



# **BALLYMENA ACADEMY**

**EST. 1828**

## **Assessment, Recording and Reporting Policy**

Policy ratified by Board of Governors: June 2025  
Date of next Review: June 2026

## **1. RATIONALE**

Assessment, recording and reporting are at the heart of high-quality education provision. Assessment at Ballymena Academy supports and promotes high-quality learning and teaching. It is a core element of curriculum planning and has a major role to play in increasing levels of attainment within the school. Assessment, recording and reporting are linked together into a coherent framework that allows teachers to track pupil progress. They are also an essential vehicle for developing the partnership between parents, students and teachers.

Ballymena Academy has high expectations of every pupil and aims to provide an inclusive learning environment for all students, including those with a special educational need (SEN) and/or disability. Pupils with SEN are assessed appropriately according to their need. Adaptations will be made to accommodate the needs of individual pupils.

## **2. PURPOSES OF ASSESSMENT**

- To ascertain pupil level of achievement by identifying strengths and areas for further focus and development.
- To help all pupils become more effective learners.
- To monitor progress of the individual pupil.
- To motivate pupils and encourage further progress.
- To provide information to parents.
- To judge the effectiveness of the teaching and learning processes.
- To provide evidence of achievement and the extent of knowledge, skills and understanding.

## **3. EFFECTIVE ASSESSMENT SHOULD:**

- Reflect statutory requirements.
- Be complementary to and supportive of learning.
- Inform teaching to help make this more effective.
- Be valid, reliable, fit for purpose and manageable.
- Support teachers' professional judgement.
- Facilitate tracking, monitoring and evaluation of progress, standards, attainment and practice.
- Use a range of strategies to assess pupils' learning.
- Promote the active engagement of pupils in assessing their learning and performance.
- Recognise all pupil progress and achievement, ensuring that all pupils experience challenge and a measure of success.

- Provide regular and constructive feedback.
- Be part of a process of teaching that enables students to understand the aims of their learning and how the quality of their achievement will be measured.
- Establish targets for progression and improvement.
- Identify low achievement and underachievement.
- Inform intervention strategies developed to support learning.
- Help improve learning outcomes for all pupils.
- Enable a shared understanding by pupils and teachers of learning targets.
- Encourage high standards of work and presentation.
- Use praise and reward to motivate pupils.
- Help pupils to make informed choices in relation to their career progression.

#### **4. METHODS OF ASSESSMENT USED**

- Diagnostic assessment – to identify pupils’ strengths and areas for improvement and inform next steps.
- Formative (Assessment for Learning) – to make specific improvements in learning.
- Summative – to acknowledge, record and report pupils’ overall achievement at a given point.
- Evaluative – to inform curriculum planning and provide information for monitoring and review.

Each method provides information about pupil learning and informs further planning.

##### **i. Diagnostic assessment**

This often takes place at beginning of a learning programme and involves the teacher working closely with the pupil to identify their strengths and learning needs. The nature of a pupil’s learning needs is identified and appropriate interventions put in place.

If a concern is expressed about a pupil’s learning need or difficulty, and the matter is referred to the school Learning Support Co-ordinator (LSCo), feedback will be sought from teachers, parents and the pupil. This may lead to the LSCo conducting diagnostic educational assessments with the pupil and, if required the pupil will be placed on the SEN register and an Action Plan / Individual Education Plan generated. Further information on the referral process is available in Appendix 1.

##### **ii. Formative assessment**

Assessment for Learning (AfL) is integrated into pupils’ everyday learning. It is part of the teaching process used to develop pupils’ knowledge and understanding. AfL aims

to inform pupils on what they have done well, which areas require development and what they must do to improve their current academic performance. It assesses current achievement and enables pupils to take an active role in the learning process, set short-term targets, and identify and implement strategies for improvement.

The key elements of ongoing formative assessment used by teachers will include:

- sharing learning intentions with pupils,
- ensuring that success criteria are understood in advance,
- use of exemplars,
- providing constructive feedback in the form of oral and written comments,
- effective questioning,
- appropriate use of peer and self-assessment and review,
- target setting and review.

### **iii. Summative assessment**

This provides pupils, parents and teachers with valuable information about a pupil's overall performance at a specific point in their learning.

The forms of Summative Assessment used in Ballymena Academy are:

- Common Assessment Tasks (CATs)
- Tracking Tasks
- Internal Examinations
- Public Examinations
- Controlled Assessments / Coursework

#### **a) Common Assessment Tasks**

All pupils complete a series of *CATs* during the year in each of their subjects. These assessments may take the form of homeworks, progress tests, projects, practical tasks, controlled assessment / coursework tasks, internal exams etc. (see Appendix 2)

#### **b) Tracking Tasks**

Formal assessments are categorised as Tracking Tasks - these tasks should be taken, where possible, under controlled conditions. The tasks are completed by all pupils and the results are used to track pupil progress against agreed targets. (see Appendix 2)

In Years 11 -14 Common Assessment Tasks (CATs) may be used as Tracking Tasks.

#### **c) Internal Examinations**

Pupils in **Years 8-10** will sit school examinations in November and May, and those in **Years 11-14** will sit January examinations. If a department feels that a form of assessment, other than an internal exam, is more appropriate at any of these times, a request with accompanying rationale must be presented to the SLT. Mock examinations, for Years 11-14 in January will be timetabled and structured to reflect the public examinations in May/June.

#### **d) Public Examinations**

Pupils are entered for the GCSE/GCE examinations of CCEA unless there are valid reasons for using another board – requests to change board must be submitted in writing to the Principal for decision by the S.L.T.

At the end of Years 11-14, pupils take modular examinations (see Appendix 3 and Appendix 4). Subjects offered by the English Boards are only available as linear qualifications.

Appendix 5 contains a breakdown of the information provided to pupils, parents, teachers and invigilators on internal and public examinations.

#### **e) Controlled Assessment / Coursework**

The school has a separate Controlled Assessment /Coursework policy (Appendix 6).

### **iv. Evaluative assessment**

The main purpose of evaluative assessment is to provide data for analysis to inform development and action planning. It also facilitates benchmarking and target setting. *Examples of data provided are:*

- GCSE: percentage of pupils achieving 5 and 7 A\* - C grades + the corresponding percentages including English and Mathematics.
- GCSE: percentage of pupils achieving 5 and 7 A\* - B grades + the corresponding percentages including English and Mathematics.
- A-Level: % of pupils achieving 2 A\* - E grades and 3 A\* - C grades.
- GCSE and A-level subject and class data provided by C2k and the Fischer Family Trust.
- N.I. Grammar School Averages provided by examination boards at GCSE, AS and A-Level. N.I. Averages may be used for subjects without N.I.G.S averages.
- CAT4 data.
- SEAG data.

Evaluative analysis is also carried out on internal assessments (Progress Records Years 11 -14 and internal exams Years 8 -14). Approaches vary, depending on record/report type and year group.

## 5. BASELINE TESTING and TARGET SETTING

Throughout the school, data is used to establish a baseline for each pupil; this data informs planning for learning needs and helps establish appropriate short and long term targets. Appropriate and timely interventions are carried out when needed and support strategies employed in all subject areas.

Year	Baselining Method	Date : Baseline testing	Date: Target Grade Agreed & Data used	Target Grade Reviewed
8	SEAG			
9	CAT 4	January: Yr 8		
10	CAT4	January: Yr 8		
11	CAT4	January : Yr 10	Dec: Year 11	Year 12
12	CAT4	January : Yr 10	Sept/Oct : Year 12 Year 11 progress and external modules	
13	C2K PA15	September Yr 13: Average GCSE score	Sept: Year 13	Year 14
14	C2K PA15	September Yr 13: Average GCSE score	Sept: Year 14 Year 13 progress, PA15, AS results	N/A

### Key Stage 3. CAT4 and SEAG

- Pupils in Year 8 complete CAT4 at the beginning of their second term. This is a computer adaptive test, completed over several sessions and lasting approximately 90 minutes. It consists of multiple-choice questions on areas of Verbal Reasoning, Qualitative Reasoning, Non-verbal Reasoning and Spatial Ability. It is administered by G.L. Education. The results of this test, along with the relevant data from the S.E.A.G. Entrance Assessment are used to monitor pupil performance in Numeracy and Literacy.

### Key Stage 4.

- Pupils in Year 10 complete CAT4 at the end of their third term. This is a computer adaptive test, completed over several sessions and lasting approximately 90 minutes. It consists of multiple-choice questions on areas of Verbal Reasoning, Qualitative Reasoning, Non-verbal Reasoning and Spatial Ability. It is administered by G.L. Education. The results of this test, along with those obtained in Year 10 internal examinations, are used to set targets and monitor pupil performance in Years 11 and 12.
- In Year 11, teachers meet one-to-one with the pupils, during the first term, to consider the data, discuss progress and agree **Target Grades**. Review interviews take place in September of Year 12.

### Sixth Form.

- At the start of Year 13, the average GCSE results of each pupil are used to generate chances data through the C2K PA15 templates within SIMS. This shows the percentage of pupils, of equal ability who achieved each grade in their AS/A2 examinations in 2015. The Median value is used as a Minimum Acceptable Grade (MAG) and becomes the minimum standard of work which will be accepted for the pupil.
- The pupils agree Target Grades, during one-to-one interviews with their teachers in the first half term, and these are used to track progress throughout Year 13. Review Interviews take place in September of Year 14.

## 6. RECORDING

The recording of pupils' progress plays a crucial part in the continuous monitoring process. The process of recording assists teachers to:

- Help improve learning outcomes for all pupils.
- Keep clear concise formative records of the pupils' educational achievements and experiences.
- Inform pupils of their progress and achievements.
- Identify pupils' strengths and flag anomalies between pupils' potential and actual performance.
- Identify the need for intervention and develop appropriate strategies to support learning.
- Communicate information to a range of people including teachers (e.g. HOD, HOY, PA, PALS, LSCo, SLT), parents and other relevant parties (e.g. UCAS).

### i. Academic achievement

Means of recording assessment outcomes vary in accordance with the type of assessment. These will include:

- pupil assessment and self-assessment sheets;
- pupil portfolios/files/exercise books/Google classroom files, audio and video recordings;
- teacher records in mark books or in Idoceo;
- subject/department records;
- SIMS Assessment marksheets;
- school reports and Progress Records;
- school record files;

All teachers keep an up-to-date record of assessments for each pupil, including, for example, homework, CATs and class tests, as well as the pupils' MAGs and Target Grades, etc. This information must be readily available should it be required, e.g. by HODs, HOYs or SLT.

The **SIMS Tracking** module is used to monitor the progress of all Year 11 to 14 pupils throughout the school year. The key features of the system are:

- **Tracks student progress** – individual pupils' targets and formal assessments are recorded in SIMS.
- **Colour coded tracking** – 'Traffic lights' show whether pupils are working at, above or below their target.



- **Maintains an historical record** – SIMS maintains a complete record of all assessments recorded over each pupil's life in the school, providing a complete picture of their progress.
- **Ease of monitoring** – Heads of Year and Heads of Department can easily monitor the progress of all of the pupils in their care.

Departments have discretion in respect of the means used for recording all other assessment outcomes, except where prescribed by the school policy on reporting. This is outlined in the departmental assessment policies.

## **ii. Non-academic achievement**

The school maintains an ongoing record of progress and achievement for each pupil. It includes the recording of information about involvement in co-curricular activities, both in and outside school. Procedures for recording such information make provision for an element of active pupil involvement and guided self-appraisal, both of which are delivered through tutor groups and the careers education and guidance system.

The school records this information in a range of formats, such as:

- Personal Statement and/or Curriculum Vitae.
- UCAS forms
- pupil career files
- school record files
- school magazine / News Letter
- school website
- social media
- Unifrog pupil profiles
- Governors' annual report to parents.

## 7. REPORTING TO PARENTS

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. Reports should:

- Reflect statutory requirements.
- Inform parents and pupils of pupil progress in a positive and formative manner.
- Celebrate achievement.
- Enhance home/school partnerships.
- Encourage parents to become more involved in pupils' progress.
- Alert pupils and parents to areas of concern, so that these can be quickly addressed.
- Provide a starting point for discussion at Parents' Consultation meetings.

The school uses SIMS Assessment and Profiles for recording data and for the purposes of reporting to parents and generating progress updates. A formal report on individual pupils is sent to parents annually. In addition, Progress Records, which are generated from formative data in SIMS, are also sent to parents throughout year. These arrangements are listed in Appendix 8.

Parents' consultation afternoons / evenings are held for the parents of pupils in all year groups. On these occasions, parents meet with their child's teachers to discuss their child's progress – see appendix 8.

The school provides a collective report on the activities and achievements of its pupils through the medium of the school magazine and the Governors' Annual Report to parents. The school website, social media posts and News Letter provides reports on activities and achievements throughout the year.

Any parent with a query or concern is invited to contact the school and a time can be arranged to meet with the subject teacher, HOY, HOD or member of SLT.

## **8. MANAGEMENT AND DEVELOPMENT**

- i. Assessment, Recording and Reporting Committee – meets 3 times per year, minimum.**

The committee consists of a member of the SLT (Chairperson) and representatives from Areas of Learning, representatives from the Head of Year Committee, Examinations Officer(s), Manager of School Reports and Parents Consultations, Data and SIMs Assessment Co-ordinator. Its role is to make recommendations to the SLT on assessment, recording and reporting procedures associated with the N.I. Curriculum and public examinations.

- ii. Liaison with external agencies**

The school avails itself of guidance in the areas of assessment, recording and reporting provided by DENI, the EA, JCQ, CCEA and other relevant examination boards.

- iii. Senior Leadership Team (SLT)**

All matters relating to the management and development of assessment, recording and reporting matters must be ratified by the SLT before implementation.

## **9. ROLES AND RESPONSIBILITIES**

### **Principal**

- Ensures that the statutory requirements in relation to assessment and reporting are being met and that staff are facilitated in their relevant roles.

### **Chairperson to the Assessment, Recording and Reporting Committee**

In consultation with the Vice Principals & Senior Leaders (Learning and Teaching / Assessment, Recording & Reporting)

- Review all aspects of assessment, recording and reporting within the context of the school development plan and subject department portfolios.
- Set the annual calendar for internal assessment, reporting and parent consultation dates.
- Monitor and evaluate the assessment, recording and reporting process.
- Ensure the assessment and reporting system is conducted effectively in SIMS.
- Co-ordinate staff training related to assessment, recording and reporting practice.
- Prepare, collate and distribute information obtained from the internal reporting systems.

### **Vice Principal & Senior Leaders (Pastoral)**

- Establish and monitor intervention and support strategies.
- Liaise with the Heads of Year in the support arrangements established for pupils.

### **Heads of Department**

- Formulate and maintain a departmental policy on assessment, recording and reporting practice, in accordance with the whole school policy.
- Establish and maintain an agreed system of recording assessment data within the department, share this with members of the department, support colleagues and oversee its implementation.
- Manage rigorous and meaningful common assessment & tracking tasks.
- Create an agreed departmental approach to the content and presentation of subject teacher comments in reports.
- Monitor and evaluate internal and external exam results, document in the department portfolio on an annual basis.
- Co-ordinate pupil intervention measures where required, in consultation with class teachers, Heads of Year and Learning Support staff.

## Heads of Year

- Analyse pupil assessment data published in the Pupil Progress Updates, Reports and standardised data produced by SLT.
  - Follow agreed monitoring and intervention strategies.
  - Liaise with Heads of Department, Learning Support staff and subject teachers to implement pupil support initiatives.
  - Provide feedback to SLT on the monitoring and intervention strategies implemented to support pupil progress and underachievement.
  - Carry out the routine administration of the reports for the pupils in Year group checking completed reports for accuracy of detail.
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- Add summative comments to reports, including as appropriate, reference to overall academic achievement, pointers for improvement, the pupil's attitude to work and school, general behaviour, (with reference to lateness or attendance if this is required) and contribution as a member of the year group.
  - When necessary, discuss the report with the pupil concerned on an individual basis, including any personal targets which have been set.
  - Carry out any necessary follow-up to points raised in the Progress Update or reports, liaising with subject teachers, pastoral advisors, and meeting with parents if this is considered necessary.

## Subject Teacher

- Implement school and departmental policy and practice in relation to assessment, recording and reporting.
- Monitor the individual progress of the pupils, recording assessments in line with departmental policy, identifying any pupils who are underperforming and taking action to provide academic support as necessary.
- Liaise with the Head of Department, Form Tutor, Heads of Year and Learning Support staff where relevant to implement support strategies.
- Complete the Pupil Progress Updates and reports.
- Meet parents by appointment at the Parent Consultations, inform and reflect on pupil standards achieved and discuss all matters related to learning and academic progress.

## Form Tutor (to be updated in light of Tutor Group Review)

## **Learning Support Co-ordinator**

- Liaise with all relevant staff to implement SEN pupil support strategies.
- Appropriate liaison with SEN pupils, parents and staff in development of a PLP that supports pupil learning.
- Liaise with external agencies.
- Monitor and evaluate performance assessment data from Pupil Progress Updates and reports for pupils on the Register.
- Lead on, administer and implement SENDO and Access Arrangements in relation to any necessary examination requirements within the centre.
- Work with the Examinations officer, teaching staff, support staff (such as Learning Support Assistants) and exam office personnel to ensure that approved access arrangements are put in place for internal and external examinations.

## **Examinations Officer /Assistant Examinations Officer**

- Coordinate all general administration of public examinations.

## **Administrative Support**

- Responsible for the archiving of Pupil Progress Updates and reports following GDPR guidance and legislation.

## **10. MONITORING, EVALUATION & REVIEW**

### **i. Reports**

All formal reports written by classroom teachers are read and commented on by the Head of Year (HOY) and approved by the Principal, who adds further comments where appropriate. The HOY analyses the reports and selects underachieving pupils, as well as other pupils who are giving cause for concern, for monitoring. Some of the parents of these pupils may receive a letter from the Principal and/or HOY, inviting them to meet with the HOY to discuss progress to date, target setting and follow-up actions.

Guidance is given by the Principal/Vice Principals to encourage high quality reporting.

### **ii. Public examination results**

Public examination results are analysed by the Principal/Vice-Principals, Heads of Department and individual subject teachers. Results are discussed at departmental meetings, thereafter the Head of Department meets with teachers. The Principal meets each Head of Department to discuss data analysis, target setting, issues arising and action planning.

Data analysis spreadsheets, containing GCSE, AS and A2 results, along with appropriate data from SEAG, CAT4 , C2K, The Fischer Family Trust are made available to Heads of Department at the end of August and a detailed results analysis booklet is published by the Principal for staff and Governors. Past and present performance in the school is compared with the N.I. grammar schools' average, as are the grades achieved against those predicted. The follow-up analysis by staff seeks to identify factors relating to good achievement and considers possible strategies for improvement. Annually Departmental Action Plans include a section on 'Further Improving Standards', which is based on the outcomes of the data analysis and target setting processes. These action plans are reviewed at the end of each year in a meeting with the Curriculum Vice Principal. Interim review meetings are scheduled during the second term.

### **iii. Targets**

Targets for performance are set at pupil, departmental and whole-school level. Pupils in Years 11-14 agree Target Grades in discussion with their teachers. Departments set targets based on the Data Analysis undertaken at GCSE, AS and A2 level. HODs discuss results and targets for the following year in meetings with the Principal during the first term. SLT agrees whole school targets at GCSE and A-level, and these are forwarded to the Department of Education.

#### **iv. Supporting pupil achievement**

Whole-school and departmental policies and strategies are reviewed annually to address low and underachievement. Pupil attendance is also monitored, and pastoral guidance and support is given to those pupils who may have problems which affect their academic progress. In Years 8-12, a Pastoral Adviser works alongside the Head of Year to provide pastoral and academic support to the pupils. In Years 13 and 14, a Pastoral and Learning Support teacher works with the Head of Year to monitor the general progress of the pupils and provide additional support to those who require this. The school LSCo works alongside all staff to ensure that pupils with special educational needs are fully supported.

This policy will be kept under review annually.



## APPENDICES

1. *Learning Support referral process / diagnostic educational assessments*
2. *Assessment Cycle for tracking tasks, internal and public examinations*
3. *Modular 'A' level examinations*
4. *Modular GCSE examinations*
5. *Internal and public examinations documentation*
6. *Controlled Assessment / Coursework Policy*
7. *Departmental pupil support strategies*
8. *Reporting to parents, information and consultation events*
9. *Data Analysis Overview*
10. *Marking Policy.*
11. *Homework Policy.*

## **APPENDIX 1**

### **LEARNING SUPPORT- REFERRAL PROCESS / DIAGNOSTIC EDUCATIONAL ASSESSMENTS**

#### **Referral Process**

If there is a concern that a pupil is experiencing a learning need or difficulty, that is impacting on their ability to make effective academic progress, the matter should be referred to the Learning Support Co-ordinator (Mrs R. Matchett). This referral may be made by a teacher/parent or as a self-referral by the pupil.

The Learning Support Co-ordinator (LSCo) in collaboration with the Head of Year (HoY) will make initial enquiries to ascertain a picture of need i.e. do the difficulties occur in specific subject areas or across the curriculum? Teacher, parent and pupil feedback will be sought and collated.

Following initial feedback, it may be necessary to conduct diagnostic educational testing in an attempt to gather appropriate diagnostic data i.e. reading speed, word reading proficiency, spelling proficiency, writing speed, comprehension etc.

If the initial feedback and diagnostic assessment data indicate evidence of a Special Educational Need, the pupil will be placed on the Learning Support register and an Action Plan/IEP generated. The Action Plan/IEP is reviewed regularly to track progress and amended to reflect development or new areas of need.

#### **Diagnostic Educational Testing**

Diagnostic Educational Assessment is used in addition to standard Academic and Baseline testing to create a complete profile of a pupil's individual learning strengths and needs.

The LSCo (Mrs R. Matchett) and assistant LSCo (Mrs A. Douglas) are the school appointed Specialist Assessors and are qualified to conduct a wide variety of Diagnostic Educational Testing.

## APPENDIX 2

### ASSESSMENT CYCLE FOR TRACKING TASKS, INTERNAL AND PUBLIC EXAMINATIONS

The assessment cycle focuses on providing regular planned points for both formative and summative assessment throughout the academic year. The assessment capture points provide an opportunity to clearly communicate to the students and parents, the extent of learning and progress that a pupil has made in addition to the regular formative feedback opportunities within lessons.

**Assessment capture points take place as follows:-**

**Tracking Tasks:**

Year	October	December	January Exam	March/ April
14	2	2	1	1
13	1	2	1	1
12	1	2	1	1
11	0	2	1	1

**Exams:**

Year	Term 1	Term 2	Term 3
14		IE	PE
13		IE	PE
12		IE	PE
11		IE	PE
10	IE		IE
9	IE		IE
8	IE		IE

IE – Internal Exams.      PE – Public Exams

## APPENDIX 3

### MODULAR 'A' LEVEL EXAMINATIONS

The following departments enter their 'A' level pupils for modular examinations as follows:-

	<b>Year 13 May/June</b>	<b>Year 14 May/June</b>
Agriculture (BTEC) Nat. Extended Cert	✓	CW
Applied Science (BTEC) Nat. Extended Cert	✓	
Art and Design	✓	✓
Biology	✓	✓
Business Studies		✓
Business Studies (CamTEC)	✓	
Chemistry	✓	✓
Classical Civilisation*	✓*	✓
Computer Science*	✓*	✓
Construction (BTEC) Nat. Extended Cert	✓	✓
Construction (BTEC) Nat. Dip.	✓	✓
Digital Technology	✓	✓
Economics	✓	✓
Engineering (BTEC) Nat. Extended Cert	✓	✓
English Literature	✓	✓
Environmental Technology	✓	✓
French	✓	✓
Further Mathematics	✓	✓
Geography	✓	✓
German	✓	✓
Government and Politics	✓	✓
Health and Social Care	✓	✓
History	✓	✓
Mathematics	✓	✓
Media Studies*	✓*	✓
Music	✓	✓
Performing Arts	✓	✓
Nutrition and Food Science	✓	✓
Physical Education	✓	✓
Physics	✓	✓
Religious Studies	✓	✓
Spanish	✓	✓
Technology and Design	✓	✓

✓s above refer to modules being taken for the first time. Resits will be possible subject to conditions listed later.

CW = 100% coursework submission.

\*Indicates a linear qualification offer by an English Exam Board – whilst an AS qualification will be taken at the end of year 13, this does not contribute to the overall qualification completed at the end of Year 14.

While the cost of entry to each module on the first sitting is met by the school, it must be understood that the cost to the school of an entry fee for each resit will be charged for.

## APPENDIX 4

### MODULAR GCSE EXAMINATIONS

The following departments enter their GCSE pupils for modular examinations as follows:-

	Year 11 May/June	Year 12 May/June
Agriculture	✓	✓
Art and Design		✓
Biology	✓	✓
Business Studies	✓	✓
Chemistry	✓	✓
Classical Civilisation		✓
Construction		✓
Double Award Biology / Chemistry / Physics	✓	✓
Digital Technology	✓	✓
Drama		✓
English		Unit 1 Nov. ✓
English Literature	✓	✓
Essential Skills	✓	✓
Food and Nutrition		✓
French		✓
Further Mathematics	✓	✓
Geography	✓	✓
German		✓
History	✓	✓
I.T. Applications	CW	CW
Mathematics	✓	✓
Media Studies		✓
Music		✓
Occupational Studies	CW	CW
Physical Education		✓
Physics	✓	✓
Religious Studies	✓	✓
Religious Studies (short course)		✓
Single Award Science	** term 2 Biology	** term 1 Chem / ✓
Spanish		✓
Technology and Design		✓

✓s above refer to modules being taken for the first time.

Resits will be possible subject to conditions listed later.

While the cost of entry to each module on the first sitting is met by the school, it must be understood that the cost to the school of an entry fee for each resit will be charged for.

## APPENDIX 5

### INTERNAL AND PUBLIC EXAMINATIONS DOCUMENTATION

#### GCE/GCSE Summer Examinations

##### To pupils

September	JCQ Regulations for Coursework/Controlled Assessment (e-mailed)
Early February	Entry Statements
April	Final timetables with venue and seating details Clash management forms PIN details for CCEA online results (Year 14)
May	JCQ Regulations for Written Examinations (e-mailed) and documents posted on the school website. Examination briefing meetings

##### To parents & pupils

May	Examinations Information (Special Consideration, Results, ATS/EaR). Letter sent to parents providing information about the examinations
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##### To staff

December	Modular Entry Requirements GCE/GCSE (HoDs)
Early February	Entry lists to check (HoDs)
April	Forecast Grade Guidance. Key dates for coursework/ controlled assessment circulated

##### To Invigilators

April	Invitation to invigilator training (Early May)
May	Policies & Procedures

#### Year 11 – 14 January Examinations

##### To parents & pupils

December	Timetables and Examination Arrangements
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##### To staff

October	Examination requirements (HoDs)
December	Draft Timetables and Final Timetables
January	Invigilation details, General Information for Invigilation

## APPENDIX 6

### CONTROLLED ASSESSMENT / COURSEWORK POLICY

## APPENDIX 7

### DEPARTMENTAL PUPIL SUPPORT STRATEGIES. (to be updated)

## APPENDIX 8

### REPORTING TO PARENTS, INFORMATION AND CONSULTATION EVENTS

To ensure that formal school reports are based on examination results/assessment outcomes, pupils in:

- Years 12, 13 and 14 receive Progress Records for all subjects in October, December and April. These contain Target Grades and Tracking Grades which indicate whether pupils are working at, above or below their Target Grade.
- Year 11 receive Progress Records for all subjects in December and April. These contain Target Grades and Tracking Grades which indicate whether pupils are working at, above or below their Target Grade.
- Years 8, 9 & 10 receive a Progress Record for all subjects in December. These contain Exam/Assessment %s , Year Averages and Attitude to Work, Behaviour and Homework Descriptors.
- Years 11, 12, 13 and 14 receive full reports for all subjects in February. These contain Exam/Assessment %s, Exam Grades, Year Averages, Exam Target Grades (11 - 14), Effort scores (11 & 12) and Comments from teachers.
- Years 8, 9 and 10 receive full reports for all subjects in June. These contain Exam/Assessment %s, Year Averages, Effort Grades and Comments from teachers.

Year	Sept	Oct	Nov	Dec	Jan	Feb	March	April	May	June
8	Information Event			Progress Record	Consultation Meeting					Full report
9				Progress Record			Consultation Meeting			Full report
10				Progress Record		Consultation Meeting				Full report
11	Information Event			Progress Record		Full Report	Consultation Meeting	Progress Record		
12		Consultation Meeting Progress Record		Progress Record		Full report		Progress Record		
13	Information Event	Progress Record	Consultation Meeting	Progress Record		Full Report		Progress Record		
14	Information Event	Consultation Meeting Progress Record		Progress Record		Full Report		Progress Record		



## APPENDIX 9

### DATA ANALYSIS OVERVIEW

#### Internal Examination Analysis

	Year 8	Year 9	Year 10	
Ranked in Year	✓	✓	✓	
Identify lowest 25 in year (Average)	✓	✓	✓	Low achievement
Identify lowest 25 in year (English)	✓	✓	✓	
Identify lowest 25 in year (Maths)	✓	✓	✓	
Comparison to CAT4 baseline data	✓	✓	✓	Under achievement

	Year 11	Year 12	Year 13	Year 14
Ranked in Year by Grade Tally	✓	✓	✓	✓
Colour code to identify <5 A*-C, <7 A*-C, <9 A*-C,	✓	✓		

#### Public Examination Analysis

	Year 11	Year 12	Year 13	Year 14
Grade Tally		✓	✓	✓
Comparison to PI15 baseline data	N/A	N/A	✓	✓
Comparison to CAT4 baseline data				
NIGS Averages		✓	✓	✓
NIGS Average (Male)		✓	✓	✓
NIGS Average (Female)		✓	✓	✓
3 Year Average vs NIGS 3 Year Average		✓		✓
PI Residual analysis		✓	✓	✓
Transition from previous Year			✓	✓
Breakdown of Modules		✓	✓	✓

Aspects of the above will also be filtered by class where possible.

\*Some data may not be available for Occupational studies and BTEC courses and/or Non CCEA exam board.

APPENDIX 10      MARKING POLICY. (to be updated)

APPENDIX 11      HOMEWORK POLICY (to be updated)