

Policy for Assessment



Rationale

Teacher Assessment is an integral part of teaching and learning in the classroom and it is integral to our commitment to nurture each student and celebrate their achievements, encouraging the fulfilment of potential. It is also a key priority for us to help us further to raise standards. We have had considerable training in “**Assessment for Learning**” techniques and now we must ensure that active techniques are routinely used both in class and when marking to assist students in knowing the level at which they are currently performing, the level they are targeted to achieve and exactly how to get there.

Our teachers continually confer with students, guide their work, ask and answer questions, observe them, encourage them, challenge them, coach them and help and focus them; they also structure lessons so that students assess their own progress and assist their peers to do the same. In addition teachers mark and review written work and other learning activities and provide feedback to students on these which give practical advice about how to improve. Through these aspects of learning teachers are continually updating their understanding of their students' capabilities and achievements. This knowledge must then be built into planning of future work. Assessment is therefore, a continuous and interactive process that informs the students, the teacher and parents. Our half term assessments are part of these processes, but we as teachers must be systematically evaluating the progress of each child every lesson and providing immediate feedback to him or her.

Purposes of assessment

1. To provide a framework for all subjects, in which educational objectives may be set and students' progress charted and expressed
2. To provide motivation and personal development for students by including clear objectives, opportunities to assess their own progress and provide feedback about their achievement
3. To identify learning difficulties and barriers, thus providing a basis for planning how the needs of particular students are to be met.
4. To assist teachers, heads of faculty and the school to evaluate the effectiveness of the teaching and inform decisions about future school priorities.
5. To provide information for parents, the governing body, and the wider community including Higher Education Institutions, the Local Authority and employers.

Guidelines

1. Assessment will be reference to clear criteria for success, will be continuous and will employ a range of modes e.g. observation, listening, and consideration of products of work
2. Assessment will be student centred giving opportunities for self and peer assessment, negotiation and target setting.
3. Assessment will be formative (shape the way or direction in which a student develops) and as learning difficulties are diagnosed, steps will be made to remedy them.
4. Assessment will provide useful information with which to monitor the success of schemes of work, resource deployment and learning styles and will inform future plans.
5. The progress and attainment of individual students will be summarised on specified occasions to indicate what they know, understand and can do. This will form the basis of consultation with parents; each faculty should agree six assessments per year and these will form the basis of target setting and reports to parents. This information, along with an assessment of likely outcomes (predicted) will be recorded in SIMS and reported home.

Conclusion

This policy must be read in conjunction with the statement of Aims of the School, Faculty Policy Statements on Assessment And Marking , the Homework Policy, and examination board requirements.

The responsibility for implementing this policy lies with all members of the teaching and in-class support staff.

1. Teacher Assessment

Teachers will carry out both formative and summative assessments for all students.

- Formative assessment will be continuous, will be built into all schemes of work and will be an essential part of the learning every lesson using the range of AFL active techniques we have developed; it will also form the basis for marking (see below).
- Summative assessments be created from the six half term assessments carried out by each student to produce a grade or level (with sub level indicator a, b or c). This must inform decisions about teaching and learning methods and the selection of resources for learning and will enable all lessons to be focused on an appropriate and suitably challenging range of levels.
- All faculties will produce schemes of work and assessment arrangements for all year groups.
- In schemes of work, learning/assessment objectives will be identified to match the Level Descriptions (LD) for the subject.
- The objectives for each lesson must clearly relate to LEVELS for KS3 and GRADES in the case of KS 4 and the Sixth Form and these should be explicitly described to students when the objectives are presented at the beginning of the lesson.
- An appropriate assessment technique will be matched to each identified objective.
- These must also be in keeping with the targets set for each teaching group and any students who are in danger of not meeting targets should be monitored and assessed thoroughly.
- Opportunities must be identified for the assessment of cross curricular aspects, such as PHSCE & SMSC in accordance with agreements made in school.
- Assessment should be differentiated by task or outcome to give all students the opportunity to show the extent of their progress.
- Assessment should be reliable. Faculties should have in place standardisation procedures.

2. Marking

- Marking is the essential tool to inform the learning process for students, staff and parents because it enables us to give practical feedback to every student identifying how well their performance in that piece of work matches the level/grade which they should be achieving. It is the key means of informing students how to make progress, so is vital to that progress. It also enables teachers to assess how well students are performing and thus informs future planning.
- Criteria for marking must be agreed within each faculties and be clear to all staff and students.
- There must also be discussion and agreement about the nature of the marking to be carried out- when it is appropriate to grade or level work and when comments will be used.
- Formative comments on students' work should regularly be given and should be diagnostic, indicating strengths and achievements and advising on improvements for future as appropriate. Formative assessment can take many forms; as well as written comments, it can include self and peer assessment, oral comments, discussions, group tasks, and should be incorporated into the planning of all lessons. Formative assessment must indicate clearly to the student how to improve their work.
- Summatively assessed work should be levelled or graded upon criteria that are clear to the staff, students and parents/guardians and these should be moderated across a faculty and in line with available level descriptors.
- Teachers should aim to mark routine tasks within 10 working days and more extended pieces of work within a specified timescale dependent upon the nature of the task, e.g. GCSE coursework, A/AS Level essays. Students should receive appropriate individual and/or group feedback.
- Marking strategies should be consistent within a faculty.
- Heads of Faculty must include timescales for marking extended pieces of work and monitoring strategies within their own faculty's policy.

3. Recording Assessment

Records are the basis for identifying students' achievements in relation to the Attainment Targets and/or Level Descriptions at any time throughout a Key Stage, but for the core subjects, particularly at the end of the Key Stage. Record keeping will take three forms:

- Teacher's records
 - Faculty devised subject record sheets
 - Records relating to statutory testing at the end of KS3 and KS4
- Records need to be ongoing, cumulative, manageable, accessible and useful.

- Each faculty must develop an assessment structure for each course that they run, detailing and recording **six summative assessments per class per year**, meeting the deadlines published in the School Calendar.
- Although teachers should be able to justify why they have given a student a particular level of attainment, these justifications do not need to be supported by written evidence for every Level Description. Evidence should support judgements relating to the student's overall attainment. Faculties must put in place a system for the collection and retention of such evidence.
- Faculties, as part of their system for collecting evidence, should build in period reviews to determine what evidence has been superseded as students achieve at higher levels.
- The work retained should be based on agreed assessment tasks and provide evidence of internal consistency, reflecting standards agreed between members of a faculty or in the case of ICT, between delivering faculties.

4. Peer/Self Assessment

- There should be periodic elements of self and peer assessment in all subjects.
- It is the responsibility of the faculty to identify points at which self assessment would be appropriate.
- To involve students in self assessment they must be aware of :
 - the learning objectives of a scheme of work
 - the criteria by which a piece of work will be judged
- Where self assessment takes place it should lead to informed, subject specific, target setting.
- Faculties, within their recording system, should build in a place for student targets which can be accessed for review purposes

5. Reporting

This will be in line with government directives and the whole school policy on Reporting, which gives feedback to parents every term on progress. Students will receive informative feedback on all assessments, making clear any strengths and weaknesses and encouraging their further progression.

6. Monitoring and evaluation of the assessment, marking and recording process

Before a process can be monitored, criteria for the exercise must be established. These can be found above. Each faculty must have a clear positive response to the following:

- Are appropriate schemes of work in place?
- Are SoW matched with assessment schedules, which identify the opportunities for assessment?
- Are standardization and monitoring strategies in place for the Key Stage?
- Are students aware of the learning objectives?
- Is a range of assessment techniques being employed?
- Is there evidence of differentiation in assessment?
- Are cumulative, accessible records of assessment being kept?
- Are students aware of their progress?
- Monitoring methods should be adopted to match the evaluation questions.

• Faculty policies and systems	Senior Team Link & Head of Faculty
• Discussion with Head of Faculty	Subject Teachers & Head of Faculty
• Attendance at standardization meetings	Faculty
• Cross marking sample questions	Faculty
• Consultation with students	Head of Faculty/teachers
• Classroom observation	Head of Faculty/Senior Team Link
• Half term inspection of student's files/books	Head of Faculty
• Check record sheets	Head of Faculty
• Half term sample homework books and diaries	Head of Faculty/Key Stage/T&L team

7. Evaluation

Following monitoring appropriate revisions and plans will be drawn up in consultation with the Faculty.