



ACADEMIC

(ASSESSMENT, RECORDING &

PREPORTING)

POLICY

A Subsidiary Legislation of the School Constitution



Subsidiary Legislation

(Pursuance of Chapter 10 of the School Constitution)

ACADEMIC (ASSESSMENT, RECORDING AND REPORTING) POLICY

1.0 ACADEMIC POLICY STATEMENT

- 1.1 The Education Act requires schools to regularly evaluate students and periodically report results of the evaluation to students and their parents.
- 1.2 In fulfilling this requirement, Arnon Atomea PSS develop assessment procedures, which provide an accurate account of a student's progress and achievement.
- 1.3 This policy outlines the importance of assessment, recording and the key role students, parents, and teaching staff play in supporting this policy document.
- 1.4 Effective moderation of assessment is fundamental to the ongoing development of academic quality.
- 1.5 Moderation is undertaken to enable a reasonable level of assurance that assessment activities have been designed and implemented appropriately so that students and staff can be confident that the results provided are valid and reliable.
- 1.6 We recognize that assessment, recording and reporting are central to successful learning and teaching.
- 1.7 We aim to ensure an efficient, affective system for assessment, recording and reporting which meets statutory requirements and which enhances all students' learning. Assessment for learning is a key element of this policy.
- 1.8 We believe that self-esteem is a vital factor in a pupil's readiness to learn. Consequently, it is essential that our pupils are given credit for their achievement (s)
- 1.9 The quality of their responses and work must be measured against their level of ability or attainment.
- 1.10 In the light of the above rationale it is clear that the main responsibility for implementing this 'Assessment Policy' lies within the academic departments under the leadership of the Subject Leaders.

2.0 DEFINITION OF ASSESSEMENT

The term "Assessment" refers generally to the gathering, comparing and interpretation of information related to a student's learning abilities, learning attainments, learning strengths and areas of learning that need addressing.

3.0 PRINCIPLES OF THE ACADEMIC POLICY

The Assessment, Recording and Reporting Policy is guided by and committed to the following principles:

- 3.1 Promoting a coherent approach to assessment, recording and reporting within the school.
- 3.2 To support pupils' learning and achievements across and beyond the national curriculum.
- 3.3 To involve pupils in evaluating their own progress.
- 3.4 To ensure quality of opportunity for all pupils to display achievement.
- 3.5 To seek to raise standards by reviewing and improving the teaching and learning programmes.
- 3.6 To ensure progression and continuity of learning within the school and across the different phases of education.
- 3.7 To provide valid, reliable and comprehensible information for teachers, pupils, parents/guidance and other users.
- 3.8 To ensure that statutory requirements for assessment, recording and reporting are met.
- 3.9 The principles in this policy concur in all respects with the aims and vision of the Arnon Atomea PSS.

4.0 OBJECTIVES OF ASSESSMENT, RECORDING AND REPORTING.

The objectives of this Assessment, Recording and Reporting Policy are to;

- 4.1 The purpose of assessment is to enable an informed judgment to be made about a pupil's knowledge, understanding, skills and attitude.
- 4.2 Assessments are a continuous process which is integral to the teaching and learning programme, and should be built into the curriculum, and inform future planning.
- 4.3 Assessment should be based on clear, consistent criteria which are known and understood by both teachers, pupils and parents/guardians, and are guided by national criteria and statutory requirements where appropriate.
- 4.4 In order to achieve consistency, assessment practice should be subject to effective moderation and standardizing procedures.
- 4.5 A wide range of assessment techniques should be used in different contexts and for different purposes.
- 4.6 Assessment should provide opportunities for effective differentiation to take place.
- 4.7 Assessment should be supported by a wide range of evidence collected over a period of time which provides a fair and thorough representation of pupils' skills, knowledge and understanding.
- 4.8 Pupils should be involved in the assessment process so that they are encouraged to take responsibility for their own learning.
- 4.9 The assessment process should recognize achievement, not just attainment, and seek to increase pupils' confidence and motivation.
- 4.10 Assessment practice should support individuals in identifying strengths and weakness, enabling future learning goals to be planned, and assisting them in decision making.
- 4.11 Assessment practices should be monitored regularly and systematically and assessment procedures modified if necessary as a result.
- 4.12 The results of assessment should be systematically recorded and used to report to parents/guardians on their children's attainment.

Recording Objectives

- 4.13 Recording is the process of selecting and retaining a range of information about a student.
- 4.14 Records should be used to review and monitor student's progress the key stages and beyond, and to support their learning by setting appropriate targets for the future.
- 4.15 Records should identify student's achievement in relation to National Curriculum Attainment targets, enabling the teacher to make judgments about each student's level of attainment at the end of a key stage, and thus provide a basis on which to carry out statutory assessment arrangements.
- 4.16 Records should be used by teachers to evaluate the effectiveness of teaching and learning programmes, and to help inform curriculum planning.
- 4.17 Records should be used to assist continuity and progression when students move from teacher to teacher and from school to school.
- 4.18 Students should have some involvement in the progress of recording which should recognize and reward achievements and thus have a positive impact on student's motivation.
- 4.19 Records should provide a secure basis for reporting attainment and progress to parents/guardians and/or other related users.
- 4.20 Records should be clear, systematically compiled, regularly updated and manageable.

Reporting Objective

- 4.21 Reports should provide parents/guardians and other users with full and accurate statements about student's achievements and progress, written in clear and simple language.
- 4.22 Reports should reflect attainment within the National Curriculum, where appropriate.
- 4.23 Reports should communicate student's achievements across a wide spectrum including Non-National Curriculum and Extra-curricular achievements, personals and social skills. .
- 4.24 Records should be based on evidence from formative assessment and recording.
- 4.25 Records should be manageable for teachers to produce.
- 4.26 Report should have a positive effect on student's attitude and motivation.
- 4.27 The reporting process should provide opportunities for student involvement.
- 4.28 The reporting process should be part of a continuing dialogue with parents/guardians and encourage parental involvement and support.
- 4.29 Reports should support student's learning by setting targets.
- 4.30 Reports should aid continuity and progression within and across schools and from one phase of education to another.
- 4.31 Reports should confirm to statutory requirements.

5.0 TYPES OF ASSESSMENT

- 5.1 Assessments can be formative (informal) or summative (formal) and continuous assessments.
- 5.2 At the start of each semester, a teacher must produce an Assessment Specification Grid to be given to the Academic Committee for approval

Informal Assessment

- 5.3 The most common forms of assessment used in the school are of an informal nature, and these take place regularly in the classroom.
- 5.4 These informal assessments are at the discretion of individual teachers who will use them constructively for learning to take place.
- 5.5 Timely feedback and constructive advice are vital components in this process.
- 5.6 Where appropriate, teachers will keep records of these assessments to provide an insight into a students' progress and to fully inform them regarding the learning process. .
- 5.7 Informal Assessments methods include;
 - a) Worksheets and written class work
 - b) Questions and answers in class
 - c) Essays, projects and assignments
 - d) Reading & writing in class
 - e) Sample exam questions
 - f) Homework written or learned
 - g) Discussion and presentations
 - h) Debating & Roll play

Formal Assessment

5.8 There are many types of formal assessments that take place in the school.

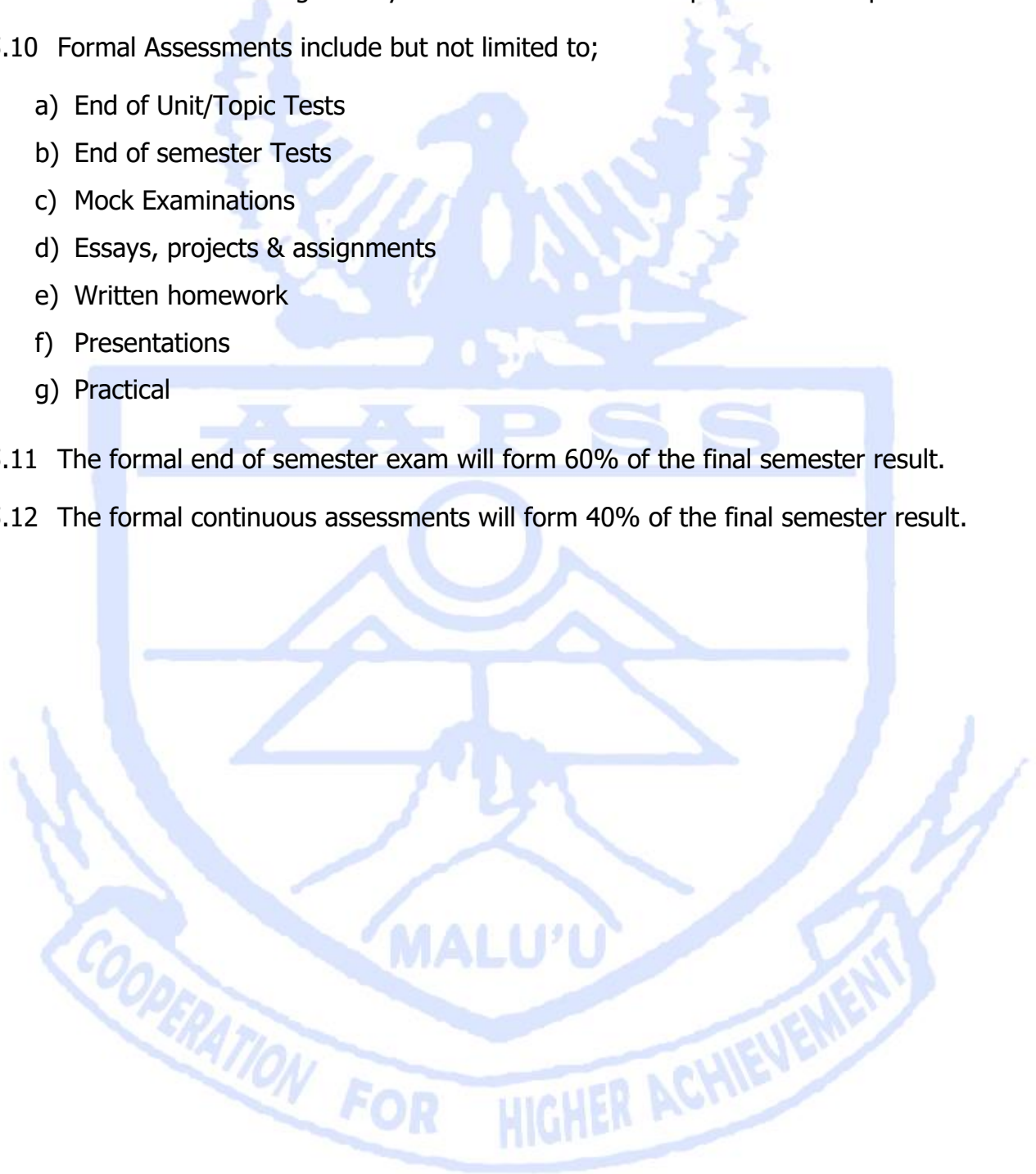
5.9 The results of these generally form the basis for the reports issued to parents.

5.10 Formal Assessments include but not limited to;

- a) End of Unit/Topic Tests
- b) End of semester Tests
- c) Mock Examinations
- d) Essays, projects & assignments
- e) Written homework
- f) Presentations
- g) Practical

5.11 The formal end of semester exam will form 60% of the final semester result.

5.12 The formal continuous assessments will form 40% of the final semester result.



6.0 SCHEDULE OF ASSESSMENTS

- 6.1 When appropriate, and as determined by each department plan, common assessments across year group will be used in each subject area.
- 6.2 This will provide for increased cooperation and a common benchmark across each subject area.
- 6.3 All forms of assessment will be carried out throughout the year and their final scores will form the end of semester result and subsequent grades and rank.

End of Unit/Topic Tests

- 6.4 These forms of Assessments will be conducted at the discretion of the subject teacher on an end of unit or end of topic basis.
- 6.5 These formal tests are a vital component in providing feedback to teachers, students and parents, on the level of each students attainment and learning in that specific subject area.
- 6.6 Constructive feedback will be given by teachers to students who complete these tests.
- 6.7 There should be a minimum of five tests per year.

End of Semester Tests

- 6.8 These forms of assessment will be conducted at the end of each semester.
- 6.9 There will be two end of semester tests, one at the end of each semester.

Mock Examination

- 6.10 Mock Examination will be an annual event for Arnon Atomea PSS.
- 6.11 It will be administered to Year 6, Year 9, Year 11 and Year 12 classes.
- 6.12 It will be held few weeks before the scheduled National External Exams.
- 6.13 The purposes of this form of exam is to give students a taste of what will be expected in the National External Exams.

National External Exams

- 6.14 The school will strive to ensure that all year 6th, 9th, 11th and 12th students participate (as directed by the National Examination and Standards Unit – NESU) in the many assessments that make up the SISE, SIF#, SISC and SIFSC Certificates.
- 6.15 These assessments which may include oral, course work, practical work, portfolio work amongst others, will be conducted in accordance with the regulations set down by the National Examination and Standards Unit.
- 6.16 According to the Teaching Service Handbook, the Careers Master is duty bound to supervise all external exams, unless alternative arrangements were made by the Education Authority or NESU for that matter.

Others Assessments

- 6.17 The school will engage in other assessments periodically throughout the year.

Examination while on suspension

- 6.18 A student who is suspended for one to four weeks shall sit the following examinations while on suspension;
- a) End of semester test
 - b) Mock test
 - c) National examination
- 6.19 The time taken to sit the examinations shall not affect the suspension period.
- 6.20 A student on indefinite suspension shall not sit any of the above assessments.

7.0 PREPARATION OF EXAMINATIONS

7.1 Preparation of examination should meet the following requirements;

- a) Under each sector (Primary/.Secondary) there is an Academic Committee and one of its functions is to scrutinize examination drafts before printing of the final copy.
- b) All teachers should produce a Test Specification Grid (blue print) for each examination given to students.
- c) All teachers should hand in their examination drafts together with the test specification grid to the committee two weeks before examination date.
- d) Teachers should be prepared for discussion should your prepared exam need correction or changes or alterations etc...
- e) The Committee to hand in the examination for printing/photocopying a week before examination date.
- f) The examination draft and final copy remains a confident document. The contents should not be made known under any circumstances to any student prior to sitting the examination paper.

8.0 STANDARDIZATION OF ASSESSMENT, GRADING AND RANKING

- 8.1 Standardization – it is a requirement under this policy that all assessment for reporting purposes must go through a standardization process,
- 8.2 Grading – An approved grading system will be used by the school from year 1 to year 12. Grading will be based on the sum of percentages obtained from the informal and formal assessment records according to each subject area. Letter Grades A – F with a Number Grade Point Average (GPA) from 1 – 9 will be awarded for the highest to the lowest percentage.
- 8.3 The school reserves the right to use one of the following grading system in awarding grades from time to time when it sees fit;
 - 1) Grading Boundaries – a grade is given based on the minimum score boundaries required to achieve each grade (level of percentage the student scored (formative + summative)).

Example of Grading Boundaries

EXPLANATION TO THE GRADING SYSTEM			
Percentage Grade Boundaries	Letter Grade	Number Grade	Description of Grade
85% - 100%	A	1.0	High Distinction with excellent standard of achievement.
77% - 84%	B+	2.0	High Distinction with high standard of achievement.
65%-76%	B-	3.0	High Credit with high standard of achievement.
60%-64%	C+	4.0	Credit with fair standard of achievement
55%-59%	C	5.0	High Pass with inadequate pass requirement.
40%-54%	C-	6.0	Pass with average standard of achievement.
30%-39%	D	7.0	Low performance with inadequate pass requirement.
11%-29%	E	8.0	Poor and failed level of performance
0%-10%	F	9.0	Fail and unable to cope, needs special additional attention.

- 2) StaNine Grading – a grade is given based on a series of percentage calculated on the number of students in a year group.

Example of StaNine Grading

EXPLANATION TO THE GRADING SYSTEM			
Percentage of Number of Students	Letter Grade	Number Grade	Description of Grade
4	A	1.0	High Distinction with excellent standard of achievement.
7	B+	2.0	High Distinction with high standard of achievement.
12	B-	3.0	High Credit with high standard of achievement.
17	C+	4.0	Credit with fair standard of achievement
20	C	5.0	High Pass with inadequate pass requirement.
17	C-	6.0	Pass with average standard of achievement.
12	D	7.0	Low performance with inadequate pass requirement.
7	E	8.0	Poor and failed level of performance
4	F	9.0	Fail and unable to cope, needs special additional attention.

- 8.4 Whichever system is used, either a grade of 1-9 or A – F or both will be given for each subject area.
- 8.5 An overall grade shall be given to identify the position of each student in relation to his overall performance

8.6 Ranking shall be based on dense ranking ("1223") system as explained below;

- a) In dense ranking, items that compare equal receive the same ranking number, and the next item (s) receive the immediately following ranking number.
- b) Thus if A ranks ahead of B and C (which are both ranked ahead of D, then A gets ranking number 1 ("first"), B gets ranking number 2 ("joint second"), C also gets ranking number 2 ("joint second") and D gets ranking number 3 ("third").

9.0 REPORTING PROCEDURES

- 9.1 Formal written reports are given to the parent/guardians of students on two occasions during the academic year, depending in which year group they are in.
- 9.2 The report shall show the individual's subject letter grade or number grade, an overall GPA and the student's overall position in class.
- 9.3 A comment by the form master/mistress or class teacher is given.
- 9.4 All reports are signed off by the Principal/Head Teacher and a general comment may be made on progress to date.

10.0 CHEATING

- 10.1 AAPSS has a no-tolerance policy regarding cheating.
- 10.2 Students found exhibiting behaviors commonly associated with cheating will be subject to discipline.
- 10.3 Students involved in cheating receive a "0" grade for the assessment and the parents will be notified by the classroom teacher.
- 10.4 Plagiarism is a form of cheating and is not acceptable. Cutting information and pasting it into personal work without giving credit to the source is plagiarism. Students will receive no credit and parents will be notified. Further consequences may also be imposed.
- 10.5 Cheating and Plagiarizing include;
- a) Copying and pasting information from a book, magazine, encyclopedia CD=Romm or the internet without giving credit to the resource.
 - b) Sharing information or answer for a quiz, test, or other individual assignment with other students who are taking or who will take the assessment at a later time or date.
 - c) Copying another person's homework, notebook or assignment.
 - d) Providing homework, notebooks, or assignments to others who hand in such work as their own.
 - e) Copying another person's homework, notebook, or assignment that has been graded and returned, and then using such as one's own work.
 - f) Creating or suing my unauthorized materials during any type of assessment.
 - g) Talking during tests, quizzes, and other assessments.

11.0 HOMEWORK

Purpose

- 11.1 Homework is an important part of our educational program and should be assigned on a regular basis.
- 11.2 Homework assignments should be purposeful and continuations (or extensions) of the instructional program and an integral part of the total evaluation.
- 11.3 Homework, appropriate to the student's development level, should be given for the purpose of review, practices, reinforcement, application, and enrichment.
- 11.4 Homework should help students become responsible, self-directed learners.

Time

- 11.5 Although the time required for the completion of an assignment will vary from student to student, teachers should consider the demands of other disciplines when planning homework assignments.
- 11.6 Teachers at Arnon Atomea PSS will strive to make homework assignments that do not exceed 120 minutes per day.

Evaluation

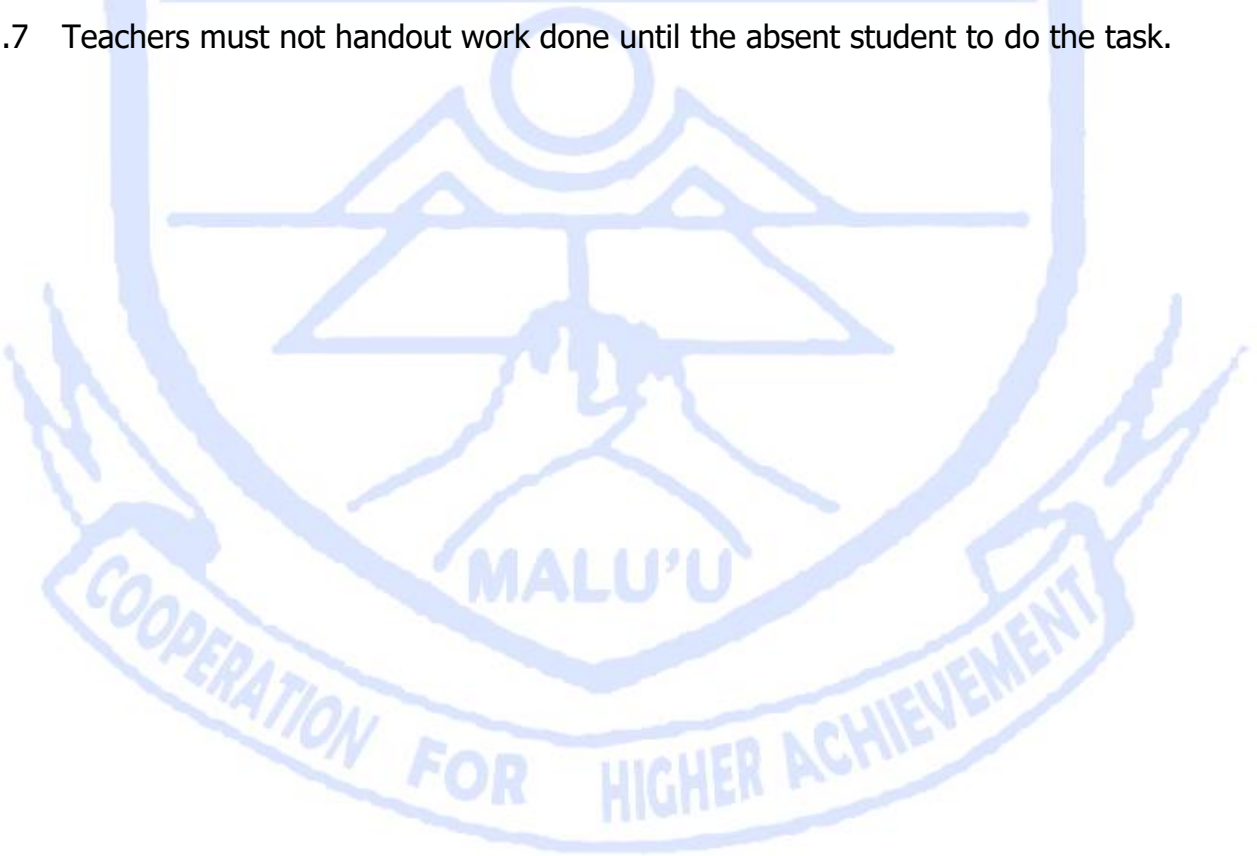
- 11.7 Students are expected to turn in work on time.
- 11.8 Since the successful completion of homework assignments will play an important part in final evaluation of the student, parents and teachers share a mutual responsibility of encouraging completing of assignments.
- 11.9 Homework should be considered in reporting a student's progress to parents; however, homework should not exceed fifteen percent (15%) of a student's academic grade for a marking period.
- 11.10 Actual time required to complete assignments will vary with each student's study habits, academic skill, and selected course load.

Responsibilities of Staff

- 11.11 Each teacher shall follow the AAPSS Homework Policy regarding the amount of homework assigned and the length of time required for completion.

12.0 WORK MISSED THROUGH ABSENCE

- 12.1 Students who miss an assessment through ill health are required to provide a doctor's/Nurse's Certification confirming this.
- 12.2 Students who miss a standardized test through ill health or other legitimate reasons will be expected to write the test on the day they return to school.
- 12.3 Their mark may be adjusted at the teacher's discretion.
- 12.4 Students who for legitimate reasons such as ill health miss tasks which form part their National Assessment should be given an opportunity to complete the tasks on the day that they return to school.
- 12.5 Students who fail to hand in assignments or who miss tasks through absence for reasons that are not legitimate may kept after school to complete the task.
- 12.6 A student may be given "0" mark for a task only in instances of proven dishonesty or plagiarism or fail to do assigned work for after given an opportunity to do so.
- 12.7 Teachers must not handout work done until the absent student to do the task.



13.0 ASSESSMENT CONCESSIONS FOR LEARNERS WITH BARRIERS TO LEARNING

- 13.1 On the advice of a competent professional such as a doctor or nurse, psychologist, a learner with temporary or permanent barriers to learning may be granted various concessions.
- 13.2 The names of these learners will be listed on the notice board in the staff room; together with the concession they are permitted.
- 13.3 Concession may include;
 - a) Additional time to complete tests and examinations
 - b) Spelling dispensations
 - c) Handwriting dispensations
 - d) Marking rubric dispensation

14.0 REMEDIAL WORK

- 14.1 It is very important that teachers give remedial work for slow learners to improve their learning abilities.
- 14.2 This will involve extra classes after school or giving extra work.
- 14.3 Parents must be notified of such arrangement
- 14.4 Depending on the teacher, a small donation in kind can be asked especially for extra classes after school.

15.0 AWARDS AND RECOGNITION

- 15.1 Arnon Atomea PSS strive to give its learners awards in public recognition of their excellent performance.
- 15.2 These could include; certificates, prizes (cash and in kind), trophies, medals etc.
- 15.3 Receiving of awards given by the school is a privilege and not a right.
- 15.4 Therefore, the school reserves the right to either give or withheld any such award (s)
- 15.5 The awards aim to acknowledge and promote student excellence in various areas and to provide formal recognition of student achievements that can motivate learners to strive for excellence in academic, leadership, and social responsibility, among other aspects of student progress and development.
- 15.6 These awards are given to encourage learners to strive for excellence and to become proactive members of the school and community.
- 15.7 All learners, who have met the standards, criteria, and guidelines set by this school, shall be recognized.
- 15.8 There can be two or more recipients of any award.
- 15.9 Awards can be given for any of the following areas;
- a) Attainment at the end of year 6, year 9, year 11, and year 12 education levels.
 - b) Academic achievements in different disciplines and classes
 - c) Academic excellence award i.e. overall class performance
 - d) Leadership recognition
 - e) Behavioral recognition
 - f) Social and special recognition, e.g. sportsmanship, representing the school on outside organized activities.
 - g) Good citizenship
- 15.10 A student shall be disqualified to receive an award or awards even if he/she have done extreme well in any or all subjects, if he or she is found to;
- a) Have cheated in an assessment
 - b) Have discipline problem with the school
- 15.11 In any such situation, the first runner up will receive the top award, and those following shall receive the subsequent awards if there is any.

16.0 YEAR, TERM, SCHEME OF WORK ANDN LESSON PLANS

- 16.1 At the start of each academic year, all teachers must produce the following plans; Year Plan, Term Plan, Scheme of Work and an Assessment Specification grid.
- 16.2 During the course of teaching, each teacher must produce a Lesson Plan for each lesson taught.
- 16.3 It is a requirement that a copy of the plans stated above must be submitted to the Principal or the Headmaster for the purpose endorsement and monitoring.

17.0 THE ACADEMIC COMMITTEE

Purpose

- 17.1 The purpose of the Academic Committee is to oversee the academic affairs of the school and review and make recommendations to the administration about academic programs and important priorities.
- 17.2 The committee ensures that AAPSS has the policies, capabilities, programmes, practices, measurement systems and evidentiary reporting capabilities in place to;
 - a) Realize AAPSS's Mission and Implement AAPSS's important priorities as a learning institute.
 - b) Deliver on AAPSS's promise to students that they will;
 - i. Receive high quality primary and secondary education, training and support.
 - ii. Receive high quality vocational and tertiary education, training and support in the field of study they have chosen at AAPSS.
- 17.3 The committee shall also provide guidance to the school administration and management on matters essential to the academic quality and competitiveness of AAPSS programmes (and on the investment required to achieve these ends) and oversees the implementation of decisions made by the administration and board to effectuate these goals.
- 17.4 The Committee is one part of an institutional system of academic governance that also includes the BOM, Principal, Headmaster, Senior Teacher (STs), Head of Departments (HOD), Head of Subjects (HOS), Head Tutor (HT) and various school committees.

17.5 There shall be two academic committees – one each for primary and secondary sectors.

Authority

17.6 The committee will have the resources and authority necessary to discharge its duties and responsibilities.

17.7 The committee may form and delegate authority necessary to subcommittees and may delegate authority to one or more designated members of the committee.

17.8 The Committee shall have the authority to;

- 1) Receive reports from the BOM, Principal, Headmaster, HOD, HOS, HT, STs, and those involved in programme development, implementation and evaluation;
- 2) Provide advice and recommendations to management concerning academic affairs;
- 3) Communicate to BOM and Administration considerations relating to academic affairs;
- 4) Request data and analytical reports, budgetary and financial information related to academic affairs and effectiveness.
- 5) Amend, add or repeal any part of this policy. Any such amendment (s) shall be implemented forthwith and does not require BOM blessing.

Responsibilities and Functions

17.9 The Principle responsibilities and functions of the Academic Committee are as follows but not limited to;

- 1) Assist in setting the school academic strategies and ensuring that the school's academic programmes are consistent with the school's mission and vision.
- 2) Ensure that the school budget reflects the school's academic priorities, and that resources are allocated appropriately to support and sustain academic programmes.
- 3) Ensure that the institution's academic programmes are appropriate for tis students, and that students are well served by the school.
- 4) Ensure that the academic quality issues remain a top priority of the school.
- 5) Identify professional, educational or institutional issues that may be of concern to academic effectiveness.
- 6)

18.0 MONITORING

This policy shall be monitored by the respective Sector (Primary/Secondary) Academic Committees.

19.0 ADOPTION OF THE POLICY

This policy was adopted as a subsidiary legislation of the School Constitution at a Board Meeting duly convened at the school on the **16th** Day of **April** 2018.

