



### ASSESSMENT POLICY

This policy covers the aspects of formal and informal assessment within the curriculum, the marking of pupils' work, the recording of pupils' progress and achievements, and the means by which such progress and achievement is reported. This policy takes into account all the relevant statutory requirements. It also provides guidelines which encourage marking for improvement and target-setting.

#### **The purposes of Assessment**

- To help each individual pupil work towards achieving his academic potential.
- To provide realistic and systematic judgements on the achievement and progress of individual pupils.
- To monitor the progress of each pupil against a professional judgement of his capability and potential.
- To keep parents informed about their child's progress and achievement.
- To assist all pupils to take appropriate and increasing responsibility for assessing aspects of their own achievement and progress.
- To provide information on actual and potential academic and other achievements to inform pupils' subject choices, and to support their applications to Further and Higher Education and employment.
- To use the outcomes of assessment to help teachers enhance their teaching and planning to best meet the needs of individuals and groups of pupils.
- To encourage consistent, relevant, and clear marking, grading and annotation.
- To give all pupils the information and guidance they need to improve the quality of their work.

#### **How these purposes are achieved:**

##### **1. To help each individual pupil work towards achieving his academic potential.**

Effective assessment will:

- Meet the School's Integrated Assessment, Tracking and Target Setting priorities, as identified in Appendix 1
- Measure pupils' progress against relevant learning objectives and success criteria.
- Be outlined in departmental schemes of learning.
- Emphasise positive achievement.
- Identify areas needing development or improvement with individualised strategies for improvement.
- Provide feedback to pupils for the purpose of improvement.
- Rigorous and robust.
- Be tracked on SIMS.

Formative assessment is carried out by:

- Adhering to whole school and departmental policies on assessment, homework, Controlled Assessments and coursework.
- Adapting lessons and, if necessary, schemes to the learning outcomes identified through assessment.
- Rigorous tracking, monitoring and evaluation to inform individualised learning outcomes.

**2. To provide realistic and systematic judgements on the achievement and progress of individual pupils.**

Effective summative assessment should:

- Highlight positive achievement and effort.
- Clearly inform each pupil, and his parents, of the level of his achievements and progress over a set period.
- Set targets which will help a pupil to improve his achievement and rectify weaknesses.

Summative assessment is carried out by:

- Regular department assignments.
- Formal school exams for all pupils each year.
- Trial examinations in Year 12, 13 and 14.
- Formalised assessment carried out by departments as part of KS3, GCSE and A Level/BTEC courses.
- Individual teacher assessment will be corroborated by departmental monitoring, including standardisation meetings.

**3. To monitor the progress of each pupil against a professional judgement of his capability and potential.**

This is achieved, in addition to the above, by regular setting and marking of classwork and homework, monitoring by subject leaders and analysing and evaluating external exam results. Target setting will be employed both to motivate and evaluate individual and class progress. The core assessments will be rigorous and robust and tracked using SIMS.

**4. To keep parents informed about their child's progress and achievement.**

Regular liaison with parents is a vital aspect of effective assessment practice. Liaison with parents is carried out by:

- Sending home reports – schedule shown in Appendix 1
- Inviting parents to discuss the report with class teachers at the annual parent-teacher consultation.
- The practice of contacting parents as a matter of course if a pupil experiences persistent difficulties.
- Encouraging parents to contact the school if they feel there is a problem.

**5. To assist pupils to take an appropriate and increasing responsibility for assessing aspects of their own achievement and progress.**

- Designated programmes of study skills development in each Key Stage.
- Academic and Pastoral Target Setting.
- Pupil feedback.

**6. To provide information on actual and potential academic and other achievements to inform pupils' subject choices and to support their applications to Further and Higher Education and employment.**

This is achieved by:

- An effective system for generating public exam predictions based on the results of school-based assessment.
- CEIAG interviews for all pupils in Years 10, 12 and 13 and all Higher Education applicants prior to completion of their reference.

**7. To use the outcomes of assessment to help teachers enhance their teaching and planning to best meet the needs of individuals and groups of pupils.**

On a day-to-day basis, teachers gain and use the feedback from their marking of pupils' work. In addition to this, feedback is gained from:

- School and departmental analysis of external examination results.
- Agreed departmental moderation procedures.
- Departmental analysis and discussion of school-based assessment and examinations.

**8. To encourage consistent, relevant, and clear marking, grading and annotation.**

- Each departmental handbook will contain policies which agree a consistent approach to assessment, homework, coursework and Controlled Assessment.
- The subject leader will monitor all policy-into-practice issues and evaluate, with his/her colleagues, the effectiveness of policies and practice.
- All assessment objectives, criteria and marking grids should be communicated to all pupils.
- All members of each department should mark or grade according to departmental policy.
- Annotation ought to be legible, clear, highlight positive achievement and identify potential improvement.
- Marking and annotation of coursework will follow examination board guidelines.

## **PLEASE NOTE: SUPPLEMENTARY INFORMATION**

**The Assessment Policy defines clearly the expectations in terms of Formative and Summative Assessment opportunities. Please note the following in terms of best practice:**

- Marking is frequent and consistent, resulting in pupils being fully aware of what is required to improve their performance; (pupils respond).
- Good records of pupils' performance are maintained and used to monitor progress; the records are used to respond to individual pupil needs.
- Purposeful home learning is set regularly and marked with improvement in mind.
- Assessment for learning is fully understood and utilised by the teachers.
- Success is celebrated to enhance pupils' confidence, motivation, and self-esteem.
- Teachers use the outcomes of pupil assessment to provide feedback for the purpose of individual and class pupil improvement.
- Teachers use the outcomes of pupil assessment to self-evaluate their teaching strategies and resources.

Throughout the school students use classwork books, home learning books and folders to display their work. The Whole School Policy for pupil books is as follows:

### **Home Learning books including files/folders**

- A wide variety of high quality stepped and overall learning opportunities.
- High quality formative feedback through identification of strengths and Marking for Improvement.
- Adherence to the Presentation Guidelines.

### **Classwork books (including files/folders)**

- A wide variety of opportunities for pupils to engage in AFL processes linked to the application of knowledge, i.e. peer and self-assessment; high order questioning; engagement with thinking diagrams, summary diagrams, note-making, framed lists, etc.
- Development of literacy skills that attend to structure, sequence, clarity, expression, vocabulary, grammar and spelling (where applicable).