



Assessment Policy

June 2020

Office use

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Associated documents:			
Behaviour Policy SEND policy			
Links to:			

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1. Rationale

1.1 Assessment provides opportunities for students to demonstrate what they have learned in terms of knowledge, understanding, skills and attitudes over time. Written and verbal teacher feedback helps recognise and celebrate positive achievements. It also informs students about how to make progress. For school leaders assessment also provides an opportunity to evaluate curriculum provision and plan future teaching and learning to meet the needs of all students. Assessment should be used to identify knowledge gaps and allow schemes of learning to be dynamic and fluid.

1.2 Specifically:

- i. Assessment should be integral to the learning process with a shared understanding by teachers and students of appropriate and explicit outcomes, it should involve a variety of assessment activities, including self and peer assessment.
- ii. Constructive written and verbal feedback and marking should be provided to every student, focusing on successes and improvement needs against clear learning outcomes.
- iii. Assessment should enable students to become reflective learners and help them to 'close the gap' between current and desired performance, including opportunities to respond to teacher feedback.
- iv. Assessment is a valuable tool in helping teachers to 'personalise' learning and to ensure that individual needs are met.

2. Assessment for learning key principles

- i. Class data should be used to plan lessons with appropriate pace and challenge.
- ii. Students should know what is expected for their ability and at key stage 4 knowledge of their minimum expected grade.
- iii. Teachers should plan and pitch lessons against learning outcomes which meet student needs.
- iv. Teaching should effectively model what successful achievement looks like for students.
- v. Teaching should allow time for the review of learning, including student response to feedback which demonstrate the improvements that have been made.
- vi. There should be variety in assessment activities both formative and summative including peer and self-assessment.

3. Responsibilities

3.1 Teachers:

- i. Regularly use a variety of feedback approaches, including written, verbal and peer assessment in assisting student understanding about how learning can be developed and improved.
- ii. The use of DIRT marking should be evident with opportunity for response after each formal assessment.

- iii. Complete agreed assessment activities as identified within curriculum schemes of work.
- iv. Grades should be issued in line with faculty policy.
- v. Share assessment outcomes with the Head of Faculty or Senior Leaders upon request.
- vi. Engage in work sampling and standardisation processes as arranged by the Head of Faculty.

3.2 Faculty leaders:

- i. Ensure that schemes of work clearly identify agreed assessment activities undertaken within the curriculum area.
- ii. There should be at least two formal assessments per half term per subject (one homework and one classwork).
- iii. Ensure that teacher marking is standardised across the curriculum area.
- iv. Assessed work must be moderated/standardised within the faculty area.
- v. Ensure the accurate and timely submission of Assessment Point data as indicated in the school calendar.

3.3 Senior leaders:

- i. Ensure that school policy is consistently applied across all curriculum areas.
- ii. Support Heads of Faculty with Quality Assurance processes to ensure policy expectations.

3.4 Students:

- i. Complete assessment activities as directed by the class teacher.

3.5 Parents:

- ii. Support the school in checking that students are organising their learning.
- iii. Check that students are packing the correct books and equipment for each day of the week.
- iv. Support and monitor students through the AMP review process.

3. 6 Headteacher and Governing Body:

- i. Hold Senior and Middle leaders to account with respect to the consistent implementation of the policy.
- ii. Receive feedback about the quality of marking and responding to student work across the school.