



Assessment Policy

1 Introduction

- 1.1** We believe that effective assessment is to inform planning, value children's work allowing them to be creative and produce their best work. Objective and outcomes should be linked to provide information, improve teaching and learning and acknowledge achievement. To do this in our school we undertake two different but complementary types of assessment: assessment *for* learning and assessment *of* learning.
- 1.2** Assessment *for* learning (formative assessment) involves the use of assessment in the classroom to raise student achievement. It is based on the idea that students will improve most if they understand the aim of their learning, where they are in relation to this and how they can achieve this aim (i.e. to close the gap in their knowledge and skills). Self-evaluation is a key component of assessment in the school.
- 1.3** Assessment *of* learning (summative assessment) involves judging students' performance against National Curriculum standards. Teachers may make these judgements at the end of a unit of work, of a year, or of a key stage. Test results, too, describe student performance in terms of levels and grades.
- 1.4** We give our children regular oral and written feedback on their learning so that they understand how to progress. Their involvement in the review process raises standards, and it empowers students to take action towards their next steps in learning.

2 Objectives

- 2.1** The objectives of assessment in our school are:
- to enable our children to demonstrate what they know, understand and can do in their work;
 - to help our children recognise the standards to aim for, and to understand what they need to do next to improve their work;
 - to use a range of assessment strategies to assess such as: oral, interaction, questioning, observing, discussion, peer and self-assessment; to give equal opportunities to children with varied learning styles;
 - to allow teachers to plan work that accurately reflects the needs of each child;
 - to provide regular information for parents that enables them to support their child's learning;
 - to provide the SLT & Middle Managers with information that allows them to make judgements about the effectiveness of the school.

3 Planning for assessment

- 3.1** We use our school's curriculum plans to guide our teaching. In this plan we give details of what is to be taught to each year group. In our school curriculum plan we also identify opportunities for assessment within each broad unit of work.
- 3.2** We plan our lessons with clear learning objectives. We base these upon the teacher's detailed knowledge of each child. We strive to ensure that all tasks set are appropriate to each child's ability. Our lesson plans make clear the expected outcomes for each lesson.
- 3.3** Teachers always share the lesson's learning objective with the children as the lesson begins. They also indicate the way in which the activity is linked to the learning objective and the criteria against which the work will be judged. Students should have a clear understanding of the aims of their work and what steps they need to take to complete it successfully.
- 3.4** Teachers ask well-phrased questions and analyse students' responses to find out what they know, understand and to reveal their misconceptions.

4 Target-setting

- 4.1** We set targets for all students using formative and summative assessments throughout the academic year. We discuss individual targets and communicate these to parents.
- 4.2** Children are encouraged to set their own targets alongside their teacher and be made fully aware of how they can progress within their learning to achieve their learning targets. This is to encourage students to become active learners who take responsibility for and manage their own learning (as opposed to passive recipients of the knowledge offered by the Teacher).
- 4.3** Following termly gap analysis students' performance is discussed in year/department team Target Group meetings. Based upon this targets are reviewed and intervention strategies put in place with clear timelines. Assessment papers during the year are shared with parents. Mentoring programmes across the school support students in their journey to achieving their targets.

5 Recording

- 5.1** We recognise various methods of assessing a child's learning. A range of formative and summative assessments are recorded to inform next steps in learning.

In the current academic year, 2 Formative Assessments and 1 Summative Assessment are planned for Term 1, 2 Formative Assessments for Term 2 and 1 Formative Assessment and 1 Summative Assessment for Term 3.

- 5.2** We use our annotated lesson plans as a record of progress measured against learning objectives.
- 5.3** We take the objectives for individual lessons from the broad learning objectives within the school's curriculum plan. These in turn reflect the demands of the National Curriculum and IGCSE level programmes of study. Our teachers record the progress of each child against these broad objectives. This enables them to make a judgement about the work of each child in relation to the National Curriculum/IGCSE level of attainment. This allows us to monitor the progress of each child. Each teacher passes this information on to the next teacher at the end of each year.
- 5.4** Levels at the end of each term are uploaded on ERP system for school to monitor/track progress of each child.

6 Reporting to parents

- 6.1** We have a range of strategies that keep parents fully informed of their child's progress in school. We encourage parents to contact the school if they have concerns about any aspect of their child's work.
- 6.2** We offer parents the opportunity to meet their child's teacher formally four times per year. At the first meeting general progress is discussed. At the second meeting of the school year we will review the targets that we have identified for students with the parents. At the third meeting of the year we evaluate their child's progress as measured against the targets. At the fourth meeting of the year we review their child's progress and the targets identified in it for the next school year. Following Target Group Meetings we share with parents how they can help at home to support attainment. This partnership has produced positive outcomes.
- 6.3** The parents receive three written reports of their child's progress and achievements available on line during the year. In these reports we identify target areas for the next term or school year.
- 6.4** We offer parents of students in FS1 & FS2 termly opportunities to discuss with the teacher their child's Learning Profile using Performance Indicators.

7 Feedback to pupils

- 7.1** We believe that positive and constructive feedback to students is very important, as it tells them how well they have done, and what they need to do next in order to improve their work.
- 7.2** We give children on-going verbal feedback on their work. We usually do this when the children are working during the lesson, although we sometimes give feedback on a particular lesson at the beginning of the next one. We write comments on the children's work during marking. We give written comments to children of all ages which are both positive and constructive.
- 7.3** Having children assess their own or each other's work is an integral aspect of AfL in the school. We have an agreed code of marking that is used by Teachers and students for peer and self - assessment. Marking should support a child's learning and it should be remembered that too many marks on a piece of work can overwhelm and demoralize a student.
- 7.4** We allow time at the beginning of each lesson for the children to absorb any comments written on their work, to answer any questions written on it by the teacher, and also to ask any questions of their own. There may also be improvements they can work on during this time. We start the lesson in this way in order to ensure that the time our teachers spend on marking really has an impact. We believe that learning is maximised when children enter into a dialogue about their work.

8 Consistency

- 8.1** All subject leaders study examples of children's work and set up a monitoring and moderation schedule within their subject area. Subject leaders use the National Curriculum/ CIE materials to make judgements about the levels of the children's work and complete a gap analysis. All our teachers discuss these levels, so that they have a common understanding of the expectations in each subject.
- 8.2** Book scrutinies are conducted termly with regard to consistency in terms of marking, presentation, progression, differentiation, assessment policy, target setting and SOW.

9 Monitoring and review

- 9.1** This policy will be reviewed in one year or earlier if necessary.