



Lurgan Junior High School

Assessment & Reporting Policy

Personnel Responsible: Vice-Principal (Curriculum)
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Assessment

Introduction: General overview of assessment; links with mission statement

Our school's Mission Statement is: ***Empowering you to reach your full potential, to feel respected, cared for and equal***.

Our vision for Assessment & Reporting is underpinned by consultation with stakeholders and by the findings of educational research and has been defined as follows:

'To promote, through high quality assessment and reporting experiences, a culture of effort, aspiration and achievement which evidences our pupils' progress in becoming the best person that they can be.'

Our policy has also taken into account the 2023 Independent Review of Education in Northern Ireland which stated that:

'Assessment is a central part of all good education systems. It is vital to support the teaching and learning of students, to monitor progress of learners against agreed benchmarks and to evaluate performance at school level and system level. Assessment will place legitimate demands on teachers and learners but should not create avoidable burdens for either.

There can be many different purposes for assessment. These include:

- **To support the teaching and learning of students**, by checking what they have learned, identifying strengths and gaps and guiding them on what to do next. These kinds of purpose are normally labelled "formative", and formative assessment – often quite informal – is a regular part of life in the classroom.
- **To check what individual students know or can do against benchmarks**. The outcomes of such assessments, when understood and explained, give useful information to teachers, parents and students themselves.
- **To evaluate the levels of learning or performance attained in a school, region or country**. This may be done by testing a sample of students, and in such cases there may be little or no feedback to individual students on how they fared in the test. International tests such as PISA, PIRLS and TIMSS test samples of students from different countries, and countries or regions may hold national/regional sample tests to give them information.'

<https://www.independentreviewofeducation.org.uk/files/independentreviewofeducation/2024-01/Investing%20in%20a%20Better%20Future%20-%20Volume%202.pdf>

It is further posited by Daisy Christodoulou in relation to Assessment and Reporting procedures that:

"Essentially, what we all want is an assessment system that is (a) accurate, (b) easy to understand, (c) not too time-consuming for staff, and (d) motivating for students."

<https://blog.nomoremarking.com/what-is-the-best-way-of-reporting-assessment-information-to-students-parents-e0ee3dbb958b>

Therefore, considering these factors, Lurgan JHS views Assessment and Reporting as key to the delivery of its Knowledge-Rich Curriculum, which by extension enables all pupils, regardless of background or starting point, equality of access to assessment opportunities that afford them the chance of succeeding right across the curriculum, through a combination of low-stakes and high-stakes assessments.

Our 2023/24 review of our Assessment & Reporting Policy is driven by the following objectives:

- To meet the needs of the children at Lurgan JHS.
- To reflect our values and our Christian ethos and to fulfil the overall Mission and Aims of the school.
- To define a system of Assessment & Reporting that is distinctive to our school in the context of its children, its community and the unique secondary school system it is part of, including establishing context-specific assessment & reporting measures.
- To use robust and up to date educational research and views of stakeholders to ensure we employ the most effective approaches to Assessment & Reporting.
- To meet statutory requirements.

Our review has also included reading the following books which have contributed to our understanding of what makes good Assessment & Reporting:

Sherrington's Rosenshines's *Principles in Action*, Sherrington *Walkthrus*, Vols 1,2 and 3, Sherrington *The Learning Rainforest*, Christodoulou, *Making Good Progress*, Allison and Tharby, *Making Every Lesson Count*, Lemov, *Teach Like a Champion*, Strickland, *Education Exposed Vol 2*, Willingham's *Why Don't pupils Like School?*, Kate Jones, *Retrieval Practice*

Our exploration of these texts has helped clarify our understanding of effective assessment, feedback and reporting strategies and, as such, school has therefore formulated the following Assessment & Reporting Aims:

- To afford pupils, through formative and summative assessments, the opportunity to develop a good understanding of their own strengths and weaknesses and encourage them to develop a clear pathway to further study.
- To impart and assess a body of core knowledge in every subject across the curriculum, in order to equip children to deal with challenges throughout the Key Stage and also provide a sound basis for further study at Key Stage 4.
- To furnish pupils with the core curriculum, in light of established baseline positions regarding academic starting points.
- To foster a culture of resilience by encouraging competition and allowing our pupils to win and lose, succeed and fail.
- To measure value-added from key pieces of data across the curriculum and pastoral aspects of school life.

Context of School

This policy reflects our context in a unique educational system within the Craigavon Area, commonly referred to as the Dickson Plan, and our unique Key Stage 3 only Curriculum, which by its nature must be cognisant of the curriculum and assessment arrangements at Key Stages 2 and 4.

School recognises that it is one of very few schools in NI that enjoys an intake of 250 pupils per Year Group. This means that we enjoy working with children at all levels of ability, from pupils in Specialist Provision in Mainstream School (SPiMS) to the Gifted and Talented.

Under the system of open enrolment, pupils attending Lurgan JHS do so on the basis of criteria set by the Board of Governors. This does not involve any type of entrance/selection

examination although admissions criteria (available in the current School Prospectus) are set and reviewed annually by the Board of Governors.

As part of the Dickson Plan, all Junior High schools set their own internal examinations. Parents are able to use these examination results to apply for their child to attend either a local Grammar or Secondary School in Year 11.

This policy also reflects the requirements of the Northern Ireland Curriculum Programmes of Study.

It also reflects requirements for inclusion and equality as set out in the [Special Educational Needs and Disability Code of Practice 2014](#) and the [Equality Act 2010](#)

School is cognisant of the unique pressures the Dickson Plan places on pupils and parents given the contribution of examination results to transfer procedures from Year 9 onwards. Although our pupils will have an offer of admission to their next school by May of Year 10, we will continue to assess their progress and share this data with our Key Stage 4 partner schools.

Roles and responsibilities

Role of the Board of Governors

The Board of Governors will monitor the effectiveness of this policy and support the school in its implementation.

The Board of Governors will also ensure that:

- A robust framework is in place for monitoring pupil progress and reporting to parents.
- The school implements the NI Curriculum statutory requirements for Assessment & Reporting will be met.
- Proper provision is made for the assessment of pupils with different abilities and needs, including children with special educational needs (SEN).

Role of the Principal

The Principal is responsible for ensuring that this policy is adhered to, and that:

- They manage requests to withdraw children from curriculum subjects, where appropriate.
- The school's procedures for assessment and reporting meet all legal requirements.
- The governing board is fully involved in decision-making processes that relate to the assessment & reporting.
- The governing board is advised on whole-school targets in order to make informed decisions.
- Proper provision is in place for assessment of pupils with different abilities and needs, including children with SEN.

The Role of other staff

The Vice-Principal and the Senior Teacher (Curriculum), along with the Principal and Tracking Progress Coordinator (as requested) make up the Curriculum Team which has responsibility for short, medium and long term planning and implementation of this policy.

The Curriculum Team will communicate with Heads of Department, Coordinators and Subject Teachers and they will together ensure that the school Assessment & Reporting Procedures is implemented in accordance with this policy.

Key Stage 2 Transitional Arrangements and Baseline Testing in Year 8

Key Stage 2 assessment data are given to Lurgan JHS by its Primary school partners. This data generally includes the results of assessments carried out by the primary school across English and Maths and can be used alongside the teacher judgement of the Primary 7 teacher to aid establishing the starting point for any pupil entering Lurgan JHS.

Historically, tests employed by Primary schools are: CAT4, PTE, PTM, Communication levels and Using Maths levels. Key staff from Lurgan JHS meet with relevant counterparts from the Primary school to consider the individual pupil's academic outcomes in a holistic fashion. In this vein, pastoral and SEN information about each child is given to Lurgan JHS staff so that a better understanding of each child can be gleaned from the meeting.

During the third term of Primary 7, new entrants to Lurgan JHS come on site to complete CAT4, NGRT and NGST tests. The results of these tests confirm and extend our understanding of the baseline position held by each individual pupil.

New pupils, joining mid-year, to Lurgan JHS will complete CAT4, PTE and PTM tests and will be asked for any current assessment and/or reports from their previous school, to aid in the placement process.

At the beginning of the Autumn Term, all pupils in Year 8 are given the opportunity to take a battery of nationally standardised tests, produced by GL Assessment. These include an aptitude test and an attitudinal test and the outcomes help staff to set individual targets and monitor pupil performance.

Pupils are encouraged to be fully involved in their learning, to know their own individual targets for each subject area and to regularly review their work and progress towards these targets, thereby fostering self-responsibility and independence.

Throughout a pupil's time at Lurgan JHS, they may be involved in other baseline testing for example Boxall Profile for pastoral reasons, as well as assessments such as those determining the extent, if any, of exam access arrangements.

Class Placement

Our aim is to ensure as far as possible that all pupils at Lurgan JHS access the same curriculum and take part in the same assessment activities as their peers. Pupils at Lurgan JHS are therefore taught in broad banded ability groups, Band 1 A1-3, Band 2 A4-8, Band 3 A9-10. To make this possible, staff in all subjects teach the same content to all classes, except A11.

School will set criteria for the allocation of pupils to specific bands, based on the assessment data for that year's cohort. Each band will be made up of pupils who match the criteria set by us for that year.

The pupils with the highest standardised test results from our assessments, in conjunction with Primary School scores, are then placed in the first, second and third bands accordingly.

Historically, the academic profile of the Year Group is such that a fourth band is usually necessary. This band consists of one class - A11 - and these pupils study a tailored curriculum, with relevant additional interventions to support their learning as required, for example in Years 9 and 10, these pupils will not study an additional language but will instead receive an additional period per week of English, Mathematics and ICT.

Pupils with additional educational needs can be accommodated within any of the bands. These include the needs of Gifted and Talented pupils, Newcomer pupils and pupils with statements of Special Educational Needs.

Placement into a different band may occur if results suggest that there has been an improvement or regression in progress. Historically, we know that class change is very disruptive to pupil progress, both pastorally and academically, and therefore both areas are taken into account when deciding on the best way forward.

Pupils may be moved between classes (within their current band) for pastoral reasons which clearly impact seriously on the wellbeing of the pupil, for example, if there are friendship issues after consultation with the pupil, parents and staff involved. (As noted earlier, government regulations on class size for practical subjects may mean there are no places available).

We see no value in moving pupils into other bands if some of the results show they are currently underachieving, as experience has shown that this may be only a temporary issue for some children and that this will lead directly to the development of so-called 'sink' classes with a large group of disaffected pupils.

As outlined below, staff in Lurgan JHS will, in as many cases as possible, instead intervene with these underachieving pupils and their families to raise their level of attainment within their current class.

Due to the nature of delayed selection in the Dickson Plan, Year 9 and 10 whole school Assessment is crucial to this process of transfer to KS4. It is therefore important that the pupils follow the same Curriculum in each subject area and are assessed in the same way, unless they have been placed in A11.

In circumstances where the Assessment data suggests the pupil had been significantly misplaced in Term 1 Year 8 and/or has been unable to access the curriculum effectively in their current class, SLT will discuss the option of a change of class with the parents and pupil. The decision made by the Principal and SLT is final.

Examinations including timetable

All pupils sit Christmas and Summer examinations in all subjects apart from Drama, PE, ICT, LLW (Years 8 & 9). Copies of the school examination timetable indicating changes to the normal timetable are posted on the website and provided to pupils a few weeks before the start of the examinations.

In lessons, subject teachers indicate areas on which pupils should focus revision, spend time preparing them for the content, sharing with them the types of questions they might be asked and giving guidance about how to set out answers and the timing of answers.

Form Class teachers will also spend time discussing ways to revise and assisting pupils with the preparation of a revision timetable. Pupils should try to revise in an on-going way throughout the year and testing of knowledge is an essential part of any such revision. This can be enhanced through use of Knowledge organisers distributed to Year 8 and Year 9 pupils and through the 'Learning to Learn' programme which helps pupils engage in low-stakes quizzing and retrieval exercises in order to consolidate their learning.

There are a number of ways in which parents can support school and help pupils prepare for school examinations:

- Taking a pupil through their revision timetable and planning what needs to be revised in each subject to ensure all subjects and areas highlighted by subject teachers are covered;
- Assisting with the organisation of notes/books required for revision;
- Creating a revision notebook in which the pupil can make notes, self-test and highlight areas for further revision;
- Talking the pupil through learning, hearing vocabulary/prepared presentations for Speaking Tests in Languages and checking accuracy of notes made from textbooks/learning booklets/class and homeworks;
- Ensuring pupils can work at a table/desk and have a quiet area in which to study
- Removing mobile phones to minimise distraction while working!

We value the establishment of good study habits so that pupils can take increasing responsibility for their work at their next schools.

The following table details which subjects are examined at Key Stage 3, as well as their relevant weighting in the formulation of rank orders.

Subject and Weightings	8A1-10	8A11	9A1-10	9A11	10A1-10	10A11
English <i>x/200</i>	✓	✓	✓	✓	✓	✓
Maths <i>x/200</i>	✓	✓	✓	✓	✓	✓
Science <i>x/200</i>	✓	✓	✓	✓		✓
Biology (Mean of Biology/Chemistry/Physics <i>x/200</i>)					✓	
Chemistry (Mean of Biology/Chemistry/Physics <i>x/200</i>)					✓	
Physics (Mean of Biology/Chemistry/Physics <i>x/200</i>)					✓	
History <i>x/100</i>	✓	✓	✓	✓	✓	✓
Geography <i>x/100</i>	✓	✓	✓	✓	✓	✓
RE <i>x/100</i>	✓	✓	✓	✓	✓	✓

TD <i>x/100</i>	✓	✓	✓	✓	✓	✓
HE <i>x/100</i>	✓	✓	✓	✓	✓	✓
Art <i>x/100</i>	✓	✓	✓	✓		
Music <i>x/100</i>	✓	✓	✓	✓	✓	✓
French <i>x/100</i>	✓	✓	✓	✓	✓	✓
Spanish <i>x/100</i>			✓		✓	
LLW <i>x/100</i>					✓	✓
ICT						
Drama						
PE						

Table 1: Subjects and weightings

Access Arrangements for Examinations

Lurgan JHS recognises its responsibility to provide robust assessments for the purposes of transferring data between schools.

Access Arrangements allow candidates/learners with special educational needs, disabilities or temporary injuries to access the assessment without changing the demands of the assessment. For example, readers, scribes and Braille question papers. (JCQ Regulations, 2024).

In this way Lurgan JHS will comply with the duty of the Equality Act 2010 to make 'reasonable adjustments'.

It is important to note that not all the adjustments will be reasonable, permissible or practical in some situations. The learner may not need, nor be allowed, the same adjustment for all assessments.

As the needs and circumstances of each learner are different, Lurgan JHS will consider any request for a reasonable adjustment on a case-by-case basis. Evidence of need will be required.

How reasonable the adjustment is will depend on a number of factors including the needs of the disabled candidate/learner. An adjustment may not be considered reasonable if it involves unreasonable costs, timeframes or affects the security or integrity of the assessment.

In Lurgan JHS, the Principal and SLT reserve the right to take the final decision on all matters relating to Access Arrangements.

In the event of exceptional circumstances, such as a set of examinations being cancelled, or a student being unable to complete a full set of examinations e.g. through serious illness or injury, the Principal, SLT and the Board of Governors of Lurgan JHS reserve the right to decide on an alternative procedure which will provide academic evidence for the school which the pupil wishes to transfer to.

An example of an alternative procedure occurred in 2020 when examinations were cancelled. The school decided that Year 10 pupils who were unable to take their March / April examinations would use their Year 9 Summer results and Christmas Year 10 results instead, split 50/50. (See Option Paper shared with BoG, April 2020).

If a pupil, through illness or injury (that has been verified by documentary evidence), cannot sit a full set of exam papers, an effective academic report would only be possible if they complete 3 subject exams less than the full set. The set of examinations must include: English, Maths and Science along with at least one foreign language. The three discounted subjects can be chosen by the child and their parents/guardians.

Please note, where any child fails to complete a required contributory assessment/examination - whether from the full set or a reduced set, as outlined above - the mark for that paper will be recorded as 'zero' and therefore will affect the rank order position for the child, whether in Year 8, 9 or 10.

Parents should note that where long term circumstances have prevented the pupil from reaching the competence standards, it may not be possible to make an adjustment such as those outlined above. In such a case, Lurgan JHS will work closely with parents to provide appropriate academic information to the admitting school.

There is no duty on the school to make any adjustment to the assessment objectives being tested in an assessment.

Special Consideration for Results

Special Consideration is a post examination adjustment to a candidate's mark or grade to reflect temporary injury, illness or other indisposition at the time of the examination/assessment. (JCQ Regulations, 2024).

The admissions criteria for Senior schools makes it clear that any Special Consideration given to a pupil who has temporarily experienced illness, injury or some other event outside of their control at the time of the assessment, will be applied by the admitting school. This essentially means that any adjustment to marks/rank order positions will be applied by the Senior school upon receipt of the relevant documentary evidence.

Parents are advised to refer to the Admissions Criteria for each receiving school for specific details of acceptable evidence and the procedures to be followed.

Key Stage 3 Transitional Arrangements and Transfer Procedures

When pupils move to a Senior school at the end of the Key Stage, similar transitional meetings take place between key personnel in Lurgan JHS and their Senior School counterparts as took place at the commencement of KS3 with Primary school partners.

These meetings ensure that a holistic view of each child is clearly communicated to the receiving school including relevant data - pastoral & academic - which will be of use by the Senior school in progressing the child into GCSE and Vocational programmes of study.

Lurgan JHS Curriculum Team recognises that it is vital that pupils, parents and staff can clearly identify the academic progress each child has made during their time in Key Stage 3.

Almost all of our pupils transfer to either Lurgan College or Craigavon Senior High School.

The Principal of Lurgan College, Mr K McCallan, explains the process of admission to his school:

'The Admissions Committee of the Board of Governors of Lurgan College selects children on the basis of rank order, with higher scores preceding lower ones; those children with a better academic achievement will achieve a higher place in the rank order than children with a lesser academic achievement.'

Selection will be based on the following evidence: academic evidence from year 10 examinations taken whilst attending LJHS (for the removal of doubt, if LJHS so decides, the academic evidence from the Year 10 examinations will include a percentage of marks attributable to examinations taken by the relevant children in the previous academic years).'

Similarly, Ms R Harkness, Principal of Craigavon Senior High School, explains the process of admission to her school:

'Students who have listed Craigavon Senior High as one of their school preferences at Key Stage 4 will be offered a place at our school and those within the Dickson Plan will be given priority in line with the Board of Governors admissions criteria. As we are currently oversubscribed it is important to use school preference choices carefully as places are very much sought after by both students within The Dickson Plan and from further afield.'

When students secure a place at Craigavon Senior High, the rank orders provided by our feeder Junior High Schools will be used to allocate your child to an appropriate pathway within our school. We currently have four pathways and each one has been strategically designed to meet the needs and abilities of our pupils, securing positive outcomes for all. We offer a range of subjects and types of qualifications within each pathway that vary in the degree of external examination. We currently offer GCSE, BTEC, Occupational Studies, OCNi and Prince's Trust Level 2 courses.'

Pupils in any band within Lurgan JHS, other than 10A11, will be able to apply for admission to Lurgan College and Lurgan College has taken between 105 and 120 pupils from Lurgan JHS in recent years: all pupils from 10A1-10A11 can apply for a place in Craigavon Senior High School.

The decision to apply to transfer to Lurgan College must be relayed to school early in Term 1. The process of selection is completed via an online portal and pupils and parents are directed and guided by relevant school staff through procedures to ensure that the transition is as smooth as possible. Timeframes around the process are determined by the Education Authority and are communicated annually as needed.

It is essential that pupils and parents are aware that results from any set of school examinations could potentially be used by teachers to support applications for transfer to another school.

PE is assessed and reported through grades A- D for Achievement and Participation.

The following table details which subjects contribute to the rank order process, in both Years 9 and 10.

	Year 9 Summer Examinations 9A1-10	Year 9 Summer Examinations 9A11	Year 10 Transfer Examinations 10A1-10	Year 10 Transfer Examinations 10A11
English	30%	30%	70%	70%
Maths	30%	30%	70%	70%
Science	30%	30%		70%
Biology			70% of the Mean score from Biology, Chemistry and Physics	
Chemistry				
Physics				
History	30%	30%	70%	70%
Geography	30%	30%	70%	70%
RE	30%	30%	70%	70%
TD	30%	30%	70%	70%
HE	30%	30%	70%	70%
LLW			100%	100%
Art	30%	30%	70% from 2024-2025	70% from 2024-2025
Music	30%	30%	70%	70%
French	30%	30%	70%	70%
Spanish	30%		70%	

Table 2: Contribution to Rank Order Yr 9 & 10

Regression and Interventions including high/low/under and over-achievement

Regression

Following each set of internal examinations, the Tracking Progress Coordinator will carry out a unique and sophisticated form of data analysis called Regression. The purpose of this is to assess progress made by each student against their own potential in order to confirm low/high achievement, and identify under/over achievement and to arrange academic interventions where appropriate.

The process of regression analysis creates a residual score that indicates which of the above categories a child may fit into i.e. over or under achievement. In this way, the regression enables a tailoring of intervention to the individual needs of each pupil as comparisons are made against the child's potential and not the performance of their peers.

Regression meetings are held following the Winter examinations diet with selected parents and home is guided in the areas of concern and in their bids to partner with school to remedy these.

Interventions

Pupils who have been assessed as low in reading (NGRT) and spelling (NGST) scores will have a six week programme of small group support from a Supported Learning teacher, with a review of progress determining next steps.

Underachieving pupils in specific areas of Mathematics and English will be identified by the departments and given bespoke programmes of small group support for six weeks, followed by a review of progress.

Reporting

Lurgan JHS is cognisant of statutory reporting arrangements and adheres to requirements as laid out in the DE circular 2009/15: <https://www.education-ni.gov.uk/publications/circular-200915-pupil-reporting-regulations-2009>

Parents receive a report of their son/daughter's performance at the end of Term 1 (Winter) and Term 3 (Summer) annually. Both reports will show the target for each subject that the pupil is expected to achieve, alongside the score achieved, colour-coded to be easy to understand. If they meet or exceed the target set, this will show as green. If not, they could be amber or red, depending on how far from their expected target they have come. Targets are determined by scores achieved in CAT4 testing. The following details are given by way of explanation of the 'RAG' system:

GREEN

A score coloured green indicates that the pupil has met their target, or is working within an acceptable tolerance below the target (up to 10% below the target.)

AMBER

A score coloured amber indicates that the pupil is working towards their target but needs to improve (They are working at a level between 11 & 20% below the target.)

RED

A score coloured red indicated that the pupil has not met their target and needs much improvement to meet it in the future (They are currently working at a level more than 20% below the target.)

The report will indicate your child's position within the Form Class. One report each year will also include comments which may incorporate a focus for improvement from subject teachers and pastoral comments from the Form Class Teacher.

The timing of these reports is indicated below -

	Year 8	Year 9	Year 10
Term 1 (Winter Report)	December	December	December
Term 3 (Summer Report)	June	June	April / May

Table 3: Timing of Reports

Parents will be provided with a separate letter indicating their child's overall Rank Order position within the school. This will help them understand whether their child is likely to be suited to transfer to an academic Grammar School like Lurgan College to sit 10 or more GCSE subjects, or to move to a Senior High School like Craigavon Senior High to sit 8 or less GCSE subjects.

In Years 8 to 10, teachers assess pupil progress in the statutory curriculum and report this progress to parents. In Year 10, there are additional end of key stage requirements for assessment and reporting. These will be adhered to as determined by current teacher union action.

Parents are invited to meet with subject teachers once a year using the *School Cloud* platform. An invitation will be sent out a few weeks prior to the Parent-Teacher Meeting and parents will be able to make appointments to speak with either subject teachers or Form Class Teachers.

Parents are encouraged to contact the pupil's Form Class Teacher, at any time, should they have particular concerns about their son/daughter's assessment scores or progress. Reports, Rank Order Letters, Parent-Teacher meeting invitations and other information will be sent to parents via the SIMS Parent App.

Nature of Assessment

Assessment is the cornerstone of good learning and teaching. It can make a vital contribution to improving educational outcomes for all pupils. It is about collecting, interpreting and using information to give a deeper appreciation of what pupils know and understand, their skills and capabilities, and what their learning experiences enable them to do.

Stakeholders of Lurgan JHS recognise that Assessment should:

- complement and support the key aims of the Northern Ireland Curriculum;

- be fit for purpose;
- be manageable; and
- be supported by teacher professional judgements that are consistent and reliable.

Teachers can use different assessment types to gather information.

The table below outlines the four main categories/types of assessment and their respective purpose. It is recognised that various pieces of assessment data can cross over categories depending on purpose and depending on whether they are used as assessment **for** learning or assessment **of** learning.

Types and Purposes of Assessment			
Diagnostic	Formative	Summative	Evaluative
<p>To identify strengths and areas for improvement and to inform next steps</p> <p>For example: Dyslexia Screener, PTE, PTM.</p>	<p>To use assessment information to make specific improvements in learning</p> <p>For example: IXL, class retrieval quiz, Google Classroom multiple-choice quiz</p>	<p>To acknowledge, record and report pupils' overall performance and achievement at a point in time</p> <p>For example: end of unit test, bi-annual examinations.</p>	<p>To inform curriculum planning and to provide information for monitoring and accountability</p> <p>For example: CAT4 tests, examination results.</p>

Table 4: Types & Purposes of Assessment

Having embarked on a Knowledge-Rich curriculum school recognises the importance of assessment opportunities as a means of enhancing the acquisition of core knowledge across the subject curriculum and therefore places equal emphasis on assessment for learning and assessment of learning: Formative and Summative. Indeed, it is assumed by stakeholders that assessment opportunities will need to be effective if core knowledge and the application of same is to be embedded in long term memory.

Assessment for learning should be very much integrated into pupils' everyday learning. It is an essential part of the teaching process used to develop and assess pupils' knowledge and understanding in a low-stakes manner.

Teachers should use techniques that best suit the nature of the work being assessed and the purpose of the assessment. It may, for example, take the form of self-quiz homeworks, class quizzes, homework tasks, independent or group tasks, class discussion or teacher observation of pupil understanding as an individual or as part of a group. Such ideas underpin the distribution of Knowledge Organisers to all pupils which allow for such quizzing to take place. Furthermore, this is embellished through the school's 'Learning to Learn Programme', which enables pupils to review work done in a low-stakes fashion.

It is acknowledged that formative assessment allows for responsive teaching to take place, whereby teachers adapt their approaches to teaching in accordance with outcomes as

demonstrated in formative assessment. As Fletcher-Wood (2018) has highlighted, it allows for teachers to “refine their approach to fundamental challenges in the classroom”.

Homework

Homework given will vary to reflect subject content and pupil contact time allocated each week.

As our Knowledge Organiser introduction progresses, pupils in Years 8 & 9 are taught how to self-quiz and regular homeworks to support this work will be set according to a self-quizzing timetable and revision for the ‘Learning to Learn’ identified subject rotation.

There will be occasions, too, when pupils are involved in project work and will be required to complete a short additional task in the evening to ensure on-going progress in the project. Pupils may also be set a larger piece of work which teachers might ask pupils to complete over two or more homework sessions. This will require careful organisation on the part of the pupil who will need to learn to manage his or her time at home in order to ensure they are able to complete all homework on time.

To embed core knowledge of Key Literacy and Numeracy concepts all pupils in Key Stage 3 complete IXL tasks weekly at home. This computerised platform provides further quizzing opportunities to consolidate conceptual knowledge into Long Term Memory.

Google Classroom is used as the main vehicle by which teachers share resources and homeworks with pupils. Pupils must check the to-do list on Google Classroom each evening and complete the assigned tasks. A supervised Homework Club is available in school every afternoon from Tuesday to Thursday in the Ferris Library. Pupils have access to computers and 1 to 1 support with homeworks.

Assessment of Skills

The skill of effective Communication is at the core of all learning and is developed in a progressive way through Reading, Writing, Talking & Listening in English lessons and reinforced across all subjects.

Pupils are encouraged to take care with their Spelling, Grammar and Punctuation and to take time to look over their work to ensure it is at all times neat, with legible handwriting and in line with each subject teacher’s expectations.

Similarly, pupils’ ability in Using Mathematics, taught primarily through Mathematics, is developed and consolidated across the curriculum.

Lurgan JHS has a well-structured programme to ensure pupils consolidate their existing ICT skills. In addition to teaching ICT as a discrete subject on the curriculum, pupils’ skills in Using ICT are developed throughout a range of subjects across the curriculum in Key Stage 3.

Since September 2012, statutory end of key stage assessment arrangements have been in place to support the Northern Ireland Curriculum. These include arrangements for assessing the Cross-Curricular Skills of Communication, Using Mathematics and Using ICT at the end of Key Stage 3. In recent years, assessment of these 3 skill areas has been disrupted by Union action and Covid disruption. The Levels of Progression set out the common standards, from Level 3 to Level 7, for all post-primary pupils. They set out, in the form of

'can do' statements, a continuum of skills that pupils should be able to demonstrate if they are to build the literacy, numeracy and ICT skills needed to function effectively.

Teachers must use them at the end of the key stage (Year 10) to make summative judgements about which level each pupil has achieved in each Cross-Curricular Skill.

In Lurgan JHS, depending on the level of union action involvement, this level is reported to parents at the end of Year 10 and used in our School Development Plan as a benchmark for us to measure the progress of our pupils against their peers across NI.

The Northern Ireland Curriculum has also identified the development of Thinking Skills and Personal Capabilities as central to enabling pupils to become effective learners across all subjects. These skills encourage pupils' ability to think both critically and creatively and to develop personal and interpersonal skills and dispositions which help them in their learning.

The five skills are:

- Managing Information
- Thinking, Problem-Solving and Decision-Making
- Being Creative
- Working with Others
- Self-Management

Pupils acquire all five skills through all subjects but focus on the development of the skills that are most appropriate to the content of each subject. It is acknowledged that the acquisition of skill will always be preceded by the acquisition of knowledge. (Willingham, 2018).