

ASSESSMENT POLICY

VALUES

We believe that assessment is a vital part of the learning process. Assessment is a diagnostic, formative and summative process. It provides a snapshot of a student's attainment and provides information to help the teacher plan the next stage of an individual's or group's progress and to further develop the work of the student.

POLICY AIMS

- To establish an agreed, consistent framework within which the College and individual departments / faculties can continue the systematic development of formative and summative assessment.
- To encourage positive achievement and personalised learning for students.
- To ensure all teachers are assessing and monitoring work on a regular basis.
- To stimulate dialogue between stakeholders, in particular staff, students and parents.
- To be able to track student progress, benchmarked against prior data and then to act upon findings.
- To improve standards of attainment for all students.

POLICY FRAMEWORK

General points

When monitoring or assessing students' work, staff will give an indication of level / grade of attainment and how to access the higher level / grade.

- Evidence of monitoring and assessment of student work should occur at least once every two weeks for core and once every two timetable cycles for foundation. All Faculties / subject areas will use either the stamp or the record sheet for all written work.

Assessment of Learning

- Over the course of the academic year, at least 3 assessment of learning opportunities should be identified and timetabled – normally at the end of a unit of work when moderation can take place. These could include: tests, presentations, extended writing, practical work.
- Heads of Department / Faculties must identify consistent assessment opportunities across a cohort.
- Agreed assessment criteria must be identified for each of the Assessment of Learning opportunities.
- Heads of Department / Faculties must centrally record marks / grades from the assessment points.
- Following an assessment, discussion should follow *at Faculty / Department meetings to enable schemes of work, set changes etc.*

Assessment of Learning will:

- Provide a summary judgement about what has been learned at a specific point in time.
- Establish national benchmarks about what children can do and about College performance.
- Show what students can do without support.
- Inform the target setting process.

- Promote subsequent intervention.

The teacher will:

- Identify gaps in students' knowledge and understanding.
- Identify weaknesses in the taught curriculum and in specific areas of learning through analysis of performance which can guide future planning.
- Implement strategies to accelerate progress (narrowing the gap).
- Mark and measure against grades and levels.

The student will:

- Be able to gauge own performance in comparison to exam board criteria.
- Know what standards and expectations are required.

The common departmental formalised tasks / departmental testing:

- Once every term, every department will conduct a formalised standard task / test with graded level outcome.
- Common, pre-determined marking criteria are to be used for formalised tasks / tests.
- Feedback to students should be within three school weeks of completing non-moderated assessments.
- Records of formalised tasks / tests should be kept centrally in the department and analysed regularly.
- Departments should employ a range of assessment styles. It is, however, understood that owing to the nature of subjects, certain departments may find one style predominates.

Assessment for Learning (AfL)

Assessment is an integral part of the learning process and as such many of the strands of AfL will be present in an ongoing and continuous process. Furthermore:

- Assessment criteria / level / grades ladders must be available to students (wall display).
- Model answers should be available to students either as a wall display or exemplar and must be shared with students in all modules of work.
- Learning objective(s) should be clearly communicated in all lessons.

Good assessment practice will:

- Enable the active involvement of students in their own learning by providing effective feedback (and feed forward) which closes the gap between present performance and future standards required.
- Promote student self-esteem through a shared understanding of the learning processes and the routes to improvement.
- Enable the teacher to adjust teaching to take account of assessment information and to focus on how students learn.
- Provide information which can be used by teachers and managers as they plan for individual students and cohorts.

Assessment for Learning will:

- Provide insight into students' learning for both students and teachers.

- Promote success for all.
- Support the target-setting process.
- Enable continuous reflection on what students know now and what they need to know next (feedback).
- Promote intervention and link judgements to targets.
- Raise standards by taking students to their full potential.

The teacher will:

- Provide continuous oral and / or written feedback which identifies strengths and the next step(s) for improvement.
- Promote student involvement in self-assessment.
- Act on insights gained to inform curricular targets.
- Adjust schemes of work and plans as a result of assessed work.
- Make standards and objectives explicit to students.
- Promote inclusion by attending to all students' learning needs, particularly for students who are at risk of underachievement.
- Engage students in rich questioning with 'wait' time.

The student will:

- Know their target grade.
- Know what to do to improve.
- Know what standards are required.
- Know what has been achieved against known success criteria and what to do next.
- Gain confidence, motivation and self-esteem as a learner.
- Improve own self-evaluation skills.
- Make progress.

The Department Marking Policy will:

- Under normal school conditions work (school / homework) should be marked every two week timetable cycles (see HW policy for subject specific guidance).
- Coursework deadlines may mean variation in marking patterns across the year for some Year Groups.
- The departmental handbook should indicate the method of marking, including detail of grades, percentages and other marks.
- Students are to be made aware of the mark scheme, with for example, a help sheet inserted in their exercise book.
- Marking should include, where appropriate, a written comment which is constructive, offers guidance, and where possible is positive.
- Effort grades (1-4) as per reporting to parents should be used. This system should not replace a written comment.
- Rewards should be built into the system and should be applied consistently.
- Marking should be dated for monitoring purposes.
- Classroom teachers should keep records of all marks awarded against criteria marked. If required, classroom teachers should be able to convert some of these marks into meaningful National Curriculum levels.

SUCCESS CRITERIA

- Formative and summative assessment integrated into department / faculty schemes of work.

- All students have an awareness and understanding of assessment criteria and process.
- Students and staff feel confident in the accuracy and process of setting targets for continued progress.
- Staff assessing and monitoring student work on a regular and frequent basis.
- Effective use of prior data by teaching staff and students are aware and understand the rationale and process.
- Improved standards of attainment for all students.

June 2013