

ASSESSMENT POLICY

RATIONALE

We believe that effective assessment is the key in determining the school's academic success. Good assessment, marking and reporting will enable learners to continue to progress. It will allow teachers to adapt their learning styles to give learners the best possible learning experiences. The school's Assessment policy will help learners and parents /carers to be involved in the teaching and learning process.

The School's Policy for Assessment seeks to:

- Inform learners, teachers and parents about progress and attainment
- Identify learners' individual strengths and areas of development
- Indicate the next step in the learning process
- Involve learners in target setting
- Support and motivate the learner
- Inform teachers of the strengths of their teaching style and areas of development
- Help teachers plan for progression and differentiation appropriately
- Provide parents and carers with information on their child's progress

To enable effective assessment and reporting teachers will:

- Involve all learners actively in assessment so that they are aware of what is expected of them and what they need to do to improve
- Involve all learners in reviewing and target setting through discussion and feedback between learners and teachers
- Identify gifted and talented learners who require extension activities
- Develop various intervention strategies to overcome difficulties in learning
- Ensure consistency in assessment and record keeping procedures
- Keep records of attainment to inform the reporting process
- Develop learners' skills of self assessment
- Use validated assessment data to inform target setting and raise expectations
- Inform learners, parents and teachers and other relevant staff about progress and attainment, meeting all legal requirements for recording and reporting
- Motivate learners to become effective learners, building self-esteem and self-awareness

GUIDELINES

The following guidelines are for all departments:

- Pupil Assessment Records will be based on SATs attainment data and Pupil Achievement information received from feeder Primary Schools
- The progress of learners will be tracked and monitored by subject teachers
- All teachers will be involved in an informed, systematic review of learners' progress
- All learners will monitor and review their own learning and set personal targets for improvement
- Records will be used to evaluate the effectiveness of Units of work and lesson plans
- The school has effective systems for record keeping that will ensure assessment data is able to 'travel' with the learners enabling continuity
- Parents/carers will be invited to Annual Review Days to discuss the progress of their child, therefore becoming actively involved in setting targets for improvement
- The Principal will monitor overall pupil progress and report to the Governors at the end of the Summer Term

MARKING PROCEDURE

Marking is defined in this policy as feedback from the class teacher to the learner about the work produced by the learner. Although feedback is usually written, it may also be spoken. Marking used formatively is likely to improve the quality of teaching and learning and raise standards of achievement.

Marking aims to:

- Ensure a consistent approach to marking across departments
- Enable summative data to be used in a formative setting to raise achievement and attainment
- Provide constructive feedback to learners about strengths, areas for development and future learning targets needed to make progress
- Inform future planning; therefore improving the quality of teaching and learning

GUIDELINES

- Internal Examinations will be conducted twice a year
- During the year assessments must be criterion-referenced ensuring that all curriculum areas use the same measures for communicating attainment
- All marking will be conducted in accordance with the Departments own criteria

- Marking should be undertaken regularly to give meaningful feedback to learners as soon as possible after the work has been completed
- Feedback (comments) should indicate specific strengths, highlight weaknesses and set targets for improvement
- Learners must be given opportunities to achieve the targets set
- Feedback should be viewed as an opportunity for teachers to have 'one to one' dialogues with learners either verbally or written
- Constant use of numerical marking or grading without the support of quality feedback is to be avoided
- Learners must be made aware of the next step to improvement through diagnostic marking
- Diagnostic marking should influence planning and encourage effective teaching and learning
- All learners should be made aware of what is being assessed (Learning Objectives and Learning Outcomes) before embarking on a task
- Subject Teachers will keep records of pupil progress which will include assessment results from Key Stage 2 till 4.

KS3

Pupils' termly attainment data will be displayed as follows:

Emerging	Em	Learner has not met the term's expectations
Developing	D	Learner is working towards meeting the term's expectations
Securing	S	Learner has securely met the term's expectations
Exceeding	Ex	Learner has met majority of the term's expectations

KS4 & KS5

This includes English and Maths from year 7. Pupil data will be given in grades according to the 9-1 grading system. All externally moderated courses will follow the examination board's assessment grading criteria.

MONITORING & EVALUATION

This policy will be reviewed annually at the Academic Board Meeting during the Summer Term unless there are significant changes made to assessment procedures. The policy will take account of national initiatives and the views of parents, teachers and governors.

Date approved by Board of Governors	Date of implementation	Date of next review
1 Sep 2018	1 Sep 2018	1 Sep 2021

