



## **Assessment Policy**

**Darul Hadis Latifah Secondary School & College**

**This policy is reviewed annually by the governing body, and was last reviewed on July 2018.**

**Introduction:**

Darul Hadis Latifah Secondary School and College believes that assessment is an integral part of teaching and learning and an important element in the professional responsibility of teachers.

**Aims:**

- (a) Assessment should help pupils to develop fully their academic abilities and self-confidence, to develop skills which they need for reflective and independent study and to establish shared understanding by pupils and teachers of clear and explicit study goals.
- (b) Assessment, both formal and informal, should complement and reinforce the delivery of the curriculum. It should enable the learning needs of individual pupils to be identified and allow future teaching strategies to be determined.
- (c) Assessment should recognize individual progress and achievement and provide pupils with meaningful information which will allow them to participate in self-evaluation.
- (d) Assessment should involve a range of techniques both formal and informal - carried out in a variety of contexts which will allow individual pupils to show what they know, understand and can do.
- (e) Assessment and reporting are an integral part of the link between the school and parents and should provide parents with meaningful information.

**Methods and range of assessment:**

- (a) The wide variety of assessment methods used in school include formal assessment by examination (public and internal), through coursework, Controlled assessment, homework, practical work, oral work and class tests.
- (b) Teachers are involved in the continuous assessment of pupils' work during class activities, monitoring not only academic attainment but other skills such as co-operation and teamwork. These skills are also assessed in an informal way through the programmed of extra-curricular activities.
- (c) Through assessment, pupils become aware of what they are learning and applying, and of their progress in a subject. They must, therefore, understand how their work is marked. This will enable pupils to focus their efforts on important aspects of the subject and to take on more responsibility for their own work and progress.
- (d) Departments should aim to involve pupils in the assessment process, wherever possible. Pupils who are encouraged to assess their own effort and performance are apt to be more highly motivated and to develop more confidently the skills needed for effective independent study.
- (e) All classwork and homework are marked using the **EGSU (Excellent, Good, Satisfactory and Unsatisfactory)** and where applicable a grade or a level is given.
- (f) There will be 6 internal assessments. The results will be recorded on the whole school system for it to be analyzed and used as a tool to tackle underachievement.
  - 5 end of half term assessments (winter 1&2, spring 1&2 & and Summer 1)
  - 1 end of year assessment (Summer 2)

### **Homework and Classwork Levels/Grades:**

- (g) Grades will be shared across all subjects for planning and intervention. Weekly meeting will have a focus on the achievement.
- (h) All teachers will provide constructive feedback to aid learning. Teachers are required to follow the Marking Policy when marking student work. Marking should include a target question to extend student learning.
- (i) Students end of the year targets are set based on their KS2 scaled scores according to the schools own target setting chart. See the marking policy for details of expected progress.
- (j) For KS5, the target grade for each student will be generated from the KS4 results using ALPs software. There will be 6 internal assessment periods like KS3, KS4 and KS5. The above marking code will apply to KS5 where applicable. Each grade in the school tracking system is further divided in to three sub-grades.: (b) basic, (S) secure, (m) mastered. Based on the level descriptors, the teacher will make a judgement of the student's grasp of the knowledge and skills in each step and decide whether they have levelled up.
- (l) For Islamic higher education (BA Islamic Theology) in KS5, teachers will use an appropriate marking system to ensure consistency as there are no national guidelines on this matter.

### **Responsibilities:**

- (a) **The Examinations Officer** has responsibility for all aspects of public examinations.
- (b) **The Asst. Examinations Officer** has responsibility for the timetable and invigilation of all internal examinations.
- (c) **Heads of Department** are responsible for:
  - Liaising with the Examinations Officer concerning entries for all external examinations and the processing of coursework/controlled assessment/required practical's.
  - The organization of the internal formal assessment of their subject regarding the setting and marking of examinations and the monitoring of agreed departmental assessments for report cards.
  - Agreeing with their departments the advice and information which is to be given to pupils to enable them to prepare for all internal and external assessments.
  - Monitoring and evaluating agreed schemes of work and teaching strategies in the light of assessment outcomes and information from DFE.
  - Organizing departmental record keeping.
- (d) **Individual Subject Teachers** are responsible for:
  - Following agreed school and departmental guidelines on assessment.
  - Marking and commenting on all assessment tasks in a positive, accurate, meaningful and diagnostic manner - returning assessment tasks to pupils in an appropriate period of time.
  - Identifying the particular needs of individual pupils and developing learning plans accordingly.
  - Recording attainment.

**Reporting:**

Reporting will be based on assessment of individual pupil performance.

- (i) A formal report on pupils will be issued to parents twice per year, normally in February and July. It will be based on the pupil's performance in internal examinations. Pupils sitting Public examinations in June will not receive a report at that time.
- (ii) The school holds consultation sessions when parents are invited to discuss their child's performance and achievements with individual subject teachers.
- (iii) Parents may contact the school at any time to see the Form Tutor or a Head of Department concerning a pupil's progress.
- (iv) In KS3 and KS4, students will be graded using 9-1 grading system.

**Monitoring & Evaluation:**

- (i) The Form Tutor has the primary responsibility for monitoring the overall progress of a pupil throughout the year and will liaise closely with pupils, parents, subject teachers and senior members of staff.
- (ii) Heads of Department will monitor the progress of pupils in their subject and will liaise with pupils, parents, members of staff in the Department and Heads of Year. They will seek to offer subject-specific support.
- (iii) When an unsatisfactory level of progress is indicated on a School Report, parents may be invited to attend an interview in school with the Head teacher, the Form Tutor or a senior member of staff.
- (iv) At the end of each assessment period there will be an achievement list which will identify underachieving students.

Date Policy Reviewed: 25<sup>th</sup> July 2018

Print Name (Chair of Governors): **Maulana Muhammad Abdul Jalil**

Signature (Chair of Governors):

Next Review Date: July 2019

Responsibility for review: Principal / Governors