



# Assessment Policy

Part of the Quality of Education Suite of Policies

<b>Committee Responsible:</b>	<b>Curriculum and Achievement</b>
<b>Reviewed by:</b>	H Ilanko
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## **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 enabling them to learn more and remember more;
- 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;
- To be able to allow leaders to analyse students' performance over time, spot trends and identify key groups of students

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

- To support their team to implement the school policy and follow the school assessment calendar;
- To ensure the team deliver rigorous formal assessments which are integrated into curriculum plans. These assessments are fairly moderated and standardised before they are 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 too 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.

### **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 curriculum plans. 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 student data in a timely manner following the assessment calendar

#### **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.

**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 CATS tests and KS2 scores and FFT estimates;
- Grades awarded 1 to 7

#### 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 Year 12 UCAS exam 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 grade predicts what grade they are likely to achieve at the end of the key stage. This is based on current performance in lessons, tests, homework and coursework tasks or a combination of these. 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 6<sup>th</sup> 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.

**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

**Important Documents to refer to:**

- Assessment Handbook
- Marking and Feedback Policy
- Homework Policy
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