

ASSESSMENT POLICY

Why do we assess?

- To provide a full and balanced assessment of an individual's achievements, attitudes and abilities across a range of skills and knowledge.
- To prepare a record which identifies strengths and weaknesses.
- To provide a source of reference for students, teachers, parents and other relevant agencies.
- To encourage students to be confident in their own ability and to assess and evaluate their work.
- To ensure that students know what is required to improve
- To assist in the work of departments in target setting and performance analysis.

Departments follow their feedback policies and marking is monitored at department meetings, during departmental reviews and in lesson studies.

How we assess and what we hope this will achieve

Formative assessment

Formative assessment is used to assess knowledge, skills and understanding, to identify gaps and misconceptions. It's used to evaluate pupil understanding and identify gaps and misconceptions and will enable teachers to adjust teaching and learning whilst it's still happening and in future lessons. Pupils will be involved in self and peer assessment activities in order to gain useful insight into their own understanding. A record of verbal feedback is not kept by teachers but students may do so.

Marking policy

The marking and feedback policy describes the principles used to assess student work and enable progress to be maximised

Summative assessment

The assessment model is based on an aspirational flight path for students and is aligned to GCSE curriculum skills. The objectives of the model and subject specific criteria are shared with parents on the website and with students in their lessons.

Assessments will take place at least once a term and will be used by both staff and pupils to identify what individuals require for their future learning. The model demonstrates improvement over a long period of time as it is based on GCSE criteria. Teacher assessments are moderated within departments, and communicated to parents and students. The aim is to ensure students gain a depth of understanding and mastery in their study.

Nationally standardised summative assessment

Students follow GCSE specifications at KS4 and B-Tec or A levels at KS5. The school follows the

statutory requirements for these.

Recording and use of assessment data

Staff will record information on students' performance and update this to inform school calendared data snapshots. Recorded information will be used to inform further planning to ensure all students make effective progress.

- All staff are expected to keep individual records of student performance in line with the department and school practices.
- Students record outcomes of assessments in their planners or exercise books as appropriate.
- Marksheets are provided with details of previous performance, contextual data, prior achievements and targets
- Snapshots are taken every half term. Heads of Department monitor that data for these is consistent across the department and in line with the appropriate assessment framework

Arrangements for the governance, management and evaluation of assessment

An Assistant Head teacher has the responsibility of ensuring that the policy is maintained and followed.

Governors have responsibility for monitoring the effectiveness of these assessment practises.

We expect to see that:

- teachers use assessment for establishing pupils' starting points; modify teaching so that pupils achieve their potential by the end of a year or key stage.
- assessment draws on a range of evidence of what pupils know, understand and can do based on subject specific criteria and examined specifications
- teachers make consistent judgements about pupils' progress and attainment, for example within a subject, across a year group and between year groups.
- all pupils, including the most able, do work that deepens their knowledge, understanding and skills.

Teacher support

Staff will be consulted on and informed of changes to the assessment policy. The Assistant Headteacher in charge of assessment is responsible for ensuring staff have access to professional development opportunities on assessment. The school will work with other challenge partner schools and share good practice.

This assessment policy remains a live document against which success can be evaluated to allow for continuous improvement.

Review:

Title of Policy	Assessment Policy
Adopted	September 2016
Cycle	Annual
Policy Prepared By	Mr Mark Blackman
Date of Next Review	Autumn 2017
Date:	Signed: