

RSD Assessment Policy

1. Introduction

The aim of this policy is to outline the different types of assessment that should be carried out in RSD. It should be used by individual subject departments to build assessment into their departmental planning so that it is an integral to on-going learning and teaching.

Assessment can affect pupils' motivation to learn. It plays a crucial role in improving learning and raising standards (Stiggins, 2008). Assessment is a key professional competency (GTCNI, 2011) that requires teachers to:

- use a range of assessment strategies to assess pupils' learning;
- appreciate the uses and limitations of these strategies;
- make evidence-based assessment against relevant criteria;
- involve pupils in assessing their learning and performance;
- assess pupil performance against relevant benchmarking data;
- understand the relationship between assessment, setting pupil targets and progression;
- use assessment information to make teaching more effective; and
- collaborate with others to make assessment more effective at the classroom and whole-school level.

Assessment is an integral part of the Northern Ireland Curriculum. It must reflect curriculum requirements and provide constructive, motivating and challenging learning experiences. Assessment should be part of the teaching and learning process that supports independent learning. It should enable young people to gauge their own progress and potential and make improvements in their learning.

The teacher's role is central to ensuring quality assessment in schools (Wyatt-Smith et al., 2010). Teachers must have sound knowledge of assessment and the professional skills to develop and apply this in practice (GTCNI, 2011). This is associated with the notion of assessment literacy, which Webb defines as: "knowledge about how to assess what pupils know and can do, interpret the results of these assessments, and apply these results to improve student learning and effectiveness of schemes of work." (2002, adapted)

This policy aims to encourage and promote:

- effective and manageable assessment planning, marking, judgements and standard setting;
- pupils' active involvement in peer and self-assessment, including setting and reviewing their own learning targets and identifying areas for development;
- constructive use of feedback to improve learning;
- effective use of assessment data to:
 - inform teaching and learning;
 - track progress; and
 - promote improvement (DENI, 2009a);

What is assessment?

For the purpose of this guidance we define assessment as the systematic collection, interpretation, and use of information to give a deeper appreciation of what pupils know and understand, their skills and personal capabilities, and what their learning experiences enable them to do.

Principles of assessment

The following five principles underpin quality assessment practice. It should:

- be complementary to and supportive of learning;
- be valid and reliable;
- be fit for purpose and manageable;
- support teachers' professional judgement; and
- support accountability.

Purposes of assessment

Assessment can serve different purposes according to how we use the information it provides (Teaching and Learning Research Programme (TLRP), 2010; Appendix 1). The main purposes of assessment in the RSD classroom are:

- formative assessment – to enable pupils to make specific improvements in their learning;
- summative assessment – to acknowledge, record and report pupils' overall achievement at a given point

2. Formative Assessment or Assessment for Learning (AfL)

'Assessment for learning is the process of seeking and interpreting evidence for use by learners and their teachers to decide where the learners are in their learning, where they need to go and how best to get there.' Assessment Reform Group (2002)

The key message is that Assessment for Learning is about using the information gained to improve learning.

1	Sharing Learning Intentions	Clarifying and sharing learning intentions and criteria for success
2	Questioning	Engineering effective classroom discussion, questions and learning tasks that elicit evidence of learning
3	Feedback	Providing feedback that moves pupils forward
4	Self-Assessment	Activating pupils as 'owners' of their own learning
5	Peer Assessment	Activating pupils as instructional resources for one another
One Big Idea - using evidence of learning to adapt lessons in real time in order to meet pupils' learning needs.		

D. Wiliam – Formative Assessment: five key strategies and one big idea

In RSD, formative assessment should embrace the ideas set out above. The aim is to stimulate dialogue between teacher and pupil and amongst pupils within lessons with a focus on learning and improvement. Feedback from the teacher should enable pupils to target specific areas for improvement and thus take responsibility for their learning and make progress. Feedback to the teacher should enable him/her to adjust the focus of learning in real time and from lesson to lesson. There are links here to the RSD Stretch & Challenge policy and current SDP focus on Independent Learning.

Formative assessment is thus part of the everyday teaching and learning process. Teachers should gather evidence about a pupil's learning by, for example, observing, listening, questioning, discussing, and reviewing their work. They can then use this evidence to:

- identify progress and gaps in learning (including individual support needs);

- set learning goals and success criteria; and
- provide feedback to pupils.

Sharing Learning Intentions

Quality learning intentions should be **clear**, **valuable** and **accessible**. A **clear** learning intention focuses on what pupils will **learn** in the lesson, as distinct from what pupils will **do** in the lesson. A **valuable** learning intention focuses on material that is important for pupils to know and the general principle to be understood (and thus reapplied in later learning). An **accessible** learning intention is written in age-appropriate language; uses words that place the focus on pupil learning and control; and is not the same as a NI Curriculum attainment target or any other target grade. Teachers could frame the learning intention within their planning in terms of “We Are Learning To” or “We are learning to be able to” (WALT). Learning Intentions do not need to be written down at the start of every lesson by teachers and pupils but there should be a clear means of communicating the intention to pupils.

Questioning

The two key reasons for asking questions are (i) to raise issues about which the teacher needs information and (ii) to raise issues about which the pupils need to think. Questioning should elicit evidence of pupils’ learning and is central to generating effective classroom discussion. Teachers need to ensure that questions are planned in advance as well as contingent throughout the lesson. Increasing ‘wait time’ from the teacher average of 1 second to 3 seconds will give pupils time to think and everyone should be expected to contribute to the discussion. All-pupil response systems such as mini-whiteboards or ABCD cards are an effective way of gauging all pupils’ understanding in real time.

Feedback

The aim of giving feedback is to move pupils’ learning forward. The most important aspect in giving feedback is that it must cause pupils to think; and to think in terms of the learning (a cognitive response) rather than in terms of personal success/failure (an emotional response). Written tasks, alongside oral questioning, should encourage pupils to develop and show understanding of the key features of what they have learned. Comments should identify what has been done well and what still needs improvement, and give guidance on how to make that improvement. Opportunities for pupils to follow up comments should be planned as part of the overall learning process.

Making time to provide feedback and making time for the pupils “to take the feedback on board” are two issues that should be considered by teachers. Assessment becomes formative when it **causes pupils to think** and is **used by the pupils to make improvements**.

- One practical example of making time is to hand back work and give individual feedback to select pupils during a structured task such as an ICT project in an ICT room or any other extended piece of work.
- Another approach can be to offer extra credit for work that has been improved within a time frame (say 3 days), with pupils revisiting the original material in their own time.
- A third approach is to dedicate time in a lesson (say 12-15 minutes) for pupils to read the work given back and the teacher’s comments and then conduct individual interviews with select pupils while the others begin the next task.

Teachers should use AfL to enable pupils to build on their learning. The continuous process of dialogue and interaction between pupils, teachers and peers is an essential part of AfL. It focuses on how pupils can improve their learning through feedback from the teacher and peer and self-assessment (ARG, 2008; Black and Wiliam, 2009).

- **Quality formative feedback** allows teachers to identify pupils’ achievements, any gaps in their learning and areas for further work (what pupils have done well and what they should do to perform better). Feedback should always be direct and constructive. It should give pupils information about the next steps to take to improve their learning. Teachers should give feedback promptly, as delayed feedback can be meaningless to the pupil. Prompt feedback helps pupils to take account of it in their learning. It also motivates them, which is a crucial element in helping them to become successful learners.
- **Teacher reflection** on effectiveness of teaching and learning allows teachers to verify what their pupils have learned. This helps them to decide what they may need to teach again in a different way, or how to focus future teaching plans.

Peer and Self-Assessment

Teachers should plan peer and self-assessment opportunities to complement teaching and learning and other assessment methods. They should foster a supportive classroom culture, by encouraging

their pupils to:

- take part in classroom dialogue about thinking and learning;
- highlight what they do not understand and view their mistakes as learning opportunities;
- be resilient and persistent to overcome challenges to their learning;
- respect each other's views and accept, respond and act on constructive criticism.

The criteria for evaluating any learning achievements must be transparent to pupils to enable them to have a clear overview both of the aims of their work and what it means to complete it successfully. Pupils should be taught the habits and skills of collaboration in peer assessment. Pupils should be encouraged to keep in mind the aims of their work and to assess their own progress to meet these aims as they proceed. Peer and self assessment make unique contributions to the development of pupils' learning – they secure aims that cannot be achieved in any other way.

Teachers need to engage pupils in a range of peer and self-assessment strategies. This helps them to become familiar with the processes involved and to build their skills and capacity for assessing their own and their peers' work. Peer and self-assessment succeeds when pupils clearly understand their purpose and processes and have the motivation and commitment to take steps to improve their learning (Black and Wiliam, 1998).

Pupils must be able to:

- determine what stage they are at in their learning;
- identify gaps in their learning;
- set targets for improvement; and
- know what they need to do to close gaps in their learning.

To help pupils determine what stage they are at and to identify gaps in their learning, teachers should:

- promote peer and self-assessment as an intrinsic part of the learning process;
- actively involve pupils in deciding how best to assess their knowledge, understanding and skills;
- actively involve pupils in developing the assessment criteria;
- ensure pupils understand the criteria for quality work so that they can make fair judgements about their own and others' work;

- support pupils to acknowledge their strengths and weaknesses and assume greater responsibility for their own learning;
- encourage pupils to ask meaningful questions about the quality of their own and others' work; and
- provide timely quality feedback to pupils about their learning.

To help pupils to set targets to improve their learning, teachers should:

- define good work so that pupils understand what they are aiming to achieve;
- model effective approaches to learning core knowledge and procedures
- show exemplars of good work and expected standards;
- engage pupils in critiquing the exemplars to draw out criteria;
- encourage self-reflection by allowing pupils time to respond to feedback;
- clearly illustrate examples of learning targets that pupils can model;
- encourage pupils to set realistic, time-limited learning targets;
- encourage pupils to record, monitor and regularly review their learning targets and progress; and
- work with pupils to discuss and review their targets.

Supporting pupils to assess their own learning enables teachers to understand their pupils' learning capabilities and individual learning needs. They can use this knowledge to develop strategies to help their pupils to improve their learning.

To help pupils to determine the steps to take to improve their learning, teachers can:

- encourage pupils to discuss and ask questions about how they could improve their learning;
- support pupils to explore and identify different ways of improving their work;
- encourage them to think about what they might have done differently;
- provide explicit feedback about what was good, where effort was made and potential areas for improvement or greater effort;
- help pupils to plan and manage current and future work to meet learning targets; and
- help them to become aware of how different approaches and strategies may improve their thinking and learning.

It is essential that peer and self-assessment focus upon **improvement** rather than evaluation (how to write better analysis rather than how to reach level 4 or get an A grade). The benefits for the **pupil providing feedback** to a peer are twofold: it helps that pupil improve his/her own understanding; and equips him/her to assess their own work.

3. Summative Assessment

Summative assessment gives pupils, parents and teachers valuable information about a pupil's overall performance at a specific point in their learning. It provides information about a pupil's progress in subject knowledge, understanding, skills and capabilities.

Summative assessment usually takes place after pupils have completed units of work, or modules, or at the end of each term and/or year. The information it gives indicates progress and achievement, sometimes in grade-related or numerical terms. In RSD the normal method will be to use a mark although reports to parents and the tracking process will often be based on grades in Years 11 – 14.

Summative assessment should:

- take account of all the objectives or outcomes of the scheme of work (this is why summative tests of part of the scheme of work are not necessarily valid);
- be used to indicate a pupil's progress at the end of a period of learning, for example a unit of work or a module;
- take account of formative assessments throughout the year;
- be formative in its own right, giving:
 - teachers insights into what pupils have and have not learned, enabling them to adapt their practices; and
 - feedback on what pupils did or did not do well.

At a whole school level in RSD, the outcomes of summative assessment will be used for:

- benchmarking;
- monitoring progress;
- target setting;
- reporting to parents
- placing pupils in subject classes; and
- helping pupils to make informed decisions about subject choices.

In RSD formal summative assessment is carried out using a range of Common Assessment tasks in all Year Groups; through examinations in January for Years 8 – 14; and in June for Years 8 – 11; and through the outcomes of public examinations. In Years 11 & 12 some elements of controlled assessment tasks can also be used as part of summative assessment and similarly with coursework in Years 13 & 14. The outcomes of January and June examinations are reported to parents.

The quality of summative assessment depends on teachers' professional ability to use a range of assessment methods that generate dependable results (TLRP, 2010). Teachers, pupils and parents need to be confident that the information provided by teacher-based assessment is dependable and an accurate reflection of the standard a pupil is working at. Therefore, teacher-based assessment must be both valid and reliable.

Validity: Validity is the extent to which assessment measures what it was intended to assess.

Reliability: Reliability is how much we can trust an assessment to give consistent information on a pupil's progress. This is why internal standardisation is an important process.

The relationship between formative and summative assessment

Formative and summative assessments have been seen as serving two separate purposes. Formative assessment focuses on improving learning. Summative assessment summarises learning at the end of a period of study. Recently, however, formative and summative assessments have been recognised as interrelated and complementary. They can serve both purposes, depending on how teachers use the assessment information and feedback (Black et al., 2003; Harlen, 2005; Taras, 2005). Research suggests that teachers could make better use of assessment by taking into account this interrelationship (ARG, 2008).

The information from formative assessment, supplemented by valid subject class tests/tasks/common assessments, helps to ensure dependable summative assessment (Harlen, 2005, adapted).

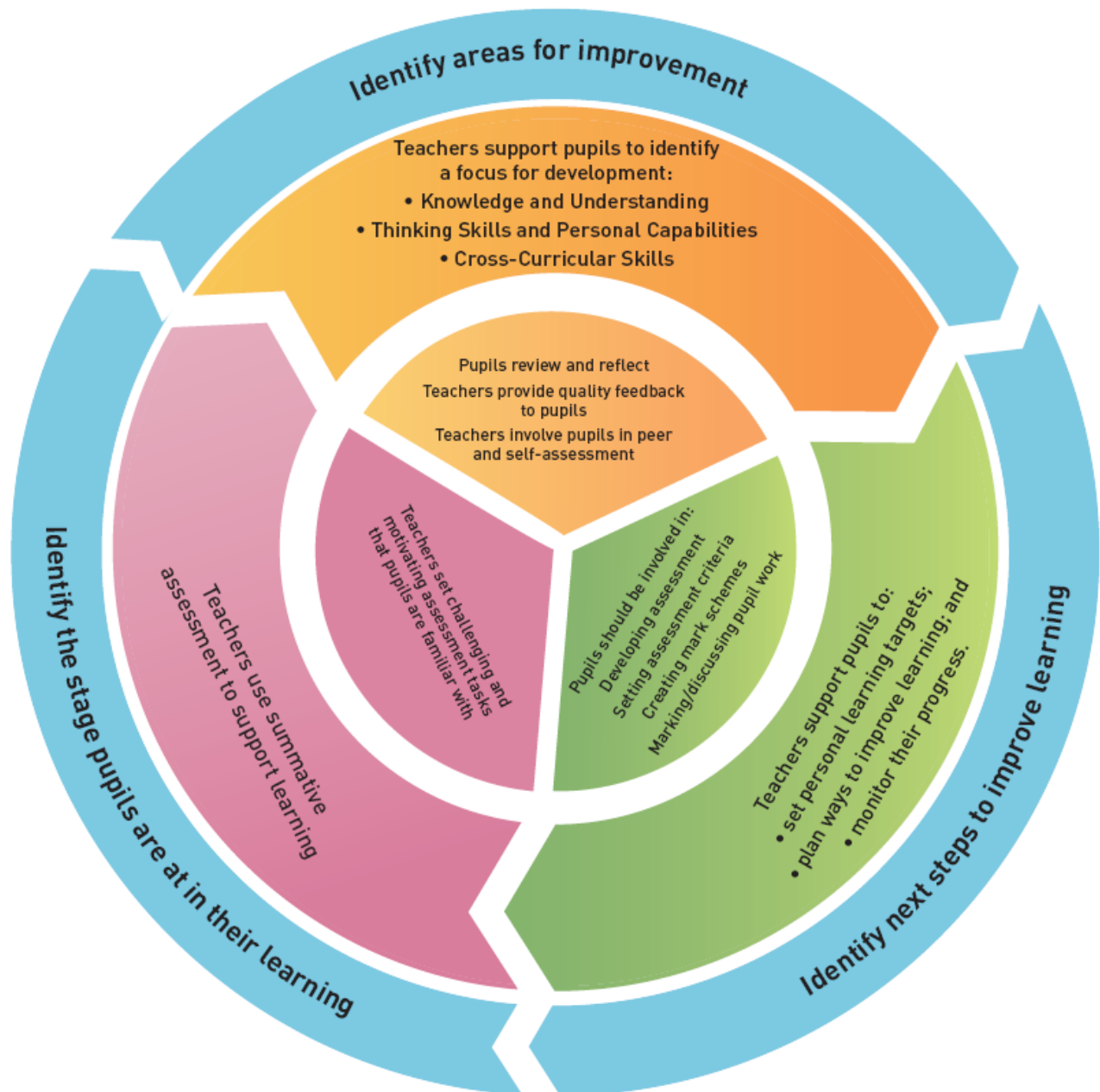
Teachers can use the information from a summative assessment test/task/common assessment as feedback to support pupils to improve their learning. Teachers should 'report not only the pupils' final performance, but also what processes pupils need to improve in order to raise their performance' (Harlen, 2005).

Research suggests (Black et al., 2003, 2010, 2011; Harlen, 2005) that teachers should make greater use of summative assessment to support learning by:

- giving pupils opportunities to review their work before the assessment to become familiar with the type of assessment set and to identify areas of insecure understanding;
- involving pupils in developing assessments and setting assessment criteria and mark schemes to help them develop their understanding of assessment and focus on areas for improvement;
- involving pupils in marking and discussing their assessment performance, including the use of peer and self-evaluation; and
- providing quality feedback to the pupil, focusing on their performance and how they can improve their learning.

In RSD, full reports to parents should include a comment which states where a pupil is at in their learning, where they need to get to and how to “bridge the gap”. Summative tests should be, and should be seen to be, a positive part of the learning process.

The diagram below shows how summative assessment can be used to improve learning.



Reference: Guidance on Subject Assessment at Key Stage 3, (CCEA, 2012)

Annual Assessment Cycle

Data will be entered to marksheets in SIMS.net for each pupil based on the following schedule:

Data Entry Points	Years 8 – 11	Year 12 - 14
Mid October	Checkpoint	Checkpoint
Mid November	Report Card	Report Card
Late January	Winter Report	Report Card
Mid March	Checkpoint	Spring Report
Early May	Report Card	N/A
Mid June	Summer Report	N/A

Checkpoints are for internal use only.

Report Cards will show pupil achievement and comments in cases of poor effort.

Winter/Spring/Summer Reports will show pupils achievement and include full commentary on each subject. (Please see “Notes on Report Writing” document.)

Standardised Assessment at RSD

The approach to Standardised or 'Common' Assessment taken in any subject at RSD should reflect the broad principles set out below in items (i) to (vi). It is for Heads of Department to construct the specifics of the approach taken to Common Assessment in their respective subjects in line with these principles.

(i) Planning teaching (for the period of common assessment)

- It is for each Department to define its approach to common assessment. Three broad approaches have been outlined and accepted by HODs: **Subject A** - 3 to 4 weeks of build-up and then the task; **Subject B** - little and often; **Subject C** - project work. A combination of these approaches or some other approaches may also be appropriate.
- The Scheme of Work should clearly identify every element required to deliver a 'common experience for pupils'.
- Teachers in a Department teaching the same Year Group should have a shared understanding about the learning outcome and the method of assessment.
- The most important 'common' aspects to identify in the Scheme of Work include: the timing of the work within the overall Scheme; the amount of teaching time required; the resources to be used; the classwork for pupils which contributes towards the final common assessment score; the role of homeworks and whether or not they constitute a scoring part of the common assessment.

(ii) Preparing pupils during the period of common assessment

- Pupils should understand from the outset what is required in order to be successful. It is important that pupils have a clear understanding of timings, what they have to do and the knowledge and understanding or skills they have to demonstrate.
- If a task or project has a 'final piece' to be delivered by pupils then the Department should decide whether or not the final piece has to be done in class or at home or some combination of the two; and if a particular amount of time or a word limit is to be set.
- If there is an extended piece of writing to be completed in timed conditions then the Department should decide whether or not the question(s) will be known in advance by pupils or not.

- If there is an unseen question or test for pupils to complete then pupils should have clear guidance as to the particular content they need to revise.
- Although pupils may be told that a particular task is a 'common assessment' task, it is important that it is stressed by all staff in all Departments that the totality of a pupil's work is to be assessed throughout the year, including the effort which is put in to classwork and homework.

(iii) The common assessment

- The quality of the assessment set will determine the validity of the judgements made by teachers concerning pupils' ability in the subject and rate of progress.
- The assessment should be valid in that it should test an aspect of study which is integral to the subject. It should 'flow' from the normal work done, feature an element of learning in the subject which is central to the 'methodology' of that subject, and allow pupils to demonstrate their level of understanding or skill.
- The assessment should be reliable in that the process could be repeated and found to deliver similar outcomes (i.e. a predictable rank order).
- The assessment should have 'opportunities for differentiation by outcome'. A range of scores should emerge which reflect the varying levels of ability shown by pupils.
- Where feasible, arrangements should be in place to allow a pupil to complete work missed when absent so that each pupil's progress within that subject may be tracked.

(iv) Assessing the pupils' work

- Each common assessment requires a Marks Scheme and that Marks Scheme needs to be decided in advance of the teaching and the task(s) assessed.
- Marks should be awarded in accordance with the Marks Scheme.
- Each Department may devise its own approach to assessing pupils' work, using grades, scores, percentages or some combination of these approaches.
- Departments may find it helpful to adopt a single approach (e.g. marking out of 20) so that the production of a final percentage figure is more straightforward. This would aid the transcribing of a 'raw' score (e.g. 16/20) from a pupil's work into a percentage figure (80% in this case) consistent with grade boundaries set for the subject by the HoD (in this case the HoD has set 80% as an A).

- When an Examination Board marks scheme (GCSE or A Level) is used by a Department then it will be important to ensure that all teachers understand the relationship between raw marks and UMS marks and how the former converts to the latter. For example, in AS ICT the written paper is marked out of 120 raw marks but approx 87/88 raw marks will convert to full UMS marks of 100; and a raw mark of 69/120 equates to 80 UMS marks, in effect an A grade. However, if a pupil had a raw mark of 69/120 converted directly to a percentage, the outcome would be 57.5%, in effect a grade D, which would be misleading to a pupil and parent.
- Whatever approach is taken by any Department the final assessment figure produced for entry into Assessment manager must be in the form of a percentage.
- When devising a Marks Scheme each Department should consider the issue of 'differentiation by outcome' in that the highest scores are indicative of a pupil excelling in the subject and a score below a certain threshold is considered to indicate a pupil who is not coping with the topic, skill or task(s).
- Each teacher should keep a record of his or her classes' scores/grades in the normal manner and then convert the scores/grades to a percentage figure at the time of entering data to Assessment Manager.
- It will be helpful for teachers to photocopy (or in some other manner record) sample work from pupils so as to aid future Departmental review of the common assessment task(s). Typically, a top, middle and bottom performance from each class is a helpful basis for future discussion.

(v) Pupil self-review

- Pupils' work should be assessed and returned promptly.
- Some time should be allocated to reviewing the assessment with the class as a whole.
- Some time should be allocated for pupils as individuals to review their own work and to set targets for improvement.
- Departments shall need to provide pupils with a clear and simple overview of the ways in which pupils could improve. This should allow the pupil to reflect upon his/her approach in class and for homework during the period of common assessment, the pupil's preparation (e.g. revision techniques) and the pupil's approach when completing assessments.

- Pupils should set 2-3 targets and the targets should be recorded in some manner (e.g. in the pupil's book). Targets should be specific (e.g. to record additional points from class discussion) rather than generic (e.g. to work harder).
- Teachers could require pupils to provide them with a copy of their targets. These may prove useful in revealing each pupil's understanding of what s/he needs to do in order to improve and could allow teachers a chance for a focused conversation with individual pupils and to guide the pupil towards more appropriate targets. The pupils' comments could also be useful at Parents' Evenings.

(vi) Departmental review

- The Head of Department should from time to time use Departmental meeting time to review teaching and assessment.
- All teachers should contribute to the meeting, indicating where amendments to teaching, resources, timescales, Marks Schemes and the like would allow for an improved approach in future. Sample work from pupils can prove useful at this point.
- Individual pupils or groups of pupils who are excelling or struggling should be identified and brought to the attention of the Head of Department.
- The Head of Department should also review the outcomes for pupils across the whole year Group in his or her subject(s) using Assessment Manager.
- Pupils or groups of pupils who are struggling with the subject shall require subject-specific support.
- The Head of Key Stage should be kept informed as to which pupils are receiving subject-specific support.

Approaches to Common Assessment - Approach A (Task)

This approach is task-orientated and may suit a subject where there is core content to deliver and assess as well as skills.

Approach A - 3 to 4 weeks of build-up and then the task

Week	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
Assessment	Blue	Yellow	Yellow	Yellow	Blue	Blue	Yellow	Yellow	Yellow	Yellow	Blue	Blue	Yellow	Yellow	Yellow

Key **Yellow** = period of standardised preparation and assessment

Blue = teacher assessment of pupils in the class based upon homework, presentations, oral contributions, group work, practicals, tests etc.

In this fictional example the HOD has decided to have three periods of common assessment. In the first period, during weeks 2-4, there are two elements making up the final percentage figure. The most important element is the final piece of extended writing (the task) at the end of week 4. This will count as 80% of the total. The other element is homework and, in particular, a key homework completed at the end of week 2 which will count for the remaining 20%. The final percentage figure can be entered into Assessment manager for Checkpoint A.

In the second period of common assessment, during weeks 7-10, the HOD has decided that three elements will contribute to the final percentage figure. The most important element is the final piece of extended writing (the task) at the end of week 10. This will count as 60% of the total. The other elements are homework and classwork. Each pupil will be assessed for the quality of homework and classwork produced in this period and each element will count for 20%, together making up the remaining 40% of the total. The final percentage figure can be entered into Assessment manager in time for Report Card 1.

The third period of common assessment, during weeks 13-15, will generate a percentage figure for use after Christmas at the next assessment point.

The rationale for the HOD is that whilst it is important to allow the common assessment task to have a weighting within the final percentage figure generated each time it is also important that other aspects of pupils' work are not 'lost' when calculating a score to enter into Assessment Manager.

Approaches to Common Assessment - Approach B ('little and often')

This approach is task-orientated and may suit a subject where there is a strong focus on building understanding sequentially, week by week.

Approach B - little and often

Week	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
Assessment															

Key **Yellow** = period of standardised preparation and assessment

Blue = teacher assessment of pupils in the class based upon homework, presentations, oral contributions, group work, practicals, tests etc.

In this fictional example the HOD has decided to have five periods of common assessment. In the first period, during weeks 2-3, and in the third period, during weeks 9-10, there are two elements producing a score for each pupil. The Department has agreed to mark each piece of work done out of 20 marks. The first element in each case is a homework and the second element is a class test. Both are marked out of 20. The rationale for the HOD is that the topics covered in weeks 2-3 and weeks 9-10 are more complex and require more careful and fulsome assessing compared to other topics covered.

In the second, fourth and fifth periods of common assessment, during weeks 6, 12 and 14, the HOD has decided that a single element will be assessed. On each occasion the assessed work will be a test in timed conditions in class. Each test will again generate a mark out of 20. The rationale for the HOD is that these topics are straightforward and require routine testing.

By the end of week 6 the HOD has three marks, each out of 20, ready for converting into a percentage and then for entering into Assessment Manager for Checkpoint A.

By the end of week 10 the HOD will have two further marks out of 20, ready for converting into a percentage and for entering into Assessment Manager in time for Report Card 1.

The scores from the tests in weeks 12 and 14 will count towards the next assessment point after the Christmas holiday.

Approaches to Common Assessment - Approach C (Project)

This approach is project-orientated and may suit a subject where there is a significant skills element and ongoing work which culminates in a final piece.

Approach C - Project work

Week	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
Assessment	Blue	Blue	Yellow	Yellow	Yellow	Yellow	Yellow	Yellow	Yellow	Blue	Yellow	Yellow	Yellow	Yellow	Blue

Key **Yellow** = period of standardised preparation and assessment

Blue = teacher assessment of pupils in the class based upon homework, presentations, oral contributions, group work, practicals, tests etc.

In this fictional example the HOD has decided to have two periods of common assessment based around two major projects. In the first period, during weeks 3-9, the HOD has designed the assessment to generate a first percentage score by week 6 and a second percentage score by week 9.

By week 6 two elements will have been assessed so as to generate a final percentage figure. The first element is a design/planning element which will be assessed in week 4 and the second element is an assessment of particular skills relevant to the whole project and assessed throughout the period of weeks 3-6. The final percentage figure can be entered into Assessment manager for Checkpoint A.

By week 9 the final piece of work will have been completed and the score for this piece of work will generate a second percentage figure. This final percentage figure can be entered into Assessment Manager for Report Card 1.

The second period of work, during weeks 11-14, will count towards the next assessment point after the Christmas holiday.

The rationale for the HOD is that whilst it is important to allow the final piece to have significance, it is also important that the other aspects of pupils' work, in this case the design/planning and the skills, are not 'lost' when assessing pupils and generating marks for entering into Assessment Manager.

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