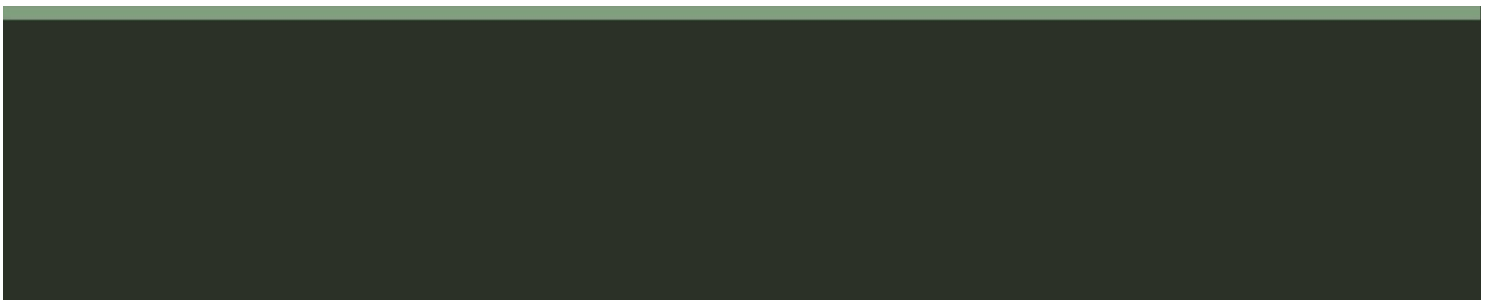




ASSESSMENT POLICY

Committee Responsible:	Collaborative Committee Curriculum and Achievement
Reviewed by:	Naseema Akbar, Kashif Mahay & Wahida Patel
Review Date:	November 2019
Ratified by Committee:	15 th January 2020
Next Review Date:	14 th January 2021



Bentley Wood High School

Assessment Policy

Using prior data and a school expectation that all students will exceed national benchmarks, informed aspirational targets are set. Students, teachers and parents use these targets and regular assessments to establish whether an individual's potential is being met.

Aims: Through the application of assessment for learning principles, in the planning and delivery of learning episodes and formal and informal assessment of students' work our aims are:

- To ensure all groups of students are provided with regular quality feedback to help them reach or exceed their full academic potential showing progress in their learning over time;
- To ensure that students take increasing responsibility for assessing their own progress;
- To establish a consistent approach to the way we feedback on students' work, so that students feel valued and have a clear understanding of how well they are doing;
- To ensure that students are able to explain what they need to do to demonstrate success;
- To empower students to respond to their teacher's comments and improve their learning;
- To establish constructive dialogue between teacher and student;

Responsibilities of Head of Department and responsibility holders within the department:

- To supports their team in meeting the needs of the school policy and follow the school assessment calendar;
- To ensure the team deliver rigorous formal assessments which are integrated into schemes of learning schedules. These assessments are fairly moderated and graded and recorded at each assessment point;
- To establish consistency in assessment processes across the team;
- To ensure all formal assessments have elements of skill and content tested within them. The skills identified stretch, challenge and support the students through the key stages;
- To use student's assessment grades in comparison to their target grades to identify students who need additional support or to celebrate student's success. The assessment grades may also identify students who have been targeted to low and who need their target grade adjusted to reflect a great academic potential;
- To monitor and feedback to the team the effectiveness of assessment and feedback within the whole school Monitoring, Evaluation & Review cycle. (MER)

Responsibilities of class teachers:

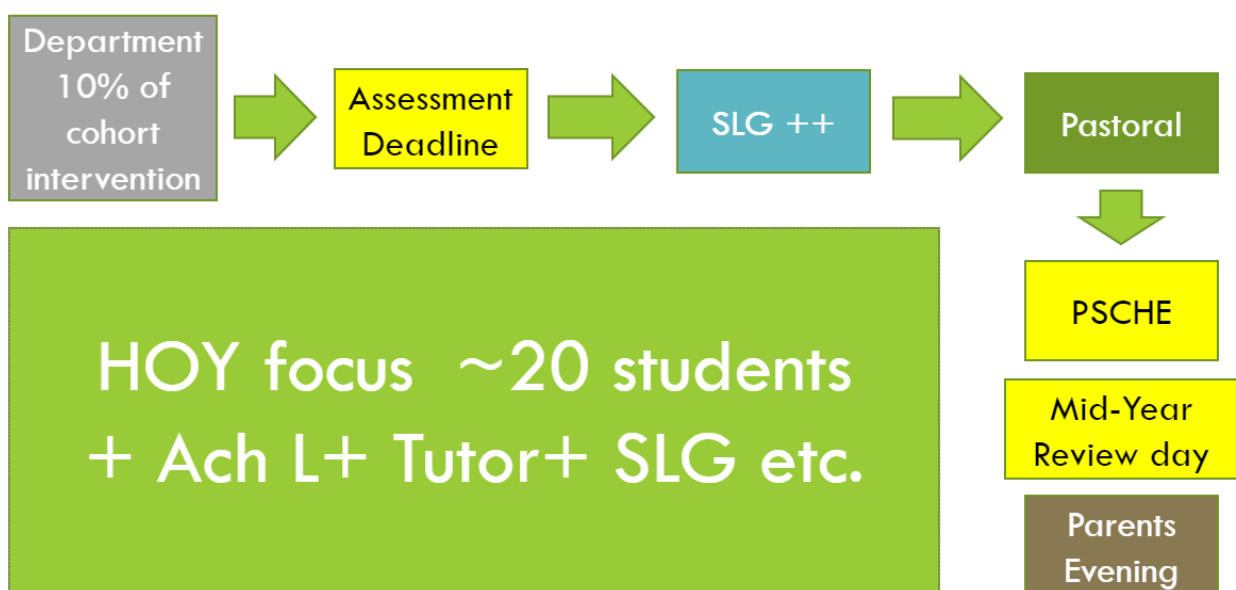
- To ensure students are given feedback, in a variety of ways including: peer marking, self-marking, verbal feedback and written feedback;
- To make formative and summative assessments for each unit of work according to the department schedule. This will be a mixture of classwork and homework tasks;
- To ensure all summative assessments are completed according to the schemes of work and whole school requirements – grades will be given and referenced against targets to measure progress over time;
- To ensure students action feedback appropriately to demonstrate they understand how to improve their work;
- To make a formal record of students' progress, record onto the school's SIMS mark sheets.
- To enter a homework and effort score for each student

Responsibilities of the student:

- To act on all feedback to improve their learning;
- To request additional feedback when required;
- To be aware of their target levels/grades and their current tracking level/grade;
- To give sensible peer/self-assessment as requested by the teacher.

Assessment Cycle

PATTERN OF ASSESSMENT/INTERVENTION



Assessment calendar of events 2019/2020:

	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	June	July
Year 7	Tutor Eve		1b			2d	P-Eve		EXAMS		3c
Year 8			1b		P-Eve	2d	Opt-Eve		EXAMS		3c
Year 9			1b	P-Eve		2d			EXAMS		3c
Year 10		1a	P-Eve			2d			MOCK EXAMS		3c
Year 11	SC1	1a 6 th Form Op-Eve		Mock	Mock	2b	P-Eve	3a	External Exams		
Year 12	SC1 Tutor Eve	1a			Mock 2c	P-Eve	3a				UCAS subject ref's
Year 13	SC1 P-Eve UCAS	1a	Mock 1	2a		P-Eve	Mock 2 3b				

Key:

SC1 – Skills Check 1 1a, 1b – Assessment 1 P-Eve – Parents Evening Opt-Eve – Option Evening
 EXAMS – End of year exams UCAS – UCAS predicted grade UCAS ref – UCAS subject reference
 6th Op-Eve – 6th Form Open Evening Mock1, Mock 2 – Mock Exams

Target Grade – the target is set from student's prior data (where available) to be achieved by the end of the key stage as follows:

KS3 Target Grade–

- based upon GLS Math's and English tests and KS2 scores and FFT estimates;
- Grades awarded 1 to 7
(This was changed in Sept 2018 introduced with Year 7 only this was moving away from KS3 national curriculum levels)

KS4 Target Grade

- FFT estimates, KS2 scores and internal KS3 assessments;
- Grades awarded 1 to 9 or pass/merit/distinction

KS5 Target Grade

- ALPS A Level Target
- Year 12 ALPS Target maybe adjusted upwards by an excellent GCSE grades in same subject and Year 13 ALPS Target may be adjusted upwards in response to an excellent AS grade.
- Grades awarded A* to E or pass/merit/distinction

Projected Grade- an indicator of achievement will be given in the form of a projected grade at each assessment point. This is based on current performance in lessons, tests, homework and coursework tasks or a combination of a number of these. Based on the student's current performance, this grade predicts what grade they are likely to achieve at the end of the key stage. This grade is the primary means by which the student is tracked and monitored, as their final results are compared to their target grades. As students get closer to their terminal exams, this grade will also be used as predictive

grades for 6th Form, Colleges and Universities. Grades awarded match grade set of Target grades.

Examination mark - this is only entered for an assessment collection after an examination period. This is a current performance indicator. It also allows the teacher to assess how well a student copes with the pressures of being tested on a large quantity of work. In the early stage of reformed GCSE numerical grades this is given as a percentage this is still under review.

Effort and Homework Scores

Scores are recorded on a 1 to 5 scale- Definitions behind each score is in student's planner and Staff Assessment Handbook

Skills Check, Cause for Concern and Therapy comments could also be requested by a head of year to support internal intervention programmes. These programmes and requests for information will depend on year group needs.

Important Documents to refer to:

- Assessment Handbook
- Marking and Feedback Policy
- Homework Policy