Year 11.

Assessment Timetable 2024-2025 -Term 1

Term	Curriculum lead to share exam papers	Exam papers to be checked	Timetable to be created	Posters and timetable to up go around the school - from tutors to share exam timetable with form class	Teachers photocopying exam papers along with instructions /front covers	Exam week	Results due on management system and reports to be completed by	*Analysing data and review meetings with staff	Review lessons	*Parents review day/ Reports go out
Term 1 September 2024 December 2024	Monday 4 TH November Year 7- 9- Zaira to share exam papers and mark schemes Year 10 staff to share exam papers along with mark schemes to Zaira	Thursday 16 th November 2023 Zahira/ subject teachers Overview with all exam times (Fouzia)	Week commencing 18 th November Fouzia /Mehnaz	25 th November 2024 (Fouzia)	Monday 2 nd December 2024 To be handed to Apa Fouzia to be stored in exam room	Week commencing 9th December 2024	Thursday 3 rd January 2025 (Fouzia)	Week commencing 6 th January 2025 (Mehnaz, Zaira) Meeting departments to review data and future target setting	Week commencing 15 th January Share results with pupils and identify key knowledge deficit- this should plan into homework and future focus	Reports Reports to be sent to parents Friday 10 th January 2025 Parents day Year 7 – Wednesday 6 th November with form tutor only

									Week commencing 13 th January		Year 7-year review day 10 – Tuesday 14 th January 2025 ADMIN
--	--	--	--	--	--	--	--	--	--	--	--

Assessment Timetable 2024-2025 -Term 3

Term	Curriculum lead to share exam papers	Exam papers to be checked	Timetable to be created	Posters and timetable to up go around the school - from tutors to share exam timetable with form class	Teachers photocopying exam papers along with instructions /front covers	Exam week	Results due on management system and reports to be completed by	*Analysing data and review meetings with staff	Review lessons	Parents review day/ Reports go out
Term 1 January 2025- June 2025	Tuesday 6 th May 2025 Year 7- 9 exam papers Zaira to share exam papers and mark schemes Year 10 staff to share exam papers along with mark	Monday 12 th May Zahira/ subject teachers Overview with all exam times (Fouzia)	Week commencing 12 th June 2025 Fouzia /Mehnaz	19 th June 2025 (Fouzia)	Friday 23 rd May 2025 To be handed to Apa Fouzia to be stored in exam room	Week commencing 9th June 2025	Thursday 26 th June 2025 (Fouzia)	Week commencing 30 th June 2025 (Mehnaz, Zaira Meeting departments to review data and future target setting	Week commencing 7 th July 2025 Share results with pupils and identify key knowledge deficit- this should plan into homework and future focus	Reports Reports to be sent to parents by Friday 4 th July 2025 Parents day Year 7- year 10 –

	schemes to Zaira							Week commencing 7 th July		Tuesday 8 th July 2025 Admin
--	---------------------	--	--	--	--	--	--	--	--	---

Year 11 Mock exams January 2025

Term	Staff informed of exam papers due date	Exam paper collected with mark scheme	Checking exam papers and exam timetable to be created	Posters and timetable to up go around the school - from tutors to share exam timetable with form class	Photocopying exam papers with front cover and instructions	Exam week		Results due on spreadsheet & reports to be completed by *Analysing results	*Review meetings	Review lessons	*Parents review day/ Reports go out
Term 1 September 2024 – December 2024	Monday 11 th November Fouzia	Monday 25 th November 2024 Fouzia Overview with all exam times (Fouzia)	28 th November 2024 Fouzia /Zahira	Week commencing 9 th December 2024 Fouzia	Friday 13 th December To be handed to Apa Fouzia to be stored in exam room	6th January – 17th January 2025		29 th January 2025 Fouzia Analysis of data Week commencing 3 rd February 2025 (Mehnaz and Zaira)	5 th February-12 th February Mehnaz and Zaira	Week commencing 12th February Share results with pupils and identify key knowledge deficit- this should plan into homework and future focus	Reports go out by 31 st January Parents review day Tuesday 4 th February Admin