**ASSESSMENT PROCEDURE**

Schools have to do all that they can to ensure that all young people achieve to the best of their abilities. Any arrangements for assessment must start from the need to engage pupils in the process of identifying appropriate and realistic learning outcomes to enable them to take responsibility for their own learning. The aims and guiding principles of assessments should be common to every department in the school and should be the basic principles of all assessments set by departments for all year groups. Recognition should be taken of the needs of SQA, Local Authority and Government priorities.

**PURPOSES OF ASSESSMENT**

1. To provide information for pupils, parents and teachers on pupil progress.

2. To allow for course monitoring and evaluation within departments to improve learning and teaching.

3. To act as a positive aid to the performance of each pupil.

4. To provide objective guidance on course choice and progression throughout a pupil’s school career.

5. To prepare pupils for external examinations and awards.

**GUIDING PRINCIPLES**

All assessment policies and instruments of assessment should:

1. Support learning and teaching.

2. Ensure that all specific learning needs are identified at an early stage through diagnostic assessment and professional judgement.

3. Promote self-awareness in pupils.

4. Acknowledge achievement at all levels to maintain pupil motivation.

5. Be an opportunity to evaluate course materials, learning processes and teaching methodology.

6. Ensure consistency of approach across the curriculum, while recognising subject specificity.

7. Reflect Equal Opportunities Policies of the school and local authority.

8. Meet the requirements of national examinations.

9. Assist the process of target setting for individual pupils.

**PUPIL ASSESSMENT**

* We should assess the achievement of learning outcomes as determined by the objectives of the course
* Knowledge and understanding
* Skills developed within the course We should also seek to assess skills displayed across a range of learning opportunities
* Co-operation with others
* Ability to solve problems
* Capacity for independent learning

**TYPES OF ASSESSMENTS**

1. Pupil progress is normally assessed formally.

2. Assessment may be formative or summative.

3. Assessment may involve the setting of specific tasks or form part of day to day teaching. The balance of these will be decided by each department according to perceived subject needs.

4. Assessment may be based on what pupils say what pupils write what pupils do

5. Not all activities need to be formally assessed. A holistic view of a pupil’s abilities may be seen as more appropriate.

 6. In some cases pupil self-assessment or peer assessment may be appropriate.

7. Instruments of assessment may be altered to accommodate specific needs, but where applicable, must be authorised by SQA.

**PLANNING OF ASSESSMENT**

1. Assessment should be part of the planning process in departments.

2. Aims and objectives and learning outcomes of the course should be clearly stated and shared with pupils.

3. A programme of study, including a timescale for completion of each part or unit of a course should be drawn up and shared with pupils.

4. Departments should liaise with the Support for Learning department where necessary.

5. Assessments should indicate how well pupils are progressing towards the stated aims, objectives and learning outcomes of a course.

6. Members of the SLT will monitor the assessment policies of link departments through discussions and departmental documentation.

**STANDARDISATION**

1. Standardisation procedures should exist within departments. These may include sampling and cross marking.

2. There should be an agreed marking scheme or criteria.

3. Meetings should be held regularly to monitor the marking of all aspects of internal assessments.

**THE ROLE OF DEPARTMENTS**

1. All teaching departments will have a clear policy statement on assessment.

2. Heads of Departments will ensure that all department members are aware of assessment procedures.

3. Each department will have common assessment procedures across all ability groups.

**INFORMATION FOR PARENTS**

1. A clear explanation of grades will be made available to parents at the time of reporting or as requested.

2. Parents will be informed about general assessment procedures and key timings.

**MONITORING AND EVALUATION**

1. Monitoring and evaluation of assessment policy and instruments of assessment will be ongoing at both school and departmental levels. This will be through the process of self-evaluation by the department , SLT and the School Development Planning Group.

2. There will be equal opportunities monitoring of results/achievements at departmental and school level.

**REPORTING**

*INTRODUCTION*

Reporting to parents on their child’s progress is an essential part of the home/school partnership and plays a vital role in raising pupil attainment. The aims and guiding principles of reporting in Blackwater Academy are common to all departments.

AIMS

1. To provide specific information for parents, pupils and teachers.

2. To enhance home/school partnership.

3. To inform parents and pupils of pupil progress in a positive manner.

4. To alert pupils and parents to areas of concern so that these can be quickly addressed.

5. To provide a starting point for discussion at Parents’ Evenings.

GUIDING PRINCIPLES

1. Reports should be positive in their comments and demonstrate a sound knowledge of the child concerned.

2. Reports should be written by the class teacher and reflect pupil progress against a course description.

3. Reports should highlight pupil strengths as well as indicating areas in need of development.

4. Reports should be seen as a positive strategy in raising attainment.

METHODS OF REPORTING

1. Reporting to parents may be formal or informal or both.

2. Formal reporting takes place in accordance with an agreed reporting calendar

3. The format of formal reporting, as far as possible, is common in all departments throughout year groups.

4. Informal reporting may take the form of a note in a jotter or study planner, highlighting positive progress or raising concerns.

5. Each department has its own templates of reports in an agreed format. 6. Currently the school is preparing to pilot the use of electronic reporting for S1 pupil.

**TIMING OF REPORTS**

1. Dates and deadlines for reporting are published in the school calendar at the start of each academic year.

2. Where feasible reports should coincide with the appropriate Parents’ Evening. This is currently not possible with the S5/6 prelim reports which are issued in March.

ROLE OF DEPARTMENTS

1. Heads of Department are responsible for monitoring the reporting process, and for monitoring the quality of reports in their own department.

2. Heads of Year have overall responsibility for monitoring the quality of reporting for their year group.

3. Copies of progress and full reports should be kept by departments.

ROLE OF PASTORAL CARE STAFF

1. Pastoral Care Teachers write PSE reports for all of the pupils in their care.

2. Pastoral Care Teachers write a summative report which is attached to each set of curricular reports for a particular pupil. They will alert parents to any areas of concern and will highlight areas of achievement.

3. Pastoral Care Teachers receive a copy of the progress reports and full reports for all the pupils in their care.

4. After each report is published it is used by the Pastoral Care Teacher to discuss academic progress with the pupils in their care. This is normally preceded by each pupil carrying out some self-assessment.

ROLE OF SUPPORT FOR LEARNING STAFF

1. Support for Learning staff receive reports for all pupils they have a specific interest in.

2. Support for Learning staff write a Support for Learning report, for these pupils, which is included with the set of reports which is sent to parents.

3. Support for Learning staff use pupil reports to as part of their monitoring process. They are helpful in assessing the impact of the particular additional support the pupil is receiving. Reports can also highlight areas where further support strategies may be required.

ROLE OF PARENTS

1. Parents receive reports on their children as intimated in the reporting calendar. Advanced warning of reports being issued is published in Parental Newsletters.

2. Parents are invited to comment on all reports issued to them.

3. Parents should use the reports as a means to mark progress or to discuss concerns relating to their children’s performance.

ROLE OF PUPILS

1. Pupils receive reports as intimated in the reporting calendar.
2. They must use this report, with their Pastoral Care Teacher, and Support for Learning Teacher (if appropriate) to self-assess, discuss progress and set achievable targets.