



Dated: March 2023

Review Date: March 2024

Assessment Policy

Purposes of assessment:

- To provide information for pupils, parents/carers, and teachers on pupil progress.
- To allow for course monitoring and evaluation within departments to improve learning and teaching.
- To act as a positive aid to the performance of each pupil.
- To provide objective guidance on course choice and progression throughout a pupil's school career.
- To prepare pupils for external examinations and awards.

Guiding principles:

All assessment and instruments of assessment should:

- Support learning and teaching.
- Ensure that all specific learning needs are identified at an early stage through diagnostic assessment and professional judgment.
- Promote self-awareness in pupils.
- Acknowledge achievement at all levels to maintain pupil motivation.
- Be an opportunity to evaluate course materials, learning processes and teaching methodology.
- Ensure consistency of approach across the curriculum, while recognising subject specificity.
- Reflect Equal Opportunities Policies of the school and local authority.
- Meet the requirements of national examinations.
- Assist the process of target setting for individual pupils.

Pupil assessment:

We will assess the achievement of learning outcomes as determined by the objectives of the taught topic:

- Knowledge and understanding
- Skills developed within the course
- Co-operation with others
- Ability to solve problems
- Capacity for independent learning

We will also seek to assess skills displayed across a range of learning opportunities.

Types of assessments:

- Pupil progress is normally assessed formally.
- Assessment may be formative or summative.
- Assessment will involve the setting of specific tasks and will form part of day-to-day teaching.
- Not all activities need to be formally assessed. A holistic view of a pupil's abilities may be seen as more appropriate at times.
- In some cases, pupil self assessment or peer assessment will also be appropriate.

Timing of assessments:

Assessments will take place three times a year – please refer to our assessment timetable. Depending on your child's chosen pathway they may also undergo other assessments during the year, this will be discussed with you prior to the release of your child's individual assessment timetable.

Planning of assessment:

Assessment will be part of the planning process for all teachers.

- Aims and objectives and learning outcomes of each subject will be clearly stated and shared with pupils.
- A program of study, including a timescale for completion of each unit/ topic will be drawn up and shared with parents/carers and pupils.
- Assessments will indicate how well pupils are progressing towards the stated aims, objectives, and learning outcomes of a subject.

Marking and grading:

- Grades will include a raw score and will relate to the assessment criteria.
- National guidelines will be used where appropriate.
- The outcomes of all formal assessments will be recorded and logged in the child's school record.

Standardisation:

Standardisation procedures will exist within the school. These may include sampling and cross marking. There will be an agreed marking scheme or criteria.

Meetings should be held regularly to monitor the marking of all aspects of internal assessments.

Information for parents/carers:

- A clear explanation of grades will be made available to parents/carers at the time of reporting or as requested.
- Parents/Carers will be informed about general assessment procedures and timings.

Monitoring and evaluation:

Monitoring and evaluation of the assessment policy and instruments of assessment will be ongoing. This will be through the process of self-evaluation.

Reporting introduction:

Reporting to parents/carers on their child's progress is an essential part of the home-school partnership and plays a vital role in raising pupil attainment.

Aims:

- To provide specific information for parents/carers, pupils, and teachers.
- To enhance home-school partnership.
- To inform parents/carers and pupils of pupil progress in a positive manner.
- To alert pupils and parents/carers to areas of concern so that these can be quickly addressed.
- To provide a starting point for discussion at Parents Evenings.

Guiding principles:

- Reports should be positive in their comments and demonstrate a sound knowledge of the child concerned.
- Reports will be written by the class teacher and reflect pupil progress against the topic outcomes.
- The end of year report will also have a comment provided by the head teacher
- Reports will highlight pupil strengths as well as indicate areas in need of development.
- Reports will be seen as a positive strategy in raising attainment.

Methods of reporting:

- Reporting to parents/carers may be formal or informal or both.
- Formal reporting takes place in accordance with an agreed reporting calendar.
- Reporting will also take place in the daily tick sheets that are sent to parents/carers at the end of each school day.
- Informal reporting may take the form of a conversation with parents/carers, highlighting positive progress or raising concerns.

Timing of reports:

Students will be issued a termly report and will also be given an assessment tracker which specifies the assessment data.